



GREAT NECK PUBLIC SCHOOLS

"Where Discovery Leads to Greatness"

#DiscoverGreatness

Curriculum Profile: The 3-D Experience

Department	Art	
Course Name	The 3-D Experience	
Course Length	20 weeks,(40 every other day)	
High School Credits	N/A	
Description	The 3-D Experience is an elective middle school level course open to 7th and 8th grade students. Students will experiment with a variety of materials and techniques to create three-dimensional art. They will discuss various themes and famous works as they relate to their creations. Key terms will be covered and students will understand that many materials can be used in sculpture. Possible materials will include clay, wood, metal, cloth, paper, plaster, recycled materials, etc. Though this is primarily a project-based course, art appreciation, art criticism and the development of an art vocabulary play an important role.	
Target/eligible students	7th and 8th Grade	
State Learning Standards Link(s)	NYS Learning Standards for the Arts NYS Anchor Standards for the Visual Arts Arts At-A-Glance Standards <u>Creating - Cr</u> 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic ideas and work. <u>Performing/Presenting/Producing - Pr</u> 4. Analyze, interpret and select artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work. <u>Responding - Re</u> 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work. <u>Connecting - Cn</u> 10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding	
Primary texts and materials	ART Smart – Art History/Appreciation Activities Scholastic Art Magazine MoMA Glossary of Art Terms Metropolitan Museum of Art Curriculum Resources Smarthistory.org	
Scope/Sequence		

Introduction to Form:	Students will: • Discuss the difference between two-dimensional and three-dimensional art. • Understand the concept that artists can create the illusion of form through realistic drawing and painting, but that an actual form is three-dimensional. • Develop a deeper understanding of the element of form and the difference between a shape and form • Discuss key terms related to sculpture • View and discuss a variety of three-dimensional work from various artists, cultures and time periods • Discuss different types of materials and techniques that can be used to create three-dimensional art • Discuss key terms related to sculpture • Review the elements of art and principles of design as they relate to sculpture Vocabulary: shape, form, 2D, 3D, sculpture, ceramics, media, installation, assemblage, kinetic, sculpture in the round, carve, relief sculpture, bronze, stone, clay, paper mache, wax, casting, paper, cardboard, recycled art, nature, carve, sculpt, additive, subtractive, elements of art, principal of design, balance	Re 7,8,9 Cn 11
Clay Hand-Building	Students will: • View and discuss ceramic work from various cultures and time periods • Learn about and experiment with various clay hand building techniques including pinch, coil and slab. • Learn basic additive and subtractive methods in hand building • Experiment with a variety of tools and techniques • Create a clay vessel utilizing at least one hand building technique • Apply techniques to create different types of texture in their work • Learn about where clay comes from and understand the drying and firing process for making a ceramic piece permanent • Develop and refine their artmaking skills related to 3D design Materials: clay, clay tools Related Vocabulary: clay, wedging, slip, score, coil, slab, additive method, subtractive method, kiln, firing, glaze, patina, texture, contrast	Cr 1,2,3 Pr 5 Re 7,9 Cn 11
Relief Sculpture	Students will: • View and discuss relief sculptures from various cultures, time periods, and artists • Review and understand the difference between a relief sculpture and a sculpture in the round • Create a relief sculpture • Utilize various tools and techniques • Develop and refine their artmaking skills related to 3-D design Materials will vary by project Vocabulary: relief sculpture, sculpture in the round, balance, symmetry, texture	Cr 1,2,3 Pr 5 Re 7,9 Cn 11
Human Form	Students will: • view and discuss sculptural work depicting the human form, from various cultures, time periods, and artists • discuss and build upon their understanding of proportion in relation to the human form • Create an armature as a base for their final project • Will create a final project depicting a human form	Cr 1,2,3 Pr 5,6 Re 7,8,9 Cn 10, 11

	Materials will vary by project Vocabulary: motion, balance, gesture, static, balance, proportion	
Mask	Students will: • View and discuss portraits masks from various cultures, time periods, and artists • Analyze artwork in terms of expressive qualities and cultural significance • Discuss and experiment with abstraction • Develop a deeper understanding of how ideas and emotion can be expressed through art • create a mask inspired by an artist, culture, or style OR one that expresses their own interests and personality. • Explain their creative decisions and how their work conveys a specific idea, meaning, or feeling. Materials will vary by project Key Terms: portrait, mask, proportion, abstraction, expression	Cr 1,2,3 Pr 5, 6 Re 7,8,9 Cn 10, 11
Interdisciplinary/Multicultural	Students will: • take inspiration from sculptural art from another culture • Create a sculpture inspired by a specific art movement, style or culture • Discuss and explain how their work is influenced and takes inspiration from an existing style or work of art Materials and vocabulary will vary by project	Cr 1,2,3 Pr 5,6 Re 7,8,9 Cn 10, 11
Non-Objective	Students will: • View and discuss non-objective works of art • Create a non-objective sculpture that demonstrates balance and unity • discuss related vocabulary • Reflect upon their work Materials will vary by project Vocabulary: non-objective, balance, symmetrical, asymmetrical, contrast	Cr 1,2,3 Pr 5 Re 7,9
Assemblage/Installation/Conceptual	Students will: • View and discuss a variety of related three-dimensional works including some that incorporate non-traditional media • Discuss aesthetics, conceptual art, artmaking in new forms and media, and related art vocabulary • Apply creative problem solving in the design and execution of an individual or group project relating to assemblage and/or installation art • Discuss and understand how ideas can be expressed through conceptual art • Explore open-ended ideas and creative problem solving through the creation of a conceptual work of art • Explore how to communicate to the viewer through the use and arrangement of their materials • Explain their idea and reflect upon their work • Discuss how various materials can be used to create an assemblage piece Materials will vary by project Related vocabulary: expression, aesthetics, installation, conceptual, assemblage, recycled art, site-specific art	Cr 1,2,3 Pr 6 Re 7,8,9 Cn 10,11

Digital Art Portfolio	Students will document, reflect on and display their artwork through the use of digital art portfolios.	Pr 4,6 Cn 10,11
Additional Notes	Art history and art appreciation are embedded into all art projects.	Cn 10,11
	Opportunities for collaboration and peer interaction to support learning will be provided.	Pr 6 Re 7,8,9 Cn 10
	Critique, self-reflection, self-expression, and development of artistic voice are integral components of the course.	Pr 6 Re 7,8,9 Cn 10,11
	- All art projects and learning activities are designed to build on and enhance student artistic literacy and artmaking skills and prepare students for the subsequent art courses offered at the high school level. This will include a review of color theory embedded in the curriculum. - Students will complete a series of exercises leading up to each final project. These may include worksheets, thumbnail sketches, note taking, teacher conferencing, class discussions. - The elements of art and principles of design will be embedded into the curriculum. - Material/s will vary by project. - For most units, students will create two-dimensional plans in preparation for the creation of three-dimensional culminating projects.	