

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Final Course Outline
3-Dimensional Design 1**

DATE: February 2002

SUBJECT AREA: Fine Arts

PROPOSED GRADE LEVEL(s): 9 – 12

COURSE LENGTH: 1 Yr

GRADING: A-F

NUMBER OF CREDITS: 5/Semester

PREREQUISITES: None

COURSE DESCRIPTION:

This course is designed to expose students to a variety of three-dimensional art techniques and mediums. An emphasis is placed on creativity and originality in solving the problems of working with a broad range of materials. Projects include, but are not limited to, sculpture and assemblage, ceramics, collage, papier-mâché, and mixed media projects.

GOALS AND OBJECTIVES:

- To reinforce the application of the elements and principles of design while working with a variety of three-dimensional media
- To introduce students to the historical and cultural importance of art
- To develop the students appreciation and understanding of art through the use of art criticism and aesthetic inquiry
- To develop the student's ability to think abstractly by the use of visualization
- To teach respect for the properties of various materials while learning to use them
- To introduce skills in handling the materials and tools of three-dimensional art
- To explain the concept of spatial relationships
- To offer open-ended projects that allow personal interpretations

STUDENT READING COMPONENT:

- Students will use the texts *Exploring Visual Design* and *The Visual Experience*
- Students will be assigned articles to read from *Scholastic Art*
- Research projects will require the use of the library and art history resources
- Students will be required to follow written instructions on most projects

STUDENT WRITING COMPONENT:

- Students will describe, analyze, critique and write about the visual characteristics of works of art (description, observation, analysis, persuasive)
- Students will use writing to reflect on the creative process and the problem solving techniques used in art production (reflective)
- Students will compare and contrast, as well as analyze artists and the styles of art from a variety of times, places and cultures (informative)

STUDENT ORAL COMPONENT:

- Students will provide oral reports and participate in discussions about their own work and the work of others
- Students will present their portfolios to the class with an explanation of the process and an evaluation their end result.
- Students will orally respond to a variety of works of art and talk about their interpretation of the artist's intention using vocabulary and terms appropriate to discussions about art.

UNITS OF INSTRUCTION:

A. An Introduction to Art

1. When is it art?
2. A short course in the history of art

B. What to Look For

1. Describing what you see
2. An introduction to the elements and principles of design
3. Themes and ideas

C. Sculpture

1. Assemblage: wire, wood, mobiles, box sculpture, papier mache
2. Carving: wood, stone
3. Casting: sand, clay
4. Modeling: clay

D. Ceramics

1. Pinch pots
2. Coil building
3. Slab building
4. Casting/masks
5. Wheel throwing

E. Glass and Tile

1. Stained glass
2. Mosaics

F. Careers in Art

All units of instruction will include

- An examination of the elements of art through practice in new media
- Exploration of art principles within project guidelines
- Exploration of three-dimensional techniques through creative expression and production
- Art criticism and aesthetic valuing through oral and written assignments
- An examination of the historical and cultural role of visual arts across cultures and throughout history

THIS COURSE WILL PREPARE STUDENTS FOR THE FOLLOWING FCUSD EXIT EXAMS:

Language Arts (See reading, writing and oral components)

Math (weights, measurements, calculations, problem solving)

Social Science (art as it relates to social, historical and cultural issues)

LAB FEE, IF REQUIRED: None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Based on the California Visual and Performing Arts Content Standards 5/2000

1. Art Criticism: Students will explore the processes for reflection on and analysis of artworks in order to gain a better understanding and appreciation of art.
2. Art History: Students will research the historical and social context of visual art and gain a better understanding of the significance of art within world cultures.
3. Art Production: Students will experiment with the processes and techniques used in the creation of three-dimensional art and work towards developing a personal artistic style and vision.
4. Aesthetics: Students will examine their own art, as well as the work of others, responding to, analyzing and making judgements about the success and merits of different works of art.
5. Integrated/Interdisciplinary Learning: Students will connect and apply what they learn about three-dimensional art to other art forms, subject areas and careers.

DISTRICT ESLR's TO BE ADDRESSED:

All ESLRs will be addressed. Students will be given collaborative as well as independent assignments. Students will be expected to produce quality works of art, projects and presentations. Students will be asked to apply their knowledge of art and other subjects to open-ended projects that require constructive thinking. In developing respect for class equipment, materials, and other student's artworks, students will be responsible citizens.