

**FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**

**Course Outline  
Three-Dimensional Design 3**

**Date:** February 2003

**Subject Area:** Visual & Performing Arts

**Proposed Grade Level(s):** 11 & 12

**Course Length:** 1 Year

**Grading:** A-F

**Number Of Credits:** 5/Semester

**Prerequisites:** 3-Dimensional Design 2

**COURSE DESCRIPTION:**

In this advanced course, students will continue to deepen their understanding of and appreciation for three-dimensional art works and the tools and materials unique to three-dimensional art media. Students will also begin to take a more in-depth, personal approach to the expression of ideas through the use and manipulation of three-dimensional design forms. They will continue to develop their own artistic style through independent student-driven projects.

**GOALS AND OBJECTIVES:**

- To further develop imaginative thinking, problem solving and craftsmanship.
- To teach respect for the properties of various materials while allowing students to use them in more challenging ways
- To teach more advanced skills in handling the materials and tools of three-dimensional art
- To reinforce the application of the elements and principles of design while working with a variety of three-dimensional media
- To allow more challenging, open-ended projects that deal with design problems common to fine art, product, industrial and architectural design
- To allow students the opportunity for independent research into areas of historical and cultural interest
- To further develop the student's appreciation and understanding of art through the use of art criticism and aesthetic inquiry

**STUDENT READING COMPONENT:**

- Students will be assigned articles to read from a variety of art publications
- 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).
- Students will keep an ongoing sketchbook/journal of ideas, views and experiences.

### **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 of their end result.
- Students will orally respond to a variety of works of art and talk about his or her interpretation of the artist's intention using vocabulary and terms appropriate to discussions about art.

### **DETAILED UNITS OF INSTRUCTION:**

An independent project will be selected from each of the following units of instruction:

- A. Sculpture
  - 1. Carving
  - 2. Casting
  - 3. Modeling
- B. Ceramics
  - 1. Slab
  - 2. Casting
  - 3. Wheel throwing
- C. Glasswork
  - 1. Stained glass
  - 2. Fusion
  - 3. Slumping
- D. Mixed Media
  - 1. Mosaic Mural
  - 2. Assemblage

All units of instruction will continue to 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 HSEE AND/OR FCUSD EXIT EXAMS IN:**

Language Arts, Math, and Social Science

### **SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

*Based on the California Draft 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 judgments 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 ESLRS TO BE ADDRESSED:**

- In a variety of research projects and studio projects, students will be required to be **self-directed learners**.
- All activities that focus on creative expression will require students to be **effective visual communicators**.
- Working on group projects such as large-scale sculptures or murals, students will be **collaborative workers**.
- In planning strategies for successful art projects, and in problem solving during project development, students will be **constructive thinkers**.
- In creating quality art works that show pride in workmanship, students will be **quality producers**.
- In caring for supplies, tools and materials, students will be **responsible citizens**.