

3-D Art I – Now a Year Class combining 3-D Art I and 3-D Art II Semester Classes

3-D Art I (3-D Art I and 3-D Art II)

Roanoke County Schools

Overview:

Upon completion of the 3-D Art I course the student will:

- I. Perceive and Understand:
 - A. the elements and principles of art as incorporated in three-dimensional design.
 - B. ways to create tactile and visual textures using various methods.
 - C. ways to combine positive and negative areas in artwork.
 - D. realistic, abstract and non-objective ceramic forms.
 - E. organic and geometric forms.

- II. Appreciate and be aware of:
 - A. the origin of ceramics and sculpture
 - B. historical and cultural trends in three-dimensional design.
 - C. the role of artists in mass media.
 - D. famous artists and their styles and techniques.

- III. Possess a knowledge of:
 - A. basic art vocabulary.
 - B. good craftsmanship
 - C. safety procedures.
 - D. career opportunities
 - E. appropriate tools, materials and techniques.

- IV. Create:
 - A. clay forms made by the pinch, coil, and slab method of handbuilding.
 - B. sculptural forms using the following techniques:
assemblage, additive, subtractive, and low relief.

- V. Produce art work and demonstrate skills of:
 - A. proper use and care of tools and materials.
 - B. techniques in paper sculpture, wire sculpture, clay sculpture, assemblage, and low relief.
 - C. clay formation using the pinch methods of pinch pots, pebble pots, and free-form.

- D. clay formation using the soil or strip methods to create vase-forms, textural slabs, bowls, baskets, and/or rolled pottery figures.
 - E. clay formation using slab methods to create containers, paddle pots, utilitarian slab forms, and/or draped forms.
 - F. clay formation in bas-relief.
 - G. display of three-dimensional work.
- VI. Develop evaluative processes to:
- A. establish self-evaluative skills.
 - B. assess individual and group progress

3-D Art I

Roanoke County Schools

Course Description:

3-D Art I introduces basic techniques in ceramics and sculpture in a studio environment. The study of three-dimensional design in the history of art is included. Students will work equally in the areas of ceramics and sculpture with a wide variety of materials.

Standards of Learning Objectives:

Visual Communication and Production

- All.3 The student will demonstrate effective use of the elements of art and the principles of design in a variety of art media.
- All.5 The student will demonstrate proficiency in the use of an expanded range of art media.
- All.6 The student will use historical subject matter and symbols as inspiration to produce works of art.
- All.7 The student will employ the visual problem solving process in the production of original works of art.
- All.8 The student will adhere to ethical procedures when producing works of art.
- All.9 The student will select and prepare both two-dimensional and three-dimensional works of art for display.
- All.11 The student will identify artists and visual arts resources within the community.

All.12 The student will demonstrate an understanding of an art career through oral or written communication.

Cultural Context and Art History

All.13 The student will identify works of art and artistic developments that relate to historical time periods and locations.

All.14 The student will discuss or write about art history using an expanded art vocabulary.

All.15 The student will identify and examine works of art in their historical context and relate them to historical events.

All.18 The student will identify and analyze the function and meaning of a work of art or an artifact in its original context.

All.19 The student will describe symbols present in works of art in relation to historical meaning.

Judgment and Criticism

All.20 The student will describe, analyze, interpret, and judge works of art using an expanded art vocabulary.

All.21 The student will use an expanded art vocabulary to assess personal works of art in terms of effectiveness in the communication of ideas.

All.23 The student will identify and analyze characteristics of works of art that represent a variety of styles.

All.24 The student will participate in class critiques and criticisms based on one or more established models (e.g., Feldman, Broudy, Barrett).

Aesthetics

All.27 The student will discuss how responses to the natural environment differ from responses to the man-made or constructed environment.

All.28 The student will demonstrate the ability to reflect on and analyze personal responses to works of art and artifacts.

All.29 The student will support opinions by reasoning processes using an expanded art vocabulary.

Roanoke County Schools

Scope and Sequence:

- I. Perception
- II. Appreciation/Awareness
- III. Knowledge/Interrelationships
- IV. Creativity
- V. Production/Skills
- VI. Judgment/Critique

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Instructional Strategies:

- All.3 The student will demonstrate effective use of the elements of art and the principles of design in a variety of art media.
- Projects incorporating elements of art and principles of design
 - Include elements of art and principles of design in grading
- All.5 The student will demonstrate proficiency in the use of an expanded range of art vocabulary.
- Possible materials: foam core board, plaster, clay, found objects, wood, paper, copper, modeling clay, papier mache
- All.6 The student will use historical subject matter and symbols as inspiration to produce works of art.
- Projects with themes: historical events (wars, elections), cultures (Egyptian, Asian, African, Native American), religion
- All.7 The student will employ the visual problem solving process in the production of original works of art.
- Encourage creative problem solving skills
 - Have students make something intentional out of their mistakes
- All.8 The student will adhere to ethical procedures when producing works of art.
- Define and discuss ethics
 - Monitor artwork
- All.9 The student will select and prepare both two-dimensional and three-dimensional works of art for display.
- Enter student work in shows/exhibits

- Submit student work to contests
 - Display student work at the school
- All.11 The student will identify artists and visual arts resources within the community.
- Have brochures and pamphlets about community shows available in the classroom
 - Field trips
 - Club outings
- All.12 The student will demonstrate an understanding of an art career through oral or written communication.
- Art journals (weekly or monthly)
 - Presentations (group or individual)
 - Collaborative projects with other disciplines (English, Science, Foreign Language, etc...)
 - Guest speakers
- All.13 The student will identify works of art and artistic developments that relate to historical time periods and locations.
- Use of visuals (slide shows, posters, books, etc...)
 - Textbooks
 - Research for projects (research papers, preliminary sketches)
 - Posters and time lines posted in classroom
- All.14 The student will discuss or write about art history using an expanded art vocabulary.
- Art journal entries (weekly or monthly)
 - Research papers
 - Critiques (self and group, oral and written)
 - Class discussion
- All.15 The student will identify and examine works of art in their historical context and relate them to historical events.
- Art history (art during wars; art in architecture: monasteries, castles, temples, etc.; art during civil events; culture-based art)
- All.18 The student will identify and analyze the function and meaning of a work of art or an artifact in its original context.
- Projects based on the “functional vs. decorative” concept.
 - Art history
 - Student research for projects
- All.19 The student will describe symbols present in works of art in relation to historical meaning.
- Suggested cultures: Egyptian, Asian, African, Native American
 - Study of “symbolism” as an art concept
 - Specific time periods

- Historical events
- All.20 The student will describe, analyze, interpret, and judge works of art using an expanded art vocabulary.
- Critiques (self and group, oral and written)
 - Slide presentation with discussion
 - Class discussions
 - Use of visuals
- All.21 The student will use an expanded art vocabulary to assess personal works of art in terms of effectiveness in the communication of ideas.
- Create a vocabulary packet to fill in during lesson introductions.
 - Require use of vocabulary in class and during critiques
- All.23 The student will identify and analyze characteristics of works of art that represent a variety of styles.
- Lessons/projects based on specific styles of art (realistic, abstract, non-objective, etc...)
 - Study of specific artists: Michelangelo, Louise Nevelson, Henry Moore, Maria Martinez
- All.24 The student will participate in class critiques and criticisms based on one or more established models (e.g., Feldman, Broudy, Barrett).
- Oral and written critiques
- All.27 The student will discuss how responses to the natural environment differ from responses to the man-made or constructed environment.
- Lectures and discussions
- All.28 The student will demonstrate the ability to reflect on and analyze personal responses to works of art and artifacts.
- Viewing art exhibits
 - Critiques
 - Class discussion
 - Personalized art journals
- All.29 The student will support opinions by reasoned processes using an expanded art vocabulary.
- Improve critical thinking and creative problem solving skills by conducting critiques, discussions, showing samples, and promoting art history.
 - View local art exhibits

3D Art I

Instructional Unit: Sculpture

SOL

AII.3, AII.5, AII.6, AII.7, AII.8, AII.9, AII.11, AII.12, AII.13, AII.14, AII.15, AII.18, AII.19, AII.20, AII.21, AII.23, AII.24, AII.27, AII.28, AII.29.

Program of Study Suggestions:

Concepts	Media Used	Date
Elements of art		
Principles of design		
Additive		
Subtractive		
Assemblage		
Relief: high/low		
In-the-round		
Armature building		
Realism		
Non-objective		
Abstract		
Art history research		
Tool usage		
Display & presentation		
Other:		

Media Choices:

Metal
Clay
Paper/papier mache
Wood

Styrofoam
Wire
Pariscraft
Polymer clay

Plaster
Papers
Cardboard
Found, recycled objects

Camera

3D Art I

Instructional Unit: Ceramics

SOL

AII.3, AII.5, AII.6, AII.7, AII.8, AII.9, AII.11, AII.12, AII.13, AII.14, AII.15, AII.18, AII.19, AII.20, AII.21, AII.23, AII.24, AII.27, AII.28, AII.29.

Program of Study Suggestions:

Concepts	Media Used	Date
Elements of art		
Principles of design		
Slab		
Drape		
Pinch		
Coil		
Wheel thrown techniques		
Vase/bowl forms		
Lidded forms		
Functional forms		
Decorative forms		
Sculptural/additive		
Sculptural/subtractive		
Surface treatment		
Tool usage		
Ceramic display & presentation		
Art history research		
Careers		
Other:		

Media Choices:

Clays
Paints

Colored pencil
Kiln & furniture

Over glazes
Under glazes

Glazes
Camera

3D Art I

Instructional Unit: Notebook/Sketchbook/Journal

SOL

AII.3, AII.5, AII.6, AII.7, AII.8, AII.9, AII.11, AII.12, AII.13, AII.14, AII.15, AII.18, AII.19, AII.20, AII.21, AII.23, AII.24, AII.27, AII.28, AII.29.

Program of Study Suggestions:

Concepts	Media Used	Date
Preparatory sketches/research		
Resource file		
Historical/cultural symbols file		
Class notes & handouts		
Journal keeping		
Written critiques		
Art history research		
Personal art inventory keeping		
Other:		

Media Choices:

Computer resources
Cameras: digital, 35 mm
Sketchbook/ journal

Roanoke County Schools

Overview:

Upon completion of the 3-D Art II course the student course will:

- VII. Perceive and understand:
 - A. basic sculptural techniques.
 - B. the elements of art and principles of design as incorporated in three-dimensional design.
 - C. ways to create tactile and visual textures in three-dimensional design.
 - D. ways to combine positive and negative areas in three-dimensional design.
 - E. realistic, abstract, and non-objective design in three-dimensional forms.
 - F. additive and subtractive methods of working in three-dimensional design.
 - G. bas-relief, mobiles, and kinetic sculpture.

- VIII. Appreciate and be aware of:
 - A. famous artists who work in three-dimensional design - their styles and techniques.
 - B. the origin of historical and cultural styles and trends in three-dimensional design.
 - C. local public sculpture (city courthouse, airport, etc.)
 - D. local potters and sculptors, art galleries, and shows.

- IX. Possess a knowledge of:
 - A. appropriate vocabulary of ceramic and sculpture terms.
 - B. good craftsmanship as applied to three-dimensional design.
 - C. career opportunities in three-dimensional design.
 - D. safety procedures.
 - E. appropriate tools and materials for each art activity.
 - F. glazing and firing procedures.

- X. Produce art work and demonstrate skills of:
 - A. three-dimensional art forms using additive and subtractive methods.

- B. clay formation using pinch, coil, and slab methods to create vase forms, bowls and box forms.
 - C. wheel-thrown pottery.
 - D. bas-relief design in clay, plaster or metal.
 - E. critique of their own and others work.
 - F. proper use of tools and materials.
 - G. display of three-dimensional work.
- XI. Develop evaluative processes to:
- A. critique three-dimensional projects in terms of the elements of art and principles of design.

3-D Art II

Roanoke County Schools

Course Description:

Art II 3-D covers additional techniques in ceramics and sculpture to develop proficiency in the technical aspects of three-dimensional design. The study of three-dimensional design in the history of art is included. Students will work equally in the areas of ceramics and sculpture with a wide variety of materials emphasizing design skill and quality craftsmanship.

Standards of Learning Objectives:

Visual Communication and Production

- All.3 The student will demonstrate effective use of the elements of art and the principles of design in a variety of art media.
- All.5 The student will demonstrate proficiency in the use of an expanded range of art media.
- All.6 The student will use historical subject matter and symbols as inspiration to produce works of art.
- All.7 The student will employ the visual problem-solving process in the production of original works of art.
- All.8 The student will adhere to ethical procedures when producing works of art.
- All.9 The student will select and prepare three-dimensional works of art for display.
- All.11 The student will identify artists and visual arts resources within the community.
- All.12 The student will demonstrate an understanding of an art career through oral or written communication.

Cultural Context and Art History

- All.13 The student will identify works of art and artistic developments that relate to historical time periods and locations.
- All.14 The student will discuss or write about art history using an expanded art vocabulary.

- All.15 The student will identify and examine works of art in their historical context and relate them to historical events.
- All.18 The student will identify and analyze the function and meaning of a work of art or an artifact in its original context.
- All.19 The student will describe symbols present in works of art in relation to historical meaning.

Judgment and Criticism

- All.20 The student will describe, analyze, interpret, and judge works of art using an expanded art vocabulary.
- All.21 The student will use an expanded art vocabulary to assess personal works of art in terms of effectiveness in the communication of ideas.
- All.22 The student will demonstrate, orally and in writing, the ability to interpret and compare historical references found in original works of art.
- All.23 The student will identify and analyze characteristics of works of art that represent a variety of styles.
- All.24 The student will participate in class critique and criticisms based on one or more established models (e.g., Feldman, Broudy, Barrett).
- All.25 The student will describe how the perception of quality in works of art has changed over time.

Aesthetics

- All.26 The student will examine, compare and contrast aesthetic ideals throughout history.
- All.27 The student will discuss how responses to the natural environment differ from responses to the man-made or constructed environment.
- All.28 The student will demonstrate the ability to reflect on and analyze personal responses to works of art and artifacts.
- All.29 The student will support opinions by reasoned processes using an expanded art vocabulary.

- All.30 The student will describe, refine and organize personal ideas about the aesthetic qualities of a work of art.
- All.31 The student will research and investigate the intentions of those who created specific works of art.
- All.32 The student will investigate and demonstrate that art can be viewed from a variety of aesthetic stances.

3-D Art II

Roanoke County Schools

Instructional Strategies:

- All.3 The student will demonstrate effective use of the elements of art and the principles of design in a variety of art media.
- Include elements of art and principles of design in grading
- All.5 The student will demonstrate proficiency in the use of an expanded range of art media
- Use foam core, plaster, clay, found objects, wood, paper, metal, casting
- All.6 The student will use historical subject matter and symbols as inspiration to produce works of art.
- Include themes such as culture, wars, elections, historic events
- All.7 The student will employ the visual problem-solving process in the production of original works of art.
- Use discarded work to make a new project
- All.9 The student will select and prepare two-dimensional works of art for display.
- Exhibit in Roanoke County high school art show, Roanoke Arts Council art show, school display cases, school art department show
- All.11 The student will identify artists and visual arts resources within the community.
- Include brochures and announcements about community art shows, art classes, art events, field trips, and art club.
- All.12 The student will demonstrate an understanding of an art career through oral or written communication.
- Research paper, guest speaker.
- All.13 The student will identify works of art and artistic developments that relate to historical time periods and locations.
- Visuals, slides, posters, books
- All.14 The student will discuss or write about art history using an expanded art vocabulary.

- Research paper, critiques - oral and written, class discussion
- All.15 The student will identify and examine works of art in their historical context and relate them to historical events.
- Wars, civil events, art for specific buildings such as monasteries, castles, temples
- All.18 The student will identify and analyze the function and meaning of a work of art or an artifact in its original context.
- Functional vs. decorative works of art
- All. 19 The student will describe symbols present in works of art in relation to historical meaning.
- Explore Asian, African, Native American symbols, cultures, time periods, historical events
- All.20 The student will describe, analyze, interpret, and judge works of art using an expanded art vocabulary.
- All.21 The student will use an expanded art vocabulary to assess personal works of art in terms of effectiveness in the communication of ideas.
- Vocabulary word bank, use vocabulary in critiques
- All.22 The student will demonstrate, orally and in writing, the ability to interpret and compare historical references found in original works of art.
- All.23 The student will identify and analyze characteristics of works of art that represent a variety of styles.
- Works of art based on specific styles, study of specific artists
- All.24 The student will participate in class critique and criticisms based on one or more established models (e.g., Feldman, Broudy, Barrett).
- Oral and written critiques
- All.25 The student will describe how the perception of quality in works of art has changed over time.
- Discuss how commercialization, mass production, and modern art have effected people's perception of quality in art
- All.26 The student will examine, compare and contrast aesthetic ideals throughout history.
- All.27 The student will discuss how responses to the natural environment differ from responses to the man-made or constructed environment.
- Discussion, note-taking, journals, slide shows

- All.28 The student will demonstrate the ability to reflect on and analyze personal responses to works of art and artifacts.
- Journal entries, discussion, viewing art exhibits
- All.29 The student will support opinions by reasoned processes using an expanded art vocabulary.
- Written and oral critiques.
- All.30 The student will describe, refine and organize personal ideas about the aesthetic qualities of a work of art.
- Written and oral projects.
- All.32 The student will investigate and demonstrate that art can be viewed from a variety of aesthetic stances.
- Discuss what is art, why art is made, what forms it takes, how people respond to it.
- All.31 The student will research and investigate the intentions of those who created specific works of art.
- *Scholastic Art* magazines, Internet, media center.

3D Art II

Instructional Unit: Sculpture

SOL

AII.3, AII.5, AII.6, AII.7, AII.8, AII.9, AII.11, AII.12, AII.13, AII.14, AII.15, AII.18, AII.19, AII.20, AII.21, AII.22, AII.23, AII.24, AII.25, AII.26, AII.27, AII.28, AII.29, AII.30, AII.31, AII.32.

Program of Study Suggestions:

Concepts	Media Used	Date
Elements of art		
Principles of design		
Additive		
Subtractive		
Assemblage		
Relief: high/low		
In-the-round		
Armature building		
Casting		
Realism		
Non-objective		
Abstract		
Art history research		
Tool usage		
Display & presentation		
Other:		

Media Choices:

Metal
Clay
Paper/papier mache
Wood

Styrofoam
Wire
Pariscraft
Polymer clay

Plaster
Papers
Cardboard
Found, recycled objects

Camera

3D Art II

Instructional Unit: Ceramics

SOL

AII.3, AII.5, AII.6, AII.7, AII.8, AII.9, AII.11, AII.12, AII.13, AII.14, AII.15, AII.18, AII.19, AII.20, AII.21, AII.22, AII.23, AII.24, AII.25, AII.26, AII.27, AII.28, AII.29, AII.30, AII.31, AII.32.

Program of Study Suggestions:

Concepts	Media Used	Date
Elements of art		
Principles of design		
Slab		
Drape		
Pinch		
Coil		
Wheel thrown techniques		
Vase/bowl forms		
Lidded forms		
Functional forms		
Decorative forms		
Sculptural/additive		
Sculptural/subtractive		
Surface treatment		
Tool usage		
Ceramic display & presentation		
Art history research		
Careers		
Spouts/handles		

Media Choices:

Clays
Paints

Colored pencil
Kiln & furniture

Over glazes
Under glazes

Glazes
Camera

3D Art II

Instructional Unit: Notebook/Sketchbook/Journal

SOL

AII.3, AII.5, AII.6, AII.7, AII.8, AII.9, AII.11, AII.12, AII.13, AII.14, AII.15, AII.18, AII.19, AII.20, AII.21, AII.22, AII.23, AII.24, AII.25, AII.26, AII.27, AII.28, AII.29, AII.30, AII.31, AII.32.

Program of Study Suggestions:

Concepts	Media Used	Date
Preparatory sketches/research		
Resource file		
Historical/cultural symbols file		
Class notes & handouts		
Journal keeping		
Written critiques		
Art history research		
Personal art inventory keeping		
Other:		

Media Choices:

Computer resources
Cameras: digital, 35 mm
Sketchbook/ journal