

# 3D Art

Little Chute

Art

Grades 10 - 12, .5 Credits

## Course Overview

3-Dimensional Art continues studies in composition and design with an emphasis on three-dimensional space. Sculpture in art history is reviewed and an analysis comparing the student's work to work done by past artists is required. Projects are done in paper, plaster, multimedia sculpture, wood, wire and ceramics.

Timeframe	Unit	Instructional Topics
7 Day(s)	<a href="#">Unit 1- Review: Elements and Principles, Intro to Form, Content, and Technique</a>	1.1: Elements and Principles of 3D Art 1.2: Form, Content, and Technique 1.3: Paper Relief
7 Day(s)	<a href="#">Unit 2- Extending Paper Relief</a>	2.1: History of Papermaking 2.2: How to Make Paper 2.3: Making a Paper Relief Sculpture
10 Day(s)	<a href="#">Unit 3- Sculpture-In-The-Round</a>	3.1: Sculpture-In-The-Round 3.2: Clay Techniques, Tools, Protocols, etc 3.3: Clay Busts 3.4: Self Evaluation
5 Day(s)	<a href="#">Unit 4- Plaster Sculpture</a>	4.1: Plaster 4.2: Tools and Techniques 4.3: Planning 4.4: Creating Sculptures
10 Day(s)	<a href="#">Unit 5- Wire Sculpture</a>	5.1: Tools, Materials, & Equipment 5.2: Safety & Procedures 5.3: The Wire 5.4: Planning 5.5: Original Sculpture
5 Day(s)	<a href="#">Unit 6- Fiber</a>	6.1: Fiber and Textile Art 6.2: Knot and Weaving Techniques 6.3: Student Creations
1 Day(s)	<a href="#">Unit 7- Final Critique</a>	7.1: Self Evaluation 7.2: Class Critique and Discussion
Ongoing	<a href="#">Unit 8- Strategies to Build One's Own Vocabulary</a>	8.1: Logging with Words and Images

		8.2: Chaos to Categories 8.3: Rate and Log 8.4: Pencil to Publish 8.5: Vocabulary Dice
Ongoing	<a href="#">Unit 9- Content Area Reading</a>	9.1: Thinking About Content
Ongoing	<a href="#">Unit 10- Discussion and Presentation</a>	10.1: Listening 10.2: Presenting 10.3: Discussing 10.4: Evaluation
Ongoing	<a href="#">Unit 11- Thinking Maps to Organize and Remember</a>	11.1: Circle Map 11.2: Bubble Map 11.3: Double Bubble Map 11.4: Tree Map 11.5: Flow Map 11.6: Multi-Flow Map 11.7: Brace Map 11.8: Analogy or Bridge Map 11.9: Multiple Features Map
Ongoing	<a href="#">Unit 12- Six Trait Writing Application</a>	12.1: Ideas 12.2: Organization 12.3: Word Choice 12.4: Sentence Fluency 12.5: Conventions

### Prerequisites

Art 1  
Art 2

### Materials and Resources

#2 Pencil  
Eraser  
Paper

## UNIT 1: Review: Elements & Principles, Intro to Form, Content, and Technique

**Duration of Unit: 7 Day(s)**

**Description of Unit:** Students will review the elements and principles of art. They will also be introduced to form, content, and technique, a three dimensional analysis of art. They will be experimenting with the elements and principles of art and three dimensional design as they create paper relief artworks.

**Materials and Resources:** Pencil & Eraser, Hobby Knife, Glue, Colored Paper, Tissue Paper

**Essential Questions and/or Enduring Understandings:**

1.1: Elements and Principles of 3D Art

1.2: Form, Content, and Technique

1.3: Paper Relief

ESSENTIAL Standards	Topics	Learning Targets
	1.1	Students will be able to identify and define all the elements and principles of art as they relate to three dimensional art.
	1.2	Students will analyze and critique a well known three dimensional artwork.
		Students will learn how to analyze three dimensional art according to form, content, and technique.
	1.3	Students will learn the paper relief techniques and create a paper sculpture.
NICE TO KNOW Standards		Learning Targets

## UNIT 2: Extending Paper Relief

**Duration of Unit: 7 Day(s)**

**Description of Unit:** Students will learn about the history of papermaking. They will learn how to make their own paper. They will also learn about sculptural techniques that can be used to create relief and sculptural pieces from homemade paper. They will use nature as a visual resource to create original animal relief pieces.

**Essential Questions and/or Enduring Understandings:**

- 2.1: History of Papermaking
- 2.2: How to Make Paper
- 2.3: Making a Paper Relief Sculpture

ESSENTIAL Standards	Topics	Learning Targets
	<b>2.1</b>	Students will participate in classroom lectures and discussion of the history of papermaking.
	<b>2.2</b>	Students will learn how to make paper from pulp, cotton linter, plant fibers, and other recycled materials.
	<b>2.3</b>	Students will use their knowledge of papermaking to create a second paper relief sculpture. They will use nature as a visual resource and extend their skills and knowledge of relief.
NICE TO KNOW Standards		Learning Targets

## UNIT 3: Sculpture-In-The-Round

**Duration of Unit: 10 Day(s)**

**Description of Unit:** Students will learn the terms and techniques associated with sculpture-in-the-round. They will also learn (or review) clay terms, techniques, and protocols. The students will then construct armatures they will use as bases for a clay busts. They will focus on creating an accurate three dimensional representation of a human face displaying some emotion.

**Essential Questions and/or Enduring Understandings:**

- 3.1: Sculpture-In-The-Round
- 3.2: Clay Techniques, Tools, Protocols, etc
- 3.3: Clay Busts
- 3.4: Self Evaluation

ESSENTIAL Standards	Topics	Learning Targets
	<b>3.1</b>	Students will participate in class lectures and discussion of sculpture-in-the-round.
		Students will be able to differentiate between relief and sculpture-in-the-round pieces.
	<b>3.2</b>	Students will be able to identify clay tools with accuracy and use them properly.
		Students will be able to identify tools used when working with clay.
		Students will follow outlined procedures for working, cleanup, and storage of clay.
		Students will learn and apply handbuilt ceramic techniques to their individual pieces.
	<b>3.3</b>	Students will create clay busts employing proper sculptural technique and accuracy with facial feature placement. They will also focus on relaying a specific emotion to the viewer.
		Students will understand the importance of creating a secure armature. They will build one on which to create their sculptures.
	<b>3.4</b>	Students will evaluate their sculptures, through writing or speaking, using form, content, and technique as their basis for evaluation.

<b>NICE TO KNOW Standards</b>		<b>Learning Targets</b>

## UNIT 4: Plaster Sculpture

**Duration of Unit: 5 Day(s)**

**Description of Unit:** Students will learn about the composition and properties of plaster, they will learn how to mix it properly for sculpting, and they will learn about tools, materials, terms, and techniques associated with plaster sculpture. They will be creating original plaster sculptures.

**Essential Questions and/or Enduring Understandings:**

- 4.1: Plaster
- 4.2: Tools and Techniques
- 4.3: Planning
- 4.4: Creating Sculptures

<b>ESSENTIAL Standards</b>	<b>Topics</b>	<b>Learning Targets</b>
	<b>4.1</b>	Students will learn how to mix plaster.
		Students will learn the composition and properties of plaster.
	<b>4.2</b>	Students will learn and be able to identify tools used in plaster carving.
		Students will learn and practice plaster carving techniques.
	<b>4.3</b>	Students will create several 2D sketches they will use as plans for their 3D sculptures.
	<b>4.4</b>	Students will create original plaster sculptures.
<b>NICE TO KNOW Standards</b>		<b>Learning Targets</b>

## UNIT 5: Wire Sculpture

**Duration of Unit: 10 Day(s)**

**Description of Unit:** Students will learn about wire, how it is measured, categorized, and sold. They will learn about techniques and safety when using wire to create sculptural forms. They will again use nature as a visual resource as they create a representation of a living form. (Example: insect, person, etc.)

**Essential Questions and/or Enduring Understandings:**

- 5.1: Tools, Materials, & Equipment
- 5.2: Safety & Procedures
- 5.3: The Wire
- 5.4: Planning
- 5.5: Original Sculpture

ESSENTIAL Standards	Topics	Learning Targets
	<b>5.1</b>	Students will use all acquired knowledge, and 2D plans, to create wire sculptures.
	<b>5.2</b>	Students will learn about safety guidelines and procedures when working with wire.
	<b>5.3</b>	Students will learn about categorizing wire. (gauge)
		Students will learn different wire sculpture techniques.
		Students will learn the properties and attributes of wire.
	<b>5.4</b>	Students will compose 2D sketches or plans for their 3D wire sculptures.
	<b>5.5</b>	Students will use all acquired knowledge, and 2D plans, to create wire sculptures.
NICE TO KNOW		Learning Targets

<b>Standards</b>		

## UNIT 6: Fiber

**Duration of Unit: 5 Day(s)**

**Description of Unit:** Students will be exposed to various fiber artforms. They will learn about several fiber artmaking techniques and will learn about the tools, materials, terms, and equipment associated with fiber art. They will be creating fiber art.

**Essential Questions and/or Enduring Understandings:**

- 6.1: Fiber and Textile Art
- 6.2: Knot and Weaving Techniques
- 6.3: Student Creations

ESSENTIAL Standards	Topics	Learning Targets
	<b>6.1</b>	Students will analyze and be able to discuss various pieces.
		Students will learn about and be able to discuss various forms of fiber and textile art.
	<b>6.2</b>	Students will learn about knot tying and weaving.
		Students will produce several sketches to use as references for their fiber pieces.
	<b>6.3</b>	Students will create fiber projects using acquired knowledge and sketches.
NICE TO KNOW Standards		Learning Targets



## UNIT 7: Final Critique

**Duration of Unit: 1 Day(s)**

**Description of Unit:** Prior to class discussion students will use a teacher created checklist to help formulate a complete written self evaluation of an original art piece and present work to the class.

**Essential Questions and/or Enduring Understandings:**

7.1: Self Evaluation

7.2: Class Critique and Discussion

ESSENTIAL Standards	Topics	Learning Targets
	<b>7.1</b>	Students will complete a written (typed) self evaluation.
	<b>7.2</b>	Students will participate in class critique of student work and class discussion.
		Students will prepare and present the finest work to class.
NICE TO KNOW Standards		Learning Targets

## UNIT 8: 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:**

- 8.1: Logging with Words and Images
- 8.2: Chaos to Categories
- 8.3: Rate and Log
- 8.4: Pencil to Publish
- 8.5: Vocabulary Dice

ESSENTIAL Standards	Topics	Learning Targets
	<b>8.1</b>	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.
	<b>8.2</b>	Students will develop thinking about relationships between concepts and solidify their understanding.
	<b>8.3</b>	Students will explain ever-changing understandings and reshape schema.
	<b>8.4</b>	Students will connect new knowledge to make meaning and think ahead while reading.
	<b>8.5</b>	Students will develop relationships between concepts.
NICE TO KNOW Standards		Learning Targets

## UNIT 9: 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:**

9.1: Thinking About Content

ESSENTIAL Standards	Topics	Learning Targets
	<b>9.1</b>	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 10: 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:**

- 10.1: Listening
- 10.2: Presenting
- 10.3: Discussing
- 10.4: Evaluation

ESSENTIAL Standards	Topics	Learning Targets
	<b>10.1</b>	Students will listen to others describe and critique their work as well as the work of others.

	<b>10.2</b>	Students will present their work to the class through verbal critique.
	<b>10.3</b>	Students will discuss the strengths and weaknesses of their own artwork and the artwork of others in small groups and classroom settings.
	<b>10.4</b>	Students will evaluate their own artwork through written critiques and self assessments.
<b>NICE TO KNOW Standards</b>		<b>Learning Targets</b>

## UNIT 11: 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:**

- 11.1: Circle Map
- 11.2: Bubble Map
- 11.3: Double Bubble Map
- 11.4: Tree Map
- 11.5: Flow Map
- 11.6: Multi-Flow Map
- 11.7: Brace Map
- 11.8: Analogy or Bridge Map
- 11.9: Multiple Features Map

<b>ESSENTIAL Standards</b>	<b>Topics</b>	<b>Learning Targets</b>
	<b>11.1</b>	Students will generate relevant information or seek context using a circle map.

	<b>11.2</b>	Students will organize attributes, traits, properties or descriptions with a bubble map.
	<b>11.3</b>	Students will compare and contrast using a double bubble map.
	<b>11.4</b>	Students will construct a Tree Map to classify or sort main ideas from details.
	<b>11.5</b>	Students will organize sequences, develop timelines and show chronological order.
	<b>11.6</b>	Students will organize cause and effect information and make predictions.
	<b>11.7</b>	Students will organize information for technical writing.
		Students will organize information from whole to part.
		Students will recognize physical relationships of an object.
	<b>11.8</b>	Students will compare and reason analogies.
		Students will solve analogies.
	<b>11.9</b>	Students will classify multiple sources of information.
		Students will organize information by attributes, traits or properties.
<b>NICE TO KNOW Standards</b>		<b>Learning Targets</b>

## UNIT 12: 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:**

- 12.1: Ideas
- 12.2: Organization
- 12.3: Word Choice
- 12.4: Sentence Fluency
- 12.5: Conventions

ESSENTIAL Standards	Topics	Learning Targets
	<b>12.1</b>	Students will practice and apply the IDEA trait to writing activities.
	<b>12.2</b>	Students will practice and apply the ORGANIZATION trait to writing activities.
	<b>12.3</b>	Students will practice and apply the WORD CHOICE trait to writing activities.
	<b>12.4</b>	Students will practice and apply the SENTENCE FLUENCY trait to writing activities.
	<b>12.5</b>	Students will practice and apply the CONVENTIONS trait to writing activities.
NICE TO KNOW Standards		Learning Targets

