



**HIGH SCHOOL COURSE OUTLINE**

<b>Department</b>	Visual and Performing Arts			<b>Course Title</b>	Three Dimensional Art 3-8		
<b>Course Code</b>	1011/12/ 13	<b>Grade Level</b>	10-12	<b>Course Length</b>	2 semesters	<b>Credits/Semester</b>	5
<b>Required for Graduation</b>			<b>Meets H.S. Grad Requirement</b>		Yes	<b>Elective Credit</b>	Yes
<b>Prerequisites</b>	Three- Dimensional Art with “C” or better or permission of instructor						
<b>Articulated with LBCC</b>		No		<b>Articulated with CSULB</b>		No	
<b>Meets UC “a-f” Requirement</b>		Yes (f)		<b>Meets NCAA Requirement</b>		No	

**COURSE DESCRIPTION:**

These courses extend and build on the exploration of three dimensional design presented in the preceding sections. Projects and design processes introduced proceed in complexity producing developed works showing command of media and social/historical connections. Critical thinking skills are developed through research, discussion, creative expression, and the exploration of cultural context. Writing components could include aesthetic valuing, criticism, interpretations, judgements, and analysis of works by students /historical artists/movements/periods

**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 (LBUSD Content Standard 1,2)**

- 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 (LBUSD Content Standard 3,4)**

- 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 (LBUSD Content Standard 6,7)**

- 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 (LBUSD Content Standard 8)**

- 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 (LBUSD 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**

A minimum of four media must be presented / explored in this class. Art careers are covered in appropriate units throughout the year.

#### **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**

**4-8 Weeks**

Non Objective/Objective  
Figurative/Representational  
Soft Sculpture  
Mobiles  
Masks

Paper  
Papier maché  
Clay  
Plastic  
Wire  
Plexiglas  
Plaster  
Soapstone  
Wood

## **Ceramics**

**8 Weeks**

Handbuilding - Coil/Pinch/Slab  
Introduction to Wheel (optional)  
Decorative Techniques

Clay  
Glaze  
Stains  
Underglazes

## **Fiber Design**

**2-4 Weeks**

Baskets  
Weaving  
Macramé  
Batik

Yarn  
Natural Fiber /Synthetic Fiber  
String  
Fabric  
Plastic  
Wire

## **Jewelry**

**4-6 Weeks**

Fabrication  
Piercing  
Wrapping  
Soldering

Metal  
Wire  
Beads/Stones  
Fiber  
Filmo/Sculpty Medium  
Clay

## **Printmaking**

Linoleum  
Rubber Stamps  
Collagraph  
Monoprint  
Relief  
Intaglio

Linoleum  
Wood  
Metal  
Paper  
Silk Screen

Foam  
Frottage Stamping  
Woodblock

**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
- Slides
- Overhead Transparencies
- Note taking
- Individual Instruction
- Testing
- Design Problems (studio)
- Vocabulary
- Videos
- Research
- Reproductions

**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)

Projects	50%
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.