



HIGH SCHOOL COURSE OUTLINE

Department	Visual and Performing Arts			Course Title	Three Dimensional Art 1-2		
Course Code	1010	Grade Level	9-12	Course Length	2 semesters	Credits/Semester	5
Required for Graduation			Meets H.S. Grad Requirement		Yes	Elective Credit	X
Prerequisites	Drawing and Painting 1-2						
Articulated with LBCC			No	Articulated with CSULB			No
Meets UC "a-g" Requirement			Yes (f)	Meets NCAA Requirement			No

COURSE DESCRIPTION:

Emphasis is placed on the art elements and principles of design throughout the course. Visual problem solving skills are explored in a variety of media and techniques. The student uses one or more materials such as wood, paper, clay, metal, plastics, plaster, or fiber. Historical periods, movements, artists and career paths are studied through readings, writing, and studio activities. Theories of aesthetic valuing and criticism are infused within the curriculum. The five components in the California State Visual and Performing Arts Framework as well as LBUSD art content standards are integrated into the curriculum.

GOALS: (Student needs the course is intended to meet)

- Develop and expand aesthetic perception. (*Aesthetic Perception*)
- Develop and expand visual arts knowledge and skills to express ideas imaginatively. (*Creative Expression*)
- Acquire knowledge of historical and cultural developments, which occur as a result of varying needs and aesthetic points of view. (*Historical and Cultural Context*)
- Develop a base for making informed aesthetic judgements. (*Aesthetic valuing*)
- Develop a common core of knowledge that transcends subject areas. (*Connections, Relations & Application*)

PERFORMANCE OBJECTIVES: (must be measurable)

Artistic Perception (Content Standard 1)

- Increase aesthetic awareness of visual and tactile qualities of art, nature, events, and objects within their total environment.
- Create works of art that demonstrate their observations of the visual characteristics of works of art and the environment.
- Expand and demonstrate the use of art elements as they explore, analyze, and talk about what they see in the physical world and what they create (line, color, shape, form, texture, space, and value).
- Expand and demonstrate the use of design principles (balance, contrast, emphasis, movement, rhythm, unity, and pattern).
- Expand, comprehend, and use art vocabulary in oral and written form.

Creative Expression (Content Standard 2)

- Explore a variety of two- and three-dimensional media on different surfaces with increased complexity and skill.
- Develop and apply a working vocabulary of art materials and techniques, and processes.
- Manipulate and investigate art elements and design principals to express ideas or feelings through original artwork.
- Gain an understanding of his/her creative abilities and his/her artistic heritage within the context of a comprehensive worldview.

Historical and Cultural Context (Content Standard 3)

- Understand that art reflects, records, and shapes history and plays a role in every culture.
- Explore the styles and themes of various times and become familiar with the visual arts vocabulary of the time.
- Identify works of various cultures and be able to identify ways in which they reflect, and express cultural themes.
- Compare and contrast artworks, from various time periods and cultures through oral and written expression.

Aesthetic Valuing (Content Standard 4)

- Examine what motivates an artist to create.
- Make informed responses to works of art, nature and other objects by using objective criteria for analysis, interpretation, and judgement.
- Use analysis, interpretation, and judgement about visual relationships based on learned aesthetic values to improve art production.

Connections, Relations & Applications (Content Standard 5)

- Explore more creative problem solving strategies.
- Connect what they learn in visual arts with other disciplines.
- Use art museums, technology, and or/ multimedia to gain exposure to the visual arts.
- Examine careers in the visual arts as well as art- related professions.

OUTLINE OF CONTENT AND TIME ALLOTMENT

Classroom Organization

1-2 Weeks

- Rules
- Procedures
- Safety Measures
- Portfolios
- Sketchbooks
- Journals
- Proper care of materials & tools

Introduction to Elements & Principles

2-4 Weeks

Suggested areas of concentration:

Basic Drawing Skills
Contour/ Blind Contour
Color Theory
Gesture Figurative

Pencil
Pen/Ink
Charcoal
Crayon
Markers

Introduction to Sculpture

Non Objective/Objective
Figurative/Representational
Soft Sculpture
Mobiles
Masks

Paper
Papier maché
Clay
Plastic
Wire
Plexiglas
Plaster
Soapstone
Wood

4-8 Weeks

Ceramics

Handbuilding - Coil/Pinch/Slab
Throwing
Decorative Techniques

Clay
Glaze
Stains
Underglazes

8 Weeks

Fiber Design

Baskets
Weaving
Macramé
Batik

Yarn
Natural Fiber /Synthetic Fiber
String
Fabric
Plastic
Wire

2-4 Weeks

Jewelry

Fabrication
Piercing
Wrapping
Soldering

Metal
Wire
Beads/Stones
Fiber
Filmo/Sculpty Medium
Clay

4-6 Weeks

Printmaking

Linoleum
Rubber Stamps
Collagraph
Monoprint
Relief

Linoleum
Wood
Metal
Paper
Silk Screen

METHODS: A variety of instructional strategies will be utilized to accommodate all learning styles and to reinforce artistic skills while learning ceramics.

- Lecture and class discussions
- Demonstrations of process steps
- Reading the textbooks
- Note taking
- Individual Instruction
- Testing
- Design Problems (studio)
- Vocabulary
- Research

MATERIALS USED IN TEACHING THE COURSE: In addition to the basic text, a variety of instructional tools will be used to meet the needs of all students.

Basic text: Exploring Visual Design; Davis Publications; 2001

Supplementary materials:

Sculpture In Stone, Barron's Educational Series 2001

Sculpture, Davis Publications, 1995

Sculpture in Paper, Davis Publications, 1995

Three-D Wizardry, Davis Publications, 1995

Working With Clay, Prentice Hall, 2002

EVALUATION: Student achievement in this course will be measured using multiple assessment tools including but not limited to: (a grading scale and/or rubric should be included)

End of Course Exam	up to 5%
Projects	45%
Portfolio	15%
Participation – Oral and attendance	10%
Critiques	5%
Performance tasks	5%
Written Assignments	5%
Test/Quizzes	5%
Homework	5%

Every student will perform a self-evaluation of each project, identifying and articulating performance objectives met through this project. These self-evaluation forms will become a part of the student's portfolio.