

GRADE 8 THREE DIMENSIONAL ART

Description:

Three-dimensional Art is an elective course for 8th graders that provides students with the opportunity to explore multiple solutions to a single problem utilizing their critical thinking skills. This course is designed to expose students to a variety of three-dimensional media and techniques.

Three-Dimensional Art builds upon the student’s prior knowledge of the Elements and Principles of Art & Design as they are applied to the three-dimensional form through the organization and development of an artistic problem. Students will recognize how sculptural form occupies space within the environment and be asked to formulate and propose solutions for the planning, execution, and refinement of their final piece. The successful experience of actualizing their creative ideas in this innovative way helps students to build self-esteem and achieve personal artistic growth while deepening their understanding of the creative process.

COURSE OVERVIEW

Course Goals

Students will be able to:

- Recognize positive and negative space in three-dimensional design
- Understand form vs. function in three-dimensional design
- Recognize how design is used on the three dimensional form.
- Recognize historical and/or cultural influences.

Artistic Processes

- Create
- Present
- Respond
- Connect

Anchor Standards

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.**
- Anchor Standard #2. Organize and develop artistic ideas and work.**
- Anchor Standard #3. Refine and complete artistic work.**
- Anchor Standard #4. Select, analyze and interpret artistic work for presentation.**

Course Skill Objectives

Students will:

- Apply their knowledge of the Elements and Principles of Art & Design as it relates to the three-dimensional form.
- Plan a two-dimensional design and translate it into a three-dimensional form.
- Use three-dimensional design techniques in various mediums
- Use appropriate and skillful craftsmanship techniques and finishing applications.

	<p>Anchor Standard #5. Develop and refine artistic techniques and work for presentation.</p> <p>Anchor Standard #6. Convey meaning through the presentation of artistic work</p> <p>Anchor Standard #7. Perceive and analyze artistic work.</p> <p>Anchor Standard #8. Interpret intent and meaning in artistic work.</p> <p>Anchor Standard #9. Apply criteria to evaluate artistic work.</p> <p>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	
<p><u>Units</u></p> <p>Unit 1 - Design Unit 2 - Sculpture</p>	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? • How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation? 	<p><u>Assessments</u></p> <p>Students will complete a summative assessment for each content topic:</p> <ul style="list-style-type: none"> • Design • Sculpture <p>Sample Performance Assessments (See Attached Files)</p>

Pacing Guide			
1 Marking Period		10 weeks	
	Unit 1	Unit 2	
	Design	Sculpture	
	3 Weeks	7 Weeks	

Unit 1 – Design

Unit Objectives (Formative)

Students will be able to:

- Recognize positive and negative space in three-dimensional design
- Understand form vs. function in three-dimensional design
- Recognize how design is used on the three dimensional form.

Skill Objectives (Summative)

Students will:

- Apply their knowledge of the Elements and Principles of Art & Design as it relates to the three-dimensional form.
- Use three-dimensional design techniques in various mediums
- Use appropriate and skillful craftsmanship techniques and finishing applications.

Essential Question

- What is three-dimensional Design and how is it used in art?

Focus Question

- How do we understand and accomplish the appropriate steps of creation from concept to actualization?

<p>Creating Anchor Standard 2: Organize and develop artistic ideas and work.</p>	<p>Presenting Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p>	<p>Responding Anchor Standard 9: Apply criteria to evaluate artistic work.</p>	<p>Connecting Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p>
<p><u>Enduring Understandings</u> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p><u>Essential Questions</u> How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p>	<p><u>Enduring Understandings</u> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation</p> <p><u>Essential Questions</u> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Perceive, Analyze and Interpret Develop and apply criteria for evaluating a collection of artwork for presentation.</p>	<p><u>Enduring Understandings</u> People evaluate art based on various criteria.</p> <p><u>Essential Questions</u> How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Create a convincing and logical argument to support an evaluation of art.</p>	<p><u>Enduring Understandings</u> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p><u>Essential Questions</u> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> • Clay Sculptures • Ceramic Vessels • Wire Forms • Tooling Foil • Sculpture in Relief • Mixed Media • Papier Mache 	<ul style="list-style-type: none"> • Generate ideas for various types of display • Set up and present final art piece for class display 	<ul style="list-style-type: none"> • Critique (group or individual) • Written Response 	<ul style="list-style-type: none"> • Journal artist historical use of sculpting as an art form • Technology use to discover historical references • Model personal art to reflect historical influences researched

Unit 2 – Sculpture

Unit Objectives (Formative)

Students will be able to:

- Understand how sculptural forms occupy space
- Identify sculpture techniques and various methods of construction
- Understand the properties and different stages of clay to fired ceramics
- Identify various methods of clay building

Skill Objectives (Summative)

Students will:

- Plan a two-dimensional form and transform it into three-dimensions
- Use reference materials to plan, design, and build forms
- Choose and use the appropriate materials for a three-dimensional design/ sculptural form
- Use appropriate Clay techniques
- Use finishing techniques to refine final work for presentation
- Essential Question:
- What is a sculpture and how is it used in art?
- What is a clay form and how is it used in art?
- Focus Questions:
- What are the various techniques used in creating a sculpture?
- What materials can be used when forming a sculpture?
- What are the stages of clay?
- How is design used on a clay form?
- What are the various techniques used in clay?

<p>Creating Anchor Standard 2: Organize and develop artistic ideas and work.</p>	<p>Presenting Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p>	<p>Responding Anchor Standard 9: Apply criteria to evaluate artistic work.</p>	<p>Connecting Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p>
<p><u>Enduring Understandings</u> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p><u>Essential Questions</u> How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.</p>	<p><u>Enduring Understandings</u> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation</p> <p><u>Essential Questions</u> How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Perceive, Analyze and Interpret Analyze, Select, Share Develop and apply criteria for evaluating a collection of artwork for presentation</p>	<p><u>Enduring Understandings</u> People evaluate art based on various criteria.</p> <p><u>Essential Questions</u> How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Create a convincing and logical argument to support an evaluation of art.</p>	<p><u>Enduring Understandings</u> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p><u>Essential Questions</u> Essential Question(s): How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> • Clay Sculptures • Clay Vessel Construction <ul style="list-style-type: none"> -Coil -Slab -Hand Building • Wire Forms • Tooling Foil • Sculpture in relief • Papier Mache • Found Objects • Assemblages 	<ul style="list-style-type: none"> • Generate ideas for various types of display • Set up and present final art piece for class display 	<ul style="list-style-type: none"> • Critique (class and individual) • Written Responses 	<ul style="list-style-type: none"> • Journal artist historical use of sculpting as an art form • Technology use to discover historical references • Model personal art to reflect historical influences researched