

East Penn School District  
Secondary Curriculum

A Planned Course Statement  
for

**3-D/Design I**

Course # 715

Grade(s) 10,11,12

Department: Art

Length of Period (mins.) 40

Total Clock Hours: 60

Periods per Cycle: 6

Length of Course (yrs.) 0.5

Type of Offering:      required   ✓   elective

Credit:   .5  

Adopted:   4/23/07  

Developed by:

Lisa Caruso  
Virginia Coleman  
Tracy Maley  
Regina Oster

## Description of Course #715

### Course Title: 3-D/Design I

**Description:** Students taking 3D/Design I will participate in learning approaches to solving good visual design principles. An emphasis will be placed on function, aesthetics and craftsmanship. A variety of 3D techniques will be explored. The student electing this course will have taken Foundations 3D/Crafts or Foundations 3D/Ceramics and maintained a C or better.

#### Goals: Students will

- apply media, techniques and processes with sufficient skill.
- evaluate the effectiveness of the final design of products.
- create art works that use organizational principles to solve visual art problems.
- reflect on how product designs differ visually, spatially and functionally.
- research product design and gain knowledge for developing their own designs.
- use technology for research and as a design tool.
- be introduced to designers in 21<sup>st</sup> century and become aware of specific design careers.

#### Requirements: Students will

- initiate the development of the portfolio.
- employ good work habits.
- maintain a sketchbook.
- participate in individual and class critiques.
- design and create design products, which exhibit a knowledge of art structure and function.
- display finished works.

---

### Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
<b>I. Drawing</b>	1	Students will develop the ability to draw with accuracy in order to enhance communication of ideas for 3-D design	L	<ul style="list-style-type: none"> <li>Use the sketch book to draw studies of human anatomy, the natural and man-made worlds, published images, perspective studies, etc. as references for designs and motifs</li> <li>Draw with appropriate media, such as: pencil, pastel, marker, charcoal, pen and ink, etc.</li> <li>Read textual materials</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> <li>Critiques</li> <li>Teacher rubric</li> </ul>	9.1.A
<b>II. 3-D Design</b>	2	Students will select and use the elements and principles of art to improve communication of their 3-D ideas	L	<ul style="list-style-type: none"> <li>Use sketch book to plan a group of 3-D ideas</li> <li>Select designs that emphasize elements and principles of art to develop final art pieces, a.e.: books, textile pieces, sculptures, and mixed media works</li> </ul>	<ul style="list-style-type: none"> <li>Teacher rubric</li> </ul>	9.1.A
<b>III. Introduction to Media, Techniques, &amp; Processes</b>	3	Students will discuss design pieces using correct terminology	L	<ul style="list-style-type: none"> <li>Develop a vocabulary appropriate to each media, technique, and process throughout the course</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> <li>Teacher observation</li> </ul>	9.1.C,E 9.3.D
	4	Students will know about qualities and characteristics of 3-D materials	L	<ul style="list-style-type: none"> <li>Lecture, demonstration</li> <li>Read textual materials</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Test</li> </ul>	9.1.F 9.2.C,A
	5	Students will identify tools and equipment and know their function	L	<ul style="list-style-type: none"> <li>Lecture, demonstration</li> <li>Read textual materials</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> <li>Teacher observation</li> </ul>	9.1.J,K
<b>IV. Design</b>	6	Students will identify art elements found in famous pieces of art work	L	<ul style="list-style-type: none"> <li>Lecture, digital images</li> <li>Monthly magazines and journals</li> <li>Class critiques</li> <li>Internet</li> </ul>	<ul style="list-style-type: none"> <li>Teacher evaluation</li> <li>Test</li> </ul>	9.2.A,B,C D,E
	7	Students will demonstrate an understanding of relationship of form and function three-dimensional in designing of projects	L	<ul style="list-style-type: none"> <li>Development of drawings as plans for projects in communicating intended meaning in works</li> </ul>	<ul style="list-style-type: none"> <li>Teacher evaluation</li> </ul>	9.4.B,D
	8	Students will employ themes, symbols, and ideas in decoration of surface for 3-D forms	L	<ul style="list-style-type: none"> <li>Utilize patterns and motifs to enrich visual qualities in art works</li> <li>Read textual materials</li> <li>Slides, posters, museum visits permit viewing original works</li> </ul>	<ul style="list-style-type: none"> <li>Teacher rubric</li> </ul>	9.1.E 9.2.E 9.2.K

Unit	Num	Objective	Level	Content	Evaluation	Standard
V. Textile	9	Students will explore fiber media, techniques, and processes to communicate intended meaning in their art works	L	<ul style="list-style-type: none"> <li>Use specific equipment for media such as batik, silk painting, and textile paints</li> <li>Use finishing techniques/stitchery/beading</li> <li>Explore fiber techniques in creating three-dimensional art works</li> <li>Read textual materials and periodicals</li> </ul>	<ul style="list-style-type: none"> <li>Teacher rubric</li> <li>Critiques</li> <li>Written analysis</li> </ul>	9.2.K 9.1.D,E
VI. Sculpture	10	Students will explore sculptural media, techniques, and processes to communicate intended meaning in their art works	L	<ul style="list-style-type: none"> <li>Design and create sculptures by additive, subtractive, or assemblage techniques using materials such as wire, wood, paper mache, Pariscraft, plaster, and found objects which employ subjects, themes, and symbols</li> <li>Read textual materials &amp; periodicals</li> <li>Use specific tools to create sculptural forms</li> <li>Lecture, digital images, museum visits, video</li> </ul>	<ul style="list-style-type: none"> <li>Tests</li> <li>Teacher rubric</li> <li>Critiques – class/individual</li> <li>Written analysis</li> </ul>	9.4.A 9.3.E 9.1.A,C,D
VII. Mixed Media	11	Students will explore non-traditional media, techniques, and processes to communicate intended meaning in their art works	L	<ul style="list-style-type: none"> <li>Design three-dimensional art pieces with unusual materials or surfaces such as found objects, yarns, photo, and scanned images, glitter, sequins, paints, feathers, plastics, etc.</li> <li>Lecture, demonstration, etc.</li> <li>Digital images, videotapes, museum visits</li> <li>Read textual materials</li> </ul>	<ul style="list-style-type: none"> <li>Tests</li> <li>Teacher rubric</li> <li>Class/individual critiques</li> <li>Written analysis</li> </ul>	9.2.A 9.1.A,E
VIII. Criticism	12	Students will reflect upon merits of contemporary and historic meanings in specific art works through cultural and aesthetic inquiry	L	<ul style="list-style-type: none"> <li>Apply critical thought to art examples seen in museum collections, videotapes, as reproductions, etc.</li> <li>Participating in class critiques by presenting, listening, and questioning using appropriate vocabulary</li> <li>Read textual materials</li> </ul>	<ul style="list-style-type: none"> <li>Teacher rubric</li> <li>Tests</li> <li>Written analysis</li> </ul>	9.3.A,D,E F,G
IX. History	13	Students will analyze and	L	<ul style="list-style-type: none"> <li>Objective criticism and comparison</li> </ul>	<ul style="list-style-type: none"> <li>Teacher rubric</li> </ul>	9.2.A,C,E,J

Unit	Num	Objective	Level	Content	Evaluation	Standard
		describe how time and place influence visual characteristics of work or art, focusing on art history by time periods.		<ul style="list-style-type: none"> <li>of original art works and/or reproduction defines meaning and value of a work of art</li> <li>Read resource materials</li> <li>Lecture, videotapes, reproductions</li> </ul>	<ul style="list-style-type: none"> <li>Written analysis</li> <li>Test</li> </ul>	
<b>X. Technology</b>	14	Students will use software as an art medium, design tool, and information resource. Students will create computer art design work using Macintosh computers and adobe software	L	<ul style="list-style-type: none"> <li>Use computer hardware and software to edit and modify art works, incorporate in projects, historical resource</li> <li>Read resource materials</li> <li>Use Adobe Illustrator, Adobe Photoshop, Adobe Indesign, digital camera, scanner, wireless lab/MacLab, color printer, teacher laptop, MS Office, CD w/digital images, proxima</li> </ul>	<ul style="list-style-type: none"> <li>Tests</li> <li>Teacher rubric</li> </ul>	9.1.J 9.2.A
<b>XI. Career</b>	15	Students will explore careers in the visual arts	L	<ul style="list-style-type: none"> <li>Read textual materials</li> <li>Artist-in-residence, topical magazines, personal interviews, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher evaluation</li> <li>Field trips</li> </ul>	9.4.C,D
<b>XII. Citizenship</b>	16	Students will recognize personal responsibility by maintaining classroom cleanliness and safety	U	<ul style="list-style-type: none"> <li>Care of tools, materials, equipment, and classroom environment in an appropriate manner to create a positive, safe workplace</li> </ul>	<ul style="list-style-type: none"> <li>Citizenship project rubric</li> </ul>	9.1.H