

East Penn School District
Secondary Curriculum

A Planned Course Statement
for

3-D/Design III

Course # 719

Grade(s) 12

Department: Art

Length of Period (mins.) 40

Total Clock Hours: 120

Periods per Cycle: 6

Length of Course (yrs.) 1

Type of Offering: required elective

Credit: 1

Adopted: 4/23/07

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Description of Course #719

Course Title: 3-D Design III

Description: Students taking 3-D Design III will select and work independently in two areas of concentration at a high level of effectiveness, creating a minimum of one project each quarter. These finished works may also serve as pieces in the concentration for an AP Portfolio. Students taking this will have a B or better in 3-D Design II.

Goals: Students will

- apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
- evaluate the effectiveness of designs in terms of organizational structures and functions.
- create designs that use organizational principles and functions to solve specific visual arts problems.
- apply subjects, symbols, and ideas in their concentration.
- reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to the competitive design world.
- use knowledge of computer technology to solve visual art design problems.

Requirements: Students will

- continue to develop a portfolio.
- employ good work habits.
- maintain a sketchbook.
- participate in individual and class critiques.
- design and create art and craft objects, which exhibit knowledge of art structure and functions.
- display and photograph their finished design concentration.

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	Standards
I. Drawing	1	Students will draw with accuracy reflecting a high level of observation and design skills in the communication of their ideas	R	<ul style="list-style-type: none"> Use the sketch book to draw studies of human anatomy, the natural and man-made world, product design, imagined images, perspective studies, interior and exterior design, etc. at references for 3-D designs or sculptures 	<ul style="list-style-type: none"> Teacher rubric Critiques 	9.1.A,B,D,E
	2	Students will reflect critically on qualities of proposed and finished art works	U	<ul style="list-style-type: none"> Use sketch book drawings as a critical record of designs of sculptures, mixed media pieces, and papers and books, ceramics, mosaics, etc. 	<ul style="list-style-type: none"> Teacher evaluation of sketchbook of written analysis 	9.3.A,B,C,G
II. Media, Techniques & Processes	3	Students will review media, techniques, and processes	U	<ul style="list-style-type: none"> Class discussion Formal presentation 	<ul style="list-style-type: none"> Teacher rubric 	9.1.A,B,C,D F,G,H,I
	4	Students will demonstrate an understanding how communication of ideas relates to media, technique, and process	R	<ul style="list-style-type: none"> Conceive and create series of works Lecture, digital images, videotapes 	<ul style="list-style-type: none"> Teacher observation Teacher rubric 	9.1.A,D,C 9.2.C 9.3.B 9.4.B
	5	Students will select and work independently in two areas of concentration at a high level of effectiveness, creating a minimum of one project each quarter	R	<ul style="list-style-type: none"> Lectures, digital images, periodicals Create art pieces with communicate ideas effectively Read resource materials to back concentration 	<ul style="list-style-type: none"> Teacher rubric Written evaluation Critique Presentation/Student work 	9.1.A,D,E 9.2.K,L 9.3.E,F 9.4.B
III. Design	6	Students will integrate organizational principles and functions with content to communicate intended meaning in their art work	R	<ul style="list-style-type: none"> Design forms with unity of content and structure Individual critique 	<ul style="list-style-type: none"> Teacher rubric Class critique Student evaluation form 	9.1.A,B,D,E F,J 9.3.A
	7	Students will use subjects, themes, and symbols as a means of communicating intended meaning in their work	R	<ul style="list-style-type: none"> Lectures, digital images, periodicals, research Design with reference to specific themes, subjects, and symbols Teacher supplied criteria 	<ul style="list-style-type: none"> Class critique Teacher rubric Student evaluation form Mid-term /final project 	9.1.A,C,D,E 9.2.C,D 9.3.B 9.4.B
IV. Textile Arts	8	Students will demonstrate an understanding of how communication of ideas relates textile arts media, techniques, and processes	R	<ul style="list-style-type: none"> Conceive and create textile pieces which communicate intended meaning Textile pieces can express two or three-dimensional design idea Textile pieces may include but are not limited to this area alone Ex: Batik, Silk painting, Stitchery 	<ul style="list-style-type: none"> Teacher rubric Written evaluations Critiques Presentations/Exhibit 	9.1.A,B,C,D E,.F 9.2.C,F,J 9.3.A,F 9.4.C,D

Unit	Num	Objective	Level	Content	Evaluation	Standards
V. Sculpture	9	Students will demonstrate an understanding of how communication of ideas relates to sculptural media, techniques, and processes	R	<ul style="list-style-type: none"> Conceive and create sculptural pieces which communicate intended meaning in the realm of fine art to product design Sculptures may be subtractive, additive, and assemblage Material choices range from clay to soapstone to found objects Forms may be in the round or relief 	<ul style="list-style-type: none"> Teacher rubric Written evaluations Critiques Presentations 	9.1.A,C,D,E F,G,H 9.2.B,C,D,E F,K 9.3.A,D 9.4.B,D
VI. Mixed Media	10	Students will demonstrate an understanding of how communication of ideas relates to mixed media, techniques, and processes	R	<ul style="list-style-type: none"> Conceive and create mixed media pieces which communicate intended meaning Mixed media pieces may be two or three-dimensional Materials possibly include papers, fabrics, yarns, natural objects, metals, paints, plastics, mosaics, found objects, clay, etc. 	<ul style="list-style-type: none"> Teacher rubric Written evaluations Critiques Presentations 	9.1.A,C,D,E F,H 9.2.B,C,D,E K 9.3.A,D,G 9.4.B,D
VII. Criticism	11	Students will defend personal choices in the solving of visual arts problems	U	<ul style="list-style-type: none"> Participate in individual and group critiques, compare perspectives of organizational principles and functions in art works and present, listen, and question using appropriate vocabulary 	<ul style="list-style-type: none"> Teacher evaluations Teacher rubric 	9.4.B,C,D
VIII. History	12	Students will analyze the relationships of works of art to one another in terms of history, aesthetics, and culture from c. across the time line	U	<ul style="list-style-type: none"> Read textual materials View original works in museums View videotapes, employ appropriate software, study prints, etc. Research and write 	<ul style="list-style-type: none"> Discussions Tests Written materials Teacher rubric 	9.2.A,B,C,D, E
	13	Students will inform their own art making by studying one artist's works	U	<ul style="list-style-type: none"> Research, write, and formally present information 	<ul style="list-style-type: none"> Teacher rubric 	9.2.C,D,E,L
IX. Technology	14	Students will improve their ability to use computer technology as tool, medium, and information resource	U	<ul style="list-style-type: none"> Employ computer hardware and software as a design tool, expressive medium, and information resource in one or more of the art works Teacher laptop, MS Office, proxima, Adobe Indesign, Adobe Illustrator, Adobe Photoshop, digital camera, scanner, wireless lab/MacLab, color printer, CD with digital images 	<ul style="list-style-type: none"> Teacher observation Test 	9.1.J

Unit	Num	Objective	Level	Content	Evaluation	Standards
X. Display	15	Students will display and photograph their finished design concentrations	U	<ul style="list-style-type: none"> • Create settings • Critique display by peers • Model apparel 	<ul style="list-style-type: none"> • Peer evaluation • Teacher evaluation 	9.4B,C,D
XI. Career	16	Students will identify career choices in the design and sculpture field	U	<ul style="list-style-type: none"> • Artist-in-residence program • College presentation • Work/school program 	<ul style="list-style-type: none"> • Observation 	9.1.I
	17	Students will evaluate and organize portfolio contents relative to college requirements	U	<ul style="list-style-type: none"> • College information • Refine quality of pieces selected • Make digital images 	<ul style="list-style-type: none"> • Teacher observation 	9.1.I
XII. Citizenship	18	Students will recognize personal responsibility for maintaining classroom cleanliness and safety	U	<ul style="list-style-type: none"> • Care of tools, materials, equipment, and classroom environment to create a positive, safe work space 	<ul style="list-style-type: none"> • Citizenship project rubric 	9.1.H 9.4.C