

3D Advanced

Little Chute

Art

Grades 10 - 11, .5 Credits

Course Overview

3-Dimensional Art - Advanced includes more in depth hand-built and wheel-thrown pottery as well as other sculptural techniques. Personal investigation of glaze makeup, firing methods, use of slips, plus other decorating and construction techniques will be offered. Basic jewelry making and stained glass designs will be studied and the history of woven techniques and procedures will be explored.

Timeframe	Unit	Instructional Topics
Ongoing	Unit 1- Strategies to Build One's Own Vocabulary	1.1: Logging with Words and Images 1.2: Chaos to Categories 1.3: Rate and Log 1.4: Pencil to Publish 1.5: Vocabulary Dice
Ongoing	Unit 2- Content Area Reading	2.1: Thinking About Content
Ongoing	Unit 3- Discussion and Presentation	3.1: Listening 3.2: Presenting 3.3: Discussing 3.4: Evaluation
Ongoing	Unit 4- Thinking Maps to Organize and Remember	4.1: Circle Map 4.2: Bubble Map 4.3: Double Bubble Map 4.4: Tree Map 4.5: Flow Map 4.6: Multi-Flow Map 4.7: Brace Map 4.8: Analogy or Bridge Map 4.9: Multiple Features Map
Ongoing	Unit 5- Six Trait Writing Application	5.1: Ideas 5.2: Organization 5.3: Word Choice 5.4: Sentence Fluency 5.5: Conventions

Prerequisites

Art 1
Art 2
3D Art

9/22/21

UNIT 1: Strategies to Build One's Own Vocabulary

Duration of Unit: Ongoing

Description of Unit: These are strategies for the students. As students gain control of these vocabulary tools they will be able to increase vocabulary proficiency as they gain new knowledge and manipulate content.

Essential Questions and/or Enduring Understandings:

- 1.1: Logging with Words and Images
- 1.2: Chaos to Categories
- 1.3: Rate and Log
- 1.4: Pencil to Publish
- 1.5: Vocabulary Dice

ESSENTIAL Standards	Topics	Learning Targets
	1.1	Students will record important concepts and continually evaluate their own understanding of content. Record the words, phrases, and pictures that come to mind as your understanding grows.
	1.2	Students will develop thinking about relationships between concepts and solidify their understanding.
	1.3	Students will explain ever-changing understandings and reshape schema.
	1.4	Students will connect new knowledge to make meaning and think ahead while reading.
	1.5	Students will develop relationships between concepts.
NICE TO KNOW Standards		Learning Targets

UNIT 2: Content Area Reading

Duration of Unit: Ongoing

Description of Unit: When students read in the content areas they interact with the text before, during, and after reading. Reading strategies draw on the different approaches that good readers use to read actual text in their classrooms. These strategies include making connections, questioning, inferring, determining importance, visualizing, synthesizing, and monitoring for meaning.

Essential Questions and/or Enduring Understandings:

2.1: Thinking About Content

ESSENTIAL Standards	Topics	Learning Targets
	2.1	Students will continue to apply a variety of reading strategies in an EnCore area. A menu of strategies titles will be added here as identified appropriate for art content.
NICE TO KNOW Standards		Learning Targets

UNIT 3: Discussion and Presentation

Duration of Unit: Ongoing

Description of Unit: Throughout the term students will be expected to present and discuss their works in a classroom setting and in a critique format. They should be able to express their views and ideas using elements and principles of art and correct terminology. They should also be able to express these views and ideas in writing if required.

Essential Questions and/or Enduring Understandings:

3.1: Listening 3.2: Presenting 3.3: Discussing 3.4: Evaluation		
ESSENTIAL Standards	Topics	Learning Targets
	3.1	Students will listen to others describe and critique their work as well as the work of others.
	3.2	Students will present their work to the class through verbal critique.
	3.3	Students will discuss the strengths and weaknesses of their own artwork and the artwork of others in small groups and classroom settings.
	3.4	Students will evaluate their own artwork through written critiques and self assessments.
NICE TO KNOW Standards		Learning Targets

UNIT 4: Thinking Maps to Organize and Remember

Duration of Unit: Ongoing

Description of Unit: As students manipulate content in a Thinking Map they gain awareness and increased understanding of the content area concepts.

Essential Questions and/or Enduring Understandings:

- 4.1: Circle Map
- 4.2: Bubble Map
- 4.3: Double Bubble Map
- 4.4: Tree Map
- 4.5: Flow Map

4.6: Multi-Flow Map
 4.7: Brace Map
 4.8: Analogy or Bridge Map
 4.9: Multiple Features Map

ESSENTIAL Standards	Topics	Learning Targets
	4.1	Students will generate relevant information or seek context using a circle map.
	4.2	Students will organize attributes, traits, properties or descriptions with a bubble map.
	4.3	Students will compare and contrast using a double bubble map.
	4.4	Students will construct a Tree Map to classify or sort main ideas from details.
	4.5	Students will organize sequences, develop timelines and show chronological order.
	4.6	Students will organize cause and effect information and make predictions.
	4.7	Students will organize information for technical writing.
		Students will organize information from whole to part.
		Students will recognize physical relationships of an object.
	4.8	Students will compare and reason analogies.
		Students will solve analogies.
	4.9	Students will classify multiple sources of information.
		Students will organize information by attributes, traits or properties.
NICE TO KNOW Standards		Learning Targets

UNIT 5: Six Trait Writing Application

Duration of Unit: Ongoing

Description of Unit: The LCASD uses the Six Trait Writing Model as a framework for teaching stronger writing skills within actual student writing activities. It is a powerful way to learn and use a common language to refer to characteristics of writing as well as create a common vision of what 'good' writing looks like. EnCore areas use the common language and apply some of the traits as related to their subject area.

Essential Questions and/or Enduring Understandings:

- 5.1: Ideas
- 5.2: Organization
- 5.3: Word Choice
- 5.4: Sentence Fluency
- 5.5: Conventions

ESSENTIAL Standards	Topics	Learning Targets
	5.1	Students will practice and apply the IDEA trait to writing activities.
	5.2	Students will practice and apply the ORGANIZATION trait to writing activities.
	5.3	Students will practice and apply the WORD CHOICE trait to writing activities.
	5.4	Students will practice and apply the SENTENCE FLUENCY trait to writing activities.
	5.5	Students will practice and apply the CONVENTIONS trait to writing activities.
NICE TO KNOW Standards		Learning Targets