

**Pembroke High School**  
*Visual Arts Department*  
*Curriculum*

**3-D Design**

**COURSE DESCRIPTION**

This art course deals with art in its 3-Dimensional form. A variety of mediums will be explored, which may include ceramics, paper mache', plaster, tape, recycled and found materials, and more! Students will participate in a wide range of experiences using additive or subtractive sculptural techniques designed to build artistic and creative confidence. An appreciation for art from various cultures will be developed. Projects are designed to teach thinking skills and to include useful Art experiences with an emphasis on the elements and principles of art.




Course: 3-D Design

	<b>Objectives:</b>	<b>Suggested Activities:</b>	<b>Assessments:</b>	<b>Resources:</b>	<b>Standards:</b>
<p><u>Unit Title:</u> <b>Ceramics</b></p> <p><b>Basic clay hand-building techniques</b></p> <p><b>Coils</b></p> <p><b>Pinch pots</b></p> <p><b>Slabs</b></p> <p>Timeline: 4 weeks</p> <p><u>Essential Question(s):</u></p> <p>What are the elements and principles of art?</p> <p>What are the three basic hand building techniques?</p>	<p>Students will learn the language of art (the elements and principles of art) as they pertain to ceramic sculpture</p> <p>Students will learn the three basic hand building techniques (coil, pinch pot, slab)</p> <p>Students will learn the importance of craftsmanship</p> <p>Students will learn how to create different textures through the use of line and pattern.</p> <p>Students will participate in a wide</p>	<p>Students will complete a series of terms/vocabulary associated with ceramic hand-building.</p> <p>Students will a coil container that stands at least one foot tall.</p> <p>Students will mix create a pinch pot gargoyle.</p> <p>Students will create a plaque using a slab and applying additive or subtractive sculptural techniques.</p> <p>Students will create a bowl to be donated to the "Empty Bowls" fundraiser by using one of more of the basic hand building techniques</p>	<p>Vocabulary worksheet including Elements and Principles and how they relate to sculpture</p> <p>Vocabulary worksheets including ceramic terms</p> <p><u>Unit Quiz:</u> Focus on ceramic Vocabulary</p> <p>Grading Rubric (Student/Peer/Teacher Assessment)</p>	<p>Glenco <i>ArtTalk</i> Textbook for vocabulary &amp; terminology.</p> <p><i>An Introduction to Art Techniques. 1995.</i> R. Smith, M. Wright, J. Horton</p> <p>Power point presentations to show different student examples and famous pieces of art history</p> <p>Previous Student work for examples.</p> <p>U-Tube videos that demonstrate different ceramic techniques</p>	<p><u>MA Frameworks:</u></p> <p>1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools.</p> <p>1.12 Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials, and tools</p> <p>1.14 Demonstrate a mastery of tools and techniques in one medium.</p> <p>4.9 Demonstrate the ability to conceptualize, organize, and complete</p>

<p>What is ceramic glaze and how can I use it to enhance my work?&gt;</p> <p>What is color and how can I use it to enhance my work?</p> <p>What is a color Scheme?</p> <p>What is texture and how can it be used in ceramic sculpture?</p>	<p>range of experiences using additive or subtractive sculptural techniques designed to build artistic and creative confidence.</p> <p>Students will learn how to use ceramic glazes</p>	<p>(coil, pinch-pot, slab)</p>			<p>long-term projects, alone and in group settings</p> <p>5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work</p>
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<p><u>Unit Title:</u> <b>Paper -mache sculpture And plaster casting</b></p> <p><u>Timeline:</u> 4 Weeks</p>	<p>Students will learn and demonstrate the art of paper mache</p> <p>Students will learn how to use Plaster to create a sculpture.</p>	<p>Students will complete a large 3-D letter using Cardboard, paper cups, paper mache, and acrylic paint.</p>	<p><u>Unit Quiz:</u> Focus on Vocabulary pertaining to 3-D sculpture, form,pattern,texture</p>	<p><i>Glenco ArtTalk</i> Textbook for vocabulary &amp; terminology.</p>	<p><b><u>MA Frameworks:</u></b></p> <p>1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of</p>


<p><b>Essential Question(s):</b></p> <p>How can I create a 3-D sculpture using paper mache and plaster as a medium?</p> <p>How can I create and incorporate texture and pattern in a successful way?</p> <p>How can I use color schemes to enhance my 3-D art work?</p>	<p>Students will learn how to create different textures through repetition of lines and shapes, and pattern.</p> <p>Students will turn a metal can into a tree using paper mache and acrylic paint with the objective of trying to create the texture of tree bark.</p>	 <p>Students will create an animal using wire, plaster strips, and acrylic paint.</p>  <p>Students will create hand sculptures using plaster strips.</p>  <p>Students will create day of the Dead masks using paper mache and acrylic paint.</p>	<p>Grading Rubrics</p> <p>Student, Teacher, and peer Assessment and large and small group critiques</p>	<p>U-Tube videos to show examples and procedures.</p> <p>Pinterest to show student examples</p>	<p>particular media, materials, and tools</p> <p>1.13 Make reasonable choices of 2-D and 3-D media, materials, tools, and techniques to achieve desired effects in specific projects</p> <p>1.14 Demonstrate a mastery of tools and techniques in one medium illusion of 3D form on a 2D surface</p> <p>2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others</p> <p>1.15 Describe and apply procedures for the safe and proper maintenance of the workspace, materials, and tools</p> <p>4.10 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p>
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5.11 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work



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<p><b><u>Unit Title:</u></b> <i>Wire sculpture</i> <i>"Figures in motion"</i></p> <p><b><u>Timeline:</u></b> 2 weeks</p> <p><b><u>Essential Question(s):</u></b>  How can I use wire to create a 3-D sculpture?</p>	<p>Students will learn and demonstrate the elements of line shape, space &amp; the principle of balance and movement by creating a self standing wire sculpture.</p>	<p>Students will learn how to draw figures in motion.</p>  <p>Students will create a sports/activity trophy using wire, plaster, and acrylic paint</p>	<p>Vocabulary worksheet</p> <p><b><u>Unit Quiz:</u></b> Focus on Vocabulary &amp; terminology associated with line, shape, form, movement, balance</p> <p>Grading rubric</p> <p>Student/Peer/Teacher Assessment</p> <p>Large and small group critiques</p>	<p><i>Glenco ArtTalk</i> Textbook for vocabulary &amp; terminology.</p> <p>Previous Student examples of wire sculptures of figures in motion</p> <p>Examples of trophies</p> <p>Famous artwork by <b>GIACOMETTI</b></p>	<p><b><u>MA Frameworks:</u></b></p> <p>1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools</p> <p>1.14 Demonstrate a mastery of tools and techniques in one medium</p> <p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings</p>

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<p><b><u>Unit Title:</u></b> <i>Sculpture with found and recycled objects</i></p> <p><b><i>Robots!</i></b></p> <p><b><u>Timeline:</u></b> 2 Weeks</p>	<p>Students will learn how to create sculpture through the use of found and recycled materials.</p> <p>Students will learn about the principle of balance and difference between</p>	<p>Students will create a robot using found and recycled materials.</p>	<p>Vocabulary worksheet</p> <p>Grading Rubric</p> <p>Student/Peer/Teacher Assessment</p>	<p><i>Glenco ArtTalk</i> Textbook for vocabulary &amp; terminology.</p> <p>Previous Student work for examples.</p>	<p><b><u>MA Frameworks:</u></b></p> <p>1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools</p>

<p><b>Essential Question(s):</b></p> <p>How can I create a sculpture using found and recycled materials?</p>	<p>symmetrical and asymmetrical balance.</p> <p>Students will learn how to incorporate color, pattern, emphasis, and repetition.</p> <p>Students will Identify, define, analyze, and solve problems.</p>	 	<p>Large and small group critique</p>	<p>Work from famous artist, <b>Louise Nevelson</b></p>	<p>1.14 Demonstrate a mastery of tools and techniques in one medium</p> <p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings</p> <p>5.13 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work.</p>
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<p><b>Unit Title:</b></p> <p><b><i>Tape Sculptures</i></b></p> <p><b>Timeline:</b></p> <p><b>2Weeks</b></p>	<p>Students will learn and demonstrate how to create a sculpture using just tape.</p> <p>Students will use create a person,</p>	<p>Students will create a tape sculpture of a shoe or sneaker using clear or colored masking tape.</p>	<p>Vocabulary Worksheet</p> <p><b>Unit Quiz:</b> Focus on Vocabulary &amp; terminology associated with</p>	<p><i>Glenco ArtTalk</i> Textbook for vocabulary &amp; terminology.</p>	<p><b>MA Frameworks:</b></p> <p>1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique</p>


<p><b><u>Essential Question(s):</u></b></p>	<p>animal, or object by wrapping something or someone in tape.</p> <p>Students will learn how to collaborate with a group in a timely manner.</p>	 <p>Students will create a person, animal, or object using only tape. They may work alone or in a small group. The sculpture must be able to stand by itself or hang from the ceiling.</p>  	<p>impressionism painting.</p> <p><u>Grading Rubric</u></p> <p>Student/Peer/Teacher Assessment</p> <p>small and large group critique</p> <p>School display In the halls of PHS for the end of year art show</p>	<p>Previous Student work for examples</p>	<p>characteristics of particular media, materials, and tools</p> <p>1.10 Use electronic technology for reference and for creating original work</p> <p>1.14 Demonstrate a mastery of tools and techniques in one medium</p> <p>2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others</p> <p>3.10 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas</p> <p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings</p> <p>4.12 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p>
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<p><u>Unit Title:</u> <b>Abstract shapes Cardboard sculpture</b></p> <p><u>Timeline:</u> 2 Weeks</p> <p><u>Essential Question(s):</u></p> <p>How have artists used art to express their personal identity?</p>	<p>Students will use the elements of art as their subject matter and the principles of art to organize them.</p> <p>Students will have a better understanding and appreciation of abstract art.</p> <p>Students will learn the difference between organic and geometrical shapes.</p> <p>Students will learn and demonstrate both</p>	<p>Students will create a relief sculpture using cardboard and acrylic paint that is free standing while using a slot to slot method with no glue. They will incorporate color schemes and symbolic organic and geometric shapes. They will use cardboard, foam board, acrylic paint, and gel medium.</p>	<p>Vocabulary Worksheet</p> <p><u>Unit Quiz:</u> Focus on Vocabulary &amp; color terminology</p> <p><u>Drawing worksheet</u> including sketched ideas and reference materials for assignment.</p> <p><u>Grading Rubric</u></p>	<p>Glenco <i>ArtTalk</i> Textbook for vocabulary &amp; terminology.</p> <p>Artwork from <b>MIRO</b></p> <p>Artwork from <b>PICASSO</b></p> <p>Artwork from <b>KANDINSKI</b></p>	<p><b><u>MA Frameworks:</u></b></p> <p>1.9 Demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools</p> <p>1.14 Demonstrate a mastery of tools and techniques in one medium</p> <p>2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of</p>

<p>What shapes a persons identity?</p> <p>How can artists use color and shape symbolically?</p> <p>How can an individuals identity be expressed through sculpture?</p>	<p>smooth and rough texture in their work.</p> <p>Students will learn problem solving skills in order to complete the required sculpture.</p>		<p>Student/Peer/Teacher Assessment</p> <p>small and large group critique</p>		<p>these elements in the compositions of others</p> <p>3.11 Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas</p> <p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings</p> <p>4.13 Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment</p> <p>5.15 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work</p>
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