

Glen Ridge Public Schools –Visual & Performing Arts Curriculum



Course Title: Intermediate 3-D Studio Art

Subject: Visual & Performing Arts

Grade Level: 9-12

Duration: ½ year

Prerequisite: 3-D Beginner

Elective or Required: Elective

Visual & Performing Arts Mission Statement:

An education in the arts is an essential part of the academic curriculum for the achievement of human, social and economic growth. An arts education enables personal, intellectual and social development for each individual and strives to enhance the student's sense of confidence and self-esteem. The visual arts are uniquely qualified to cultivate a variety of multiple intelligences with powerful ways of communicating ideas, thoughts and feelings. A well-rounded program for intellectual growth must support the development of spatial, kinesthetic, interpersonal and intrapersonal intelligences. Creativity in solving art-related problems provides students with values that will better prepare them for future professional endeavors.

The Glen Ridge Public Schools offer every student access to a balanced, comprehensive, cohesive and sequential program of study in the visual arts. Arts education ensures the development of intuition, imagination, expression, performance and critiquing skills. An interdisciplinary approach to the arts ensures every student experiences and understands the arts in relationship to history and culture. The fine arts contribute to the growth of students into life-long learners by nurturing their abilities and interests, developing their divergent thinking, cultivating their multiple intelligences and enriching their lives.

Course Description:

This course builds upon their prior knowledge and experience of the basics in 3-D designs in a sculptural form. Students will develop and refine their technical skills while developing their creativity, craftsmanship, aesthetic point of view and 3-D styles using a myriad of media. Approaches may include figurative and non-figurative sculptures and media will vary from ceramics (hand building and

wheel), fiber, wood, plaster and others. Topics will include conceptual, traditional, and realistic styles.

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Intermediate 3-D Studio Art

Topic/Unit: Large Vessel

Approximate # Of Weeks: 4-5

Essential Questions:

How long has functional pottery vessels been in existence?

Where have the early forms of large functional vessels been found?

What were some of the purposes/uses of the vessels?

What are the aesthetic differences of the vessels from each culture/artist/era?

How will we use these ideas and styles as an influence for our own large scaled functional vessel?

How will you use proportion and scale in creating a design concept on paper to be translated into a larger form?

What will you have to do to translate the drawing into a 3-D design?

How will you employ some of the previously learned techniques into a larger functional form?

What are some of the biggest pitfalls of working in large scale and how can you avoid them?

What are some good studio practice protocols?

How will you provide advice to others while in the process of working?

How will glaze assist with aesthetics and strong craft?

How will you assess your own work and the works of others?

Upon completion of this unit students will be able to:

- 1.1.12.D.1
- 1.2.12.A.1, 1.2.12.A.2
- 1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.4, 1.3.12.D.5
- 1.4.12.A.1, 1.4.12.A.3, 1.4.12.A.4
- 1.4.12.B.1, 1.4.12.B.2

Interdisciplinary Standards

- 9.1 21st-Century Life & Career Skills
- 9.3 - Career Awareness, Exploration, and Preparation
- 6.3 Active Citizenship in the 21st Century
- 6.2 World History/Global Studies
- 7.1 World Languages

Activities:

- Power point/poster images of vessels from various cultures, genres and artists for discussion on form follows function, purposes, methods, processes, and design ideas.
- Observation and discussion on the various vessels created by former students.
- Review of processes learned in 3-D Beginner course
- Worksheet for terms, notes, process, goals and rubric
- Teacher centered demonstration and student assistance
- Drawing development for design idea and scale
- Personal investigation of the properties of clay and glaze for creation of large vessel
- Student engagement with the materials – learning through process.
- Individual assessments: personal and teacher guided
- Group advisement and assessment of work in process
- TAG critique for student centered assessment

STEAM Activities (Visual Arts):

- **Students will translate a small scaled drawing into a larger scaled functional vessels using proportions and ratio.**

Enrichment Activities:

- **Students will develop a formal visual language that can be interpreted for the content of the piece.**

Methods of Assessments/Evaluation:

- **Resources:** Video – work in progress
- Photos
- Exit slips
- Rubric
- Reflection
- Completed project
- Display
- Observation: written/oral
- Individual critique
- TAG

Online Resources:

- Teacher webpage
- YouTube: Coil building - <https://www.youtube.com/watch?v=2dsOf2uj3Zw>
- Terracotta coil built vase - <https://www.youtube.com/watch?v=dz4JGaC6K60>
- Scholastic Arts Magazines
- A variety of texts - Hand Building Pottery

Topic/Unit: Installation Art

Approximate # Of Weeks: 4-5

Essential Questions:

What is Installation Art?

How, why, and when did Installation style of art come about?

Who are some Installation artists?

What are some of the subjects of their installations?

Why is Installation Art relevant today?

How do Installation Artists work collaboratively in creating the final design?

How should we go about setting up teams for our installations?

What would be the subject of our installation(s)?

How can we make the installation relevant to both ourselves the artist and the viewer?

What materials and methods could be employed for the installation?

How can we incorporate modern technology into the development of the installation piece?

How are installations installed?

Where would you place an installation piece?

How is where it is installed relevant to its success/voice?

How do you measure the success of an installation piece?

How do you assess installation art?

What advice would you provide for your peers in the establishment/creation of an installation piece?

Upon completion of this unit students will be able to:

- 1.1.12.D.1
- 1.2.12.A.1, 1.2.12.A.2
- 1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.3, 1.3.12.D.4, 1.3.12.D.5
- 1.4.12.A.3
- 1.4.12.B.1, 1.4.12.B.2, 1.4.12.B.3

Interdisciplinary Standards

- 9.1 21st-Century Life & Career Skills
- 9.3 - Career Awareness, Exploration, and Preparation
- 8.2 – Technology Education
- 6.3 Active Citizenship in the 21st Century

Activities:

- Power point/poster images of various Installation Art designs including artist.
- Observation and discussion on the various Installation Art designs created by former students.
- Small and large group discussions on approaches, material, methods, inspiration and ideas.
- Worksheet for terms, notes, process, goals and rubric
- Small groups formed for design execution
- Drawing development for design idea
- Student engagement with the materials – learning through process.
- Investigation and integration of technology
- Individual/group assessments: personal and teacher guided
- Group advisement and assessment of work in process
- TAG critique for student centered assessment

STEAM Activities (Visual Arts):

- **Students will correlate installation concept to engineering structures developed for other forms of art including theater, music and dance performance (set design/architecture).**

Enrichment Activities:

- **Students will be given the choice to incorporate the concept of media and interactive art for bonus points.**

Methods of Assessments/Evaluation:

- **Resources:** Video – work in progress
- Photos
- Rubric
- Reflection
- Completed project
- Display
- Observation: written/oral
- Individual critique
- TAG

Online Resources:

- Teacher webpage

- YouTube – 108 Installation Art Designs-
<https://www.youtube.com/watch?v=1BfHY5sFGJM&list=PLE39F632A15C93F38>
- Abigail Anne Newbold documentary -
<https://www.youtube.com/watch?v=T4dLi2xDxA0>
- Scholastics Art Magazine
- Contemporary Art book

Topic/Unit: Repurpose Art

Approximate # Of Weeks: 4-5

Essential Questions:

What is the concept of Repurpose Art?

Why is Repurpose Art relevant today?

Who are some artists today that create art through the process of repurposing objects?

What are some of the repurposed objects/items used to create the designs?

How do we evaluate the value of repurposed art pieces?

How can we use the concept of “repurposing” objects to create an original work of art that is aesthetically strong?

What do we need to plan for in creating a repurposed design?

How do you measure the success of a Repurposed Art design?

How do you assess Repurposed Art design?

What advice would you provide for your peers in the development of a Repurposed Art design?

How do we evaluate the quality of the Repurposed Art design?

What would you do differently if you were to create another repurposed design in the future?

Upon completion of this unit students will be able to:

- 1.2.12.A.1, 1.2.12.A.2
- 1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.4
- 1.4.12.A.2, 1.4.12.A.3
- 1.4.12.B.1, 1.4.12.B.2

Interdisciplinary Standards

- **9.1 21st-Century Life & Career Skills**
- **9.3 - Career Awareness, Exploration, and Preparation**

- **6.3 Active Citizenship in the 21st Century**

Activities:

- Power point/poster images of various Repurposed Art designs including artist.
- Observation and discussion on the various Repurposed Art designs created by former students.
- Small and large group discussions on approaches, material, methods, inspiration and ideas.
- Worksheet for terms, notes, process, goals and rubric
- Collection of objects and items for repurposing.
- Brainstorm of ideas for design execution.
- Drawing development for design idea.
- Student engagement with the materials – learning through process.
- Individual/group assessments: personal and teacher guided
- Individual/group development of Repurposed Art quality standards.
- Group advisement and assessment of work in process
- TAG critique for student centered assessment

STEAM Activities (Visual Arts):

- **Students will understand the science of recycling as a sculptural form as such as furniture into other items.**

Enrichment Activities:

- **Students will be given the choice to incorporate the concept of media and interactive art for bonus points.**

Methods of Assessments/Evaluation:

- **Resources:** Video – work in progress
- Photos
- Rubric
- Reflection
- Completed project
- Display
- Observation: written/oral
- Individual critique
- TAG

Online Resources:

- Teacher webpage
- Repurposed book - <http://studioartportfolios.collegeboard.org/work/2014-student-1-3d-breadth/>
- YouTube – Repurpose Art:
<https://www.youtube.com/watch?v=qDoqieLoRtw>
- Scholastics Art Magazine
- Contemporary Art book

Topic/Unit: Subtractive Art

Approximate # Of Weeks: 4-5

Essential Questions:

What is subtractive style of art?

What are some of the subjects of subtractive art pieces through the centuries?

How do cultures vary the representation of these subjects?

How has subtractive style of art evolved in the 20th and 21st centuries?

What media and materials are used in the subtractive style of art that is common/different throughout the centuries?

What media will we use to create a subtractive sculpture in the round?

Who and what will be our source of style inspiration?

How will a maquette aid in our development of the actual design?

What are the proper protocols for working with the tools?

How do you develop a subtractive design in the round?

How will you redirect a mistake?

Why is it necessary to view the design in the round consistently when it's being developed?

How will pre-assessment assist in improving the design?

What advice would you provide for improvement for yourself and your peers?

What will the requirements be for the final assessment of the subtractive design?

Upon completion of this unit students will be able to:

- 1.1.12.D.1, 1.2.12.D.2
- 1.2.12.A.1, 1.2.12.A.2
- 1.3.12.D.1, 1.3.12.D.2, 1.3.12.D.4
- 1.4.12.A.2, 1.4.12.A.3
- 1.4.12.B.1, 1.4.12.B.2

Interdisciplinary Standards

- **9.1 21st-Century Life & Career Skills**
- **9.3 - Career Awareness, Exploration, and Preparation**
- **6.1 US History: America in the World**
- **6.2 World History/Global Studies**
- **6.3 Active Citizenship in the 21st Century**
- **7.1 World Languages**

Activities:

- Power point/poster images of various Subtractive Art designs including artist throughout the centuries.
- Observation and discussion on the various Subtractive Art designs created by former students.
- Small and large group discussions on approaches, material, methods, inspiration and ideas.
- Worksheet for terms, notes, process, goals and rubric
- Pre-draw of design idea
- Maquette development for in the round view.
- Review of safety and material use protocols
- Student engagement with the materials – learning through process.
- Individual/group assessments: personal and teacher guided
- Individual/group development of Subtractive Art quality standards.
- Group advisement and assessment of work in process
- TAG critique for student centered assessment

STEAM Activities (Visual Arts):

- **Students will incorporate proportional development of a small maquette into a larger scaled design.**

Enrichment Activities:

- **Students will be challenged in creating a more complex design for a portfolio piece.**

Methods of Assessments/Evaluation:

- **Resources:** Video – work in progress
- Photos
- Rubric
- Reflection
- Completed project
- Display
- Observation: written/oral
- Individual critique
- TAG

Online Resources:

- Teacher webpage
- YouTube – Carving: <https://www.youtube.com/watch?v=WbLgrsHJEVc>
- Miniature carvings: <https://www.youtube.com/watch?v=uVgSMembg6E>
- Scholastics Art Magazine
- Jansen's Art History
- Various art books.