



Explorations in 3D Art Grades 9-12

Unit #1

Course/Subject:

Explorations in 3D Art/
Fine Arts

Grade:

9-12

Portraits: Craft Materials in a Sculptural Form

Suggested Timeline:

4 weeks

Grade Level Summary

Introduction level course for students in grades 9th through 12th. This is a semester, hands on, introductory course designed for students with a desire to explore three dimensional art. The course will mainly focus on crafts (applied or useable art) and design. Students will learn and apply the language, rules, materials, tools and techniques used by artists to create their own art works. This will help students to develop applied art skills as well as gain an appreciation and understanding of artists and the field of Art.

Grade Level Units

Unit 1: Portraits: Craft Materials in a Sculptural Form

Unit 2: Exploring Craft

Unit 3: Exploring Sculpture

Unit Title

Portraits: Craft Materials in a Sculptural Form

Unit Summary

Across time and culture, artists have visually documented records of humankind, in the form of sculpture. In the history of portraiture, symbolism has been a major theme used to communicate messages about the individual being honored by to have a visual display created in their image. As students study the history of traditional and contemporary portraiture, they will explore symbolism and its various interpretations through discussion, collaborative analysis, and writing. Students will research, interpret, and analyze portraiture throughout time and culture. Students will analyze the characteristics, which make a person unique. Students will use symbolism to communicate messages in the depiction of personal and/or cultural meaning. In this unit, students will also be introduced to course content, classroom expectations and procedures, characteristics of the medium(s), the importance of craftsmanship, care of materials and equipment, vocabulary, and safe practices.

Unit Essential Questions:

1. What conditions, attitudes, and behaviors support creative thinking and innovative thinking?
2. How does knowing the context, histories, and traditions of art forms help us create works of art and design?
3. Why is it important that I feel comfortable and familiar with my learning environment?
4. How do contemporary artists get ideas, and where their inspiration comes from?
5. Why do artists create portraits and self-portraits?
6. How do artists use media, design elements and principles, and their own personal styles to incorporate personal and/or cultural symbolism in portraiture?
7. How does portraiture communicate insight about the individual being portrayed?
8. What constitutes as a portrait?

Key Understandings:

1. Creative and innovative thinking are essential life skills that can be developed.
2. Artists shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
3. Having a comfort level in and knowledge of routines and procedures, helps create a supportive environment where risk taking is encouraged.
4. Throughout history, portraiture has been used for expression, recording, and documenting.
5. Throughout time, artists have used a variety of media, design elements and principles, and personal and cultural symbolism in their portraits.
6. Effective portraits often reveal insights into the external context and interior condition of the subject.
7. How are all of your senses affected by sculpture in the round?

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| | 8. Artists use their art to locate their own voice within their own personal history and culture of origin. |
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
9.1.12.B.	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. <ul style="list-style-type: none"> Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media
9.1.12.C.	Integrate and apply advanced vocabulary to the arts forms.
9.1.12.E.	Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
9.2.12.C.	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).

Important Standards Addressed in the Unit:

9.1.12.J.	Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
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Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> Not everybody can understand art. Old sculptures are boring. Sculpture can only be created with traditional materials. One must be a master of drawing and fine art mediums to create successful sculpture. Clay can be connected, modified or altered at any green-ware stage Clay can be joined by pushing and smoothing. Clay sculptures can be solid and thick or hollow and completely sealed. 	<ol style="list-style-type: none"> Learning to appreciate and understand art might not be second nature, but it is not impossible if you are willing. It takes patience, analysis, and an openness to learn to be able to understand some of the most complex and introspective pieces of art. While rows and rows of grey sculptures might seem boring, they may have been originally painted in vibrant colors. Sculpture can be creating with traditional materials (stone, metal, clay, etc.) and any found object. Many modern and contemporary sculptors focus on conceptual topics, which do not require mastery of fine art mediums. Clay has multiple stages of dryness (Green-ware: Slip, Plastic, Leather-Hard, Bone-Dry; Fired: Bisque-ware, Glaze-ware) Clay attachments need to be slip and scored, and then smoothed out at the attachment point. Clay should not be thicker than one inch and hollow forms need proper venting so that air and gases can escape.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Compare, contrast and reflect upon works of art, identifying media, design elements and principles, historic/cultural content, symbolic meaning, and expressive qualities. Incorporate personal and/or cultural symbols that enrich or support the communication of their ideas. Discuss how art communicates an idea/message. Demonstrate proper use of vocabulary in discussions and written assignments related to sculpture and sculptural processes. Understand how artists create and construct ideas in three-dimensional form. 	<ul style="list-style-type: none"> Create portraiture in a sculptural media; Demonstrating understanding of media processes, skills based on knowledge of facial proportions and application of the elements of color, line, shape, and value within their composition. Assess and critique portraiture, individual, peer, and professional. Demonstrate proper clay wedging techniques to form clay into a workable consistency. Apply basic surface decoration. 	<ul style="list-style-type: none"> Self-assess their work through written and verbal analysis and class critiques. Keep a portfolio of sketches and written assignments related to the three-dimensional art projects. Foster and build on ideas based on previously gained knowledge. Practice safety procedures related to the use of materials, tools, and performance areas. Take responsibility for maintaining materials, tools and equipment, and following correct classroom procedures. Make connections to other discipline. Categorize and discuss examples of professional and student three-dimensional artwork from an historic point of view. Generate a series of entries in a visual journal, which demonstrate attention to skills, techniques, a record of glazing, individual ideas, observations, reflections, artist studies, inspirational images, sketches and ideas in progress, etc. Participate, evaluate and reflect upon the growth and progress of work through self-analysis, individual and group critiques.

Academic Vocabulary:

<ul style="list-style-type: none"> Hollow Form Portrait Self-Portrait Descriptive Portrait Expressive Portrait Symbolism 	<ul style="list-style-type: none"> Contour Texture Bust Abstract Balance Form 	<ul style="list-style-type: none"> Proportion Realistic Carving In the Round Armature Assemble
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Assessments:

May include, but are not limited to:

- Formative: Student/teacher conferences, peer consultations, class participation, intra and interpersonal reflections, etc.
- Summative: Sketch/plan/thumbnailed, teacher evaluation, practice of skill method, performance measure project, quizzes, tests, etc.

Differentiation:

- Preferential seating; Additional clarification of content; Occasional need for one to one instruction; Minor adjustments or pacing according to the student's rate of mastery; If written work is difficult, use verbal/oral approaches; Modifications of assignments/testing; Reasonable extensions of time for task/project completion; Assignment sheet/notebook; Modified/adjusted mastery rates; Modified/adjusted grading criteria; Retesting opportunities; Specific adjustments made on an individual basis and in accordance with GIEP, IEP, or 504 plans.
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Interdisciplinary Connections:

- Science (i.e., verification, technology, color theory, etc.)
 - World Culture (i.e., styles, historical context, functional design, etc.)
 - Math (i.e., proportion, estimation, measuring, volume, etc.)
 - Family and Consumer Science, Technical Education (traditional functional design)
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Additional Resources:

Created By:

Tonya Flickinger



Explorations in 3D Art Grades 9-12

Unit #2

Course/Subject:
Explorations in 3D Art/
Fine Arts

Grade:
9-12

Exploring Craft

Suggested Timeline:
8 weeks

Grade Level Summary

Introduction level course for students in grades 9th through 12th. This is a semester, hands on, introductory course designed for students with a desire to explore three dimensional art. The course will mainly focus on crafts (applied or useable art) and design. Students will learn and apply the language, rules, materials, tools and techniques used by artists to create their own art works. This will help students to develop applied art skills as well as gain an appreciation and understanding of artists and the field of Art.

Grade Level Units

Unit 1: Portraits: Craft Materials in a Sculptural Form
Unit 2: Exploring Craft
Unit 3: Exploring Sculpture

Unit Title

Exploring Craft

Unit Summary

In contemporary societies, which are becoming increasingly more synthetic and depersonalized, craft offers students opportunities to reinterpret the world and develop a sense of personal satisfaction and achievement. The practice of making craft objects encourages empathy toward the natural materials being used in craft production, as well as, empathy toward the future hands, which will interact with the craft objects. Through the production of craft objects, students are given the opportunity to experience the satisfaction of transforming natural materials into objects, which have personal meaning and significance.

In this unit, students will compare and contrast the ideology and principles of traditional and contemporary craft, through artist studies, discussions in lecture, and the process of creating traditional and contemporary inspired craft objects.

Unit Essential Questions:

1. What defines an object as craft or art?
2. Can a handmade object fit the definition of craft and art?
3. How do hand-made objects differ from machine made objects?
4. How does function impact a form?
5. How do crafts people show empathy in design?
6. Why do people past and present feel the need to decorate objects and use body adornment?
7. How do the elements of art and principles of design affect the creative process in three-dimensional craft?
8. How do artists choose tools, techniques, and materials to express their ideas?
9. How do you determine which style, medium and/or technique to use to convey your ideas?
10. In what ways do artists transmit messages?

Key Understandings:

1. Art is expression of emotions in a visual form, where as craft is a results in a tangible output, which involves the use of the hands and mind.
2. Art is well known for serving an aesthetic purpose; craft serves human objectives.
3. The quality of a craft object depends on the materials used, the precision required, the attention to detail required, and the overall design.
4. The principle of 'form follows function' is associated with modernist architecture and industrial design in the 20th century, which infers the shape of a building or object should be primarily based upon its intended function or purpose.
5. When designing a craft object of utilitarian use, the design must consider the consumer's use.
6. Since the beginning of society, humans have had the luxury of time and resources to individualize object through

	<p>decoration, which may be influenced by culture, environment, and personal aesthetic choice.</p> <ol style="list-style-type: none"> 7. The elements of art and principles of design are utilized to create successful form and decoration in craft objects. 8. Used together, multiple symbols affect the meaning of the whole object. 9. Craft gives stress on the right use of tools and materials, and the application of technique. 10. Art forms can be used as a vehicle to convey a message in a visual way.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
9.1.12.B.	<p>Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <ul style="list-style-type: none"> • Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media
9.1.12.C.	Integrate and apply advanced vocabulary to the arts forms.
9.1.12.H.	Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.
9.1.12.J.	Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

Important Standards Addressed in the Unit:

9.2.12.B.	Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
9.2.12.K.	Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).
9.4.12.A.	Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.

Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> 1. Artists are more skilled than artisans. 2. Craft is a lesser practice than fine art. 3. Machine made objects are better quality than hand-made objects. 	<ol style="list-style-type: none"> 1. To be a successful artist or artisan, one must possess specific knowledge and skill. 2. In some cultures there is no distinction between art and craft. Around the year 1400 AD, western cultures drew a line between art and craft. At this time in Florence, Italy, a cultural ideal found its beginning, Renaissance Humanism. Florentine intellectuals spread the idea of reformulating the classical Greek and Roman works, which placed a greater value on individual creativity, rather than collective production. Which influenced the separation of art and craft in modern western cultures. 3. Machines can be used as a tool for humans to create objects at a faster rate than by hand. The quality of materials, application, and design are factors that determine the quality of an object.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Observe professional artists and practice specific techniques to improve skill level. Explore combinations of traditional craft medium from a contemporary perspective. Mediums may consist of glass fusing, enameling, ceramics, fibers, metal and wire. Compare and contrast decoration and body adornment from various cultures and periods of history. Discuss the purpose of traditional and contemporary craft objects, within a variety of time frames, cultures, and uses. Discuss the uses of craft in everyday life. Demonstrate proper use terminology in describing processes, tools, and materials in the production of craft mediums. 	<ul style="list-style-type: none"> Construct a variety of craft objects. Demonstrate skills in basic craft techniques, which may include paper, metal, plaster, wood, wire, clay, found objects, fibers, etc. Demonstrate basic surface finishing techniques. Define and solve challenging craft medium problems. 	<ul style="list-style-type: none"> Self-assess their work through written and verbal analysis and class critiques. Keep a portfolio of sketches and written assignments related to the three-dimensional art projects. Foster and build on ideas based on previously gained knowledge. Practice safety procedures related to the use of materials, tools, and performance areas. Take responsibility for maintaining materials, tools and equipment, and following correct classroom procedures. Make connections to other discipline. Categorize and discuss examples of professional and student three-dimensional artwork from an historic point of view. Generate a series of entries in a visual journal, which demonstrate attention to skills, techniques, a record of glazing, individual ideas, observations, reflections, artist studies, inspirational images, sketches and ideas in progress, etc. Participate, evaluate and reflect upon the growth and progress of work through self-analysis, individual and group critiques.

Academic Vocabulary:

<ul style="list-style-type: none"> Assemblage Paper Plaster Found Objects Exacto Knife Handcraft Quality Quantity Ornamentation Decorations Warp Weft Folk 	<ul style="list-style-type: none"> Symmetrical Asymmetrical Graphic Organic Geometric Juxtaposition Mixed-Media Crafts-person Contemporary Traditional Art and Craft Movement Apprentice Utilitarian 	<ul style="list-style-type: none"> Dead Soft Work Hard Cold Connection Chain Enamel Fuse Gauge Earthenware Stoneware Porcelain
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Assessments:

May include, but are not limited to:

- Formative: Student/teacher conferences, peer consultations, class participation, intra and interpersonal reflections, etc.
 - Summative: Sketch/plan/thumbnailed, teacher evaluation, practice of skill method, performance measure project, quizzes, tests, etc.
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Differentiation:

- Preferential seating; Additional clarification of content; Occasional need for one to one instruction; Minor adjustments or pacing according to the student's rate of mastery; If written work is difficult, use verbal/oral approaches; Modifications of assignments/testing; Reasonable extensions of time for task/project completion; Assignment sheet/notebook; Modified/adjusted mastery rates; Modified/adjusted grading criteria; Retesting opportunities; Specific adjustments made on an individual basis and in accordance with GIEP, IEP, or 504 plans.
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Interdisciplinary Connections:

- Science (i.e., verification, technology, color theory, etc.)
 - World Culture (i.e., styles, historical context, functional design, etc.)
 - Math (i.e., proportion, estimation, measuring, volume, etc.)
 - Family and Consumer Science, Technical Education (traditional functional design)
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Additional Resources:

Created By:

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Explorations in 3D Art Grades 9-12

Unit #3

Course/Subject:
Explorations in 3D Art/
Fine Arts

Grade:
9-12

Exploring Sculpture

Suggested Timeline:
6 weeks

Grade Level Summary

Introduction level course for students in grades 9th through 12th. This is a semester, hands on, introductory course designed for students with a desire to explore three dimensional art. The course will mainly focus on crafts (applied or useable art) and design. Students will learn and apply the language, rules, materials, tools and techniques used by artists to create their own art works. This will help students to develop applied art skills as well as gain an appreciation and understanding of artists and the field of Art.

Grade Level Units

Unit 1: Portraits: Craft Materials in a Sculptural Form
Unit 2: Exploring Craft
Unit 3: Exploring Sculpture

Unit Title

Exploring Sculpture

Unit Summary

The practice and study of sculpture can be found across time and cultures. The three-dimensional form of fine art can be made from a variety of materials from stone, clay, metal, natural forms and found objects.

In this unit, students will research and study the work of traditional and contemporary sculpture artists, as well as complete individual research of nature and manmade forms. From these studies, student will gather inspiration and develop thumbnail sketches of potential sculptures in their art journals. Students will also participate in teacher-led demonstrations, practice activities, art journal assignments, hands on projects-based assessment of skill, self-assessment, performance reflections, and peer critiques.

Unit Essential Questions:

1. How can the elements and principles of design be utilized to create a sculpture?
2. Why do people past and present feel compelled to make art?
3. What is the value of understanding and participating in the creative process?
4. Does the sculpture become part of the environment or does the environment become part of the sculpture?
5. Thinking about three-dimensional artwork, what other materials can you imagine being used in the future to create three-dimensional art?
6. What are the obstacles that you have to overcome when creating a three-dimensional work of art compared to a two-dimensional work of art?
7. What sculpting technique, process, or style is most appropriate to reach your artistic goal?

Key Understandings:

1. Creative expression allows an artist to express a personal response to inner and external prompts, think “outside the box,” and express our deeper concerns.
2. Exploring visual relationships, aesthetics, and the relationship between form and space helps develop an understanding of the world around us.
3. Sculpture is an integral part of our shared human experience, bringing the unseen to light, the unknown into manifestation, and inspiration into form.
4. Artists develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.
5. Sculpture is three-dimensional work of art, or the art of making it.
6. Sculptures may be carved, modeled, constructed, or cast.
7. Sculptures can also be described as assemblage, in the round, and relief, and made in a huge variety of media.
8. The method of creating a sculpture depends on the media (the materials) that have been selected.
9. Artists are inspired from traditional form, function, the artist’s experiences, perceptions, and understanding of life.

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| | 10. Three fundamentals must be present; Form, Content, and Technique or Craftsmanship. |
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
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9.1.12.C.	Integrate and apply advanced vocabulary to the arts forms.
9.1.12.H.	Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.
9.2.12.C.	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Postmodern, Contemporary, Futuristic, others).

Important Standards Addressed in the Unit:

9.1.12.J.	Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
9.3.12 E	Examine and evaluate various types of critical analysis of works in the arts and humanities: Contextual criticism, Formal criticism, Intuitive criticism
9.4.12.A.	Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.

Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> There is one, correct way to create a sculpture. Old sculptures are boring. Sculpture can only be created with traditional materials. One must be a master of drawing and fine art mediums to create successful sculpture. 	<ol style="list-style-type: none"> The method of creating a sculpture depends on the media (the materials) that have been selected. While rows and rows of grey sculptures might seem boring, they were originally painted in vibrant colors. Sculpture can be creating with traditional materials (stone, metal, clay, etc.) and any found object. Many modern and contemporary sculptors focus on conceptual topics, which do not require mastery of fine art mediums.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Observe professional artists and practice specific techniques to improve skill level. Compare and contrast various traditional and contemporary sculptural works. Demonstrate proper use the basic sculpture vocabulary and art concepts. Identify and develop a working knowledge of composition and good design Identify how the principles and elements of design are tied into form and function Discuss the purpose of traditional and contemporary sculpture within a variety of time frames, cultures, and content. 	<ul style="list-style-type: none"> Demonstrate skills in basic sculptural techniques, which may include paper manipulation and construction techniques using metal, plaster, wood, wire, clay and found objects. Apply basic surface finishing and application techniques: texture, patinas, glazes and paints. Define and solve challenging sculpture problems. 	<ul style="list-style-type: none"> Self-assess their work through written and verbal analysis and class critiques. Keep a portfolio of sketches and written assignments related to the three-dimensional art projects. Foster and build on ideas based on previously gained knowledge. Practice safety procedures related to the use of materials, tools, and performance areas. Take responsibility for maintaining materials, tools and equipment, and following correct classroom procedures. Make connections to other discipline. Categorize and discuss examples of professional and student three-dimensional artwork from an historic point of view. Generate a series of entries in a visual journal, which demonstrate attention to skills, techniques, a record of glazing, individual ideas, observations, reflections, artist studies, inspirational images, sketches and ideas in progress, etc. Participate, evaluate and reflect upon the growth and progress of work through self-analysis, individual and group critiques.

Academic Vocabulary:

<ul style="list-style-type: none"> Sculpture Additive Subtractive In the Round Relief 3-Dimensional Plaster Form Media Carve Mold Mixed Media Cast 	<ul style="list-style-type: none"> Modeling Base Artist's Proof Decorative Conceptual Statue Free-Standing Embellish Realism Abstraction Non-objective Surrealism Performance art 	<ul style="list-style-type: none"> Environmental art Installation art Assemblages Form Line Texture Color Light Shadow Balance Rhythm Contrast
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Assessments:

May include, but are not limited to:

- Formative: Student/teacher conferences, peer consultations, class participation, intra and interpersonal reflections, etc.
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Interdisciplinary Connections:

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 - Math (i.e., proportion, estimation, measuring, volume, etc.)
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Additional Resources:

Created By:

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