

**ACALANES UNION HIGH SCHOOL DISTRICT**  
**Visual and Performing Arts**  
**Subject Area**

**Adopted: 10/1/03**

COURSE TITLE: 3D Art 3

COURSE CODE: V0909

GRADE LEVEL: Grade 11-12

COURSE LENGTH: One Year

PREREQUISITE: 3D Art 1, 3D Art 2

CREDIT: 10 Credits

UC/CSU CREDIT: Meets UC/CSU Visual and Performing Arts “f” requirement

GRADUATION REQUIREMENT: Fulfills 10 units of Visual & performing Arts/Career Technology/Foreign Language requirement for graduation

STANDARDS AND BENCHMARKS: VAPA: 1.1-1.4, 1.6-1.8, 1.10, 2.1-2.3, 2.5-2.7, 2.9, 2.11, 3.1, 3.3, 3.5, 3.7, 4.1 – 4.5, 4.10, 5.1-5.3

COURSE DESCRIPTION: 3D Art 3 students participate in the design and creation of original works of 3-D art both functional and aesthetic. In addition, third year students will concentrate in a material or process of their choice developing a portfolio of their own work. Students will also continue to explore in greater depth the works of specific artists, movements or cultural styles. Students will curate a show of their own work or others work.

COURSE GOALS: Students will develop and expand a foundation of art skills and knowledge at the third year level focusing primarily on the five components of the Visual Arts Framework: 1) Artistic Perception; 2) Creative Expression; 3) Historical and Cultural Context; 4) Aesthetic valuing and connecting, relating and applying what is learned to other art forms; 5) Subject Areas and Careers.

TEXTBOOK MATERIALS: None

TEACHER RESOURCES: Slides and visual aids, videos, internet, guest lecturers, museums and galleries.

**Acalanes Union High School District**  
**Course Content and Performance Objectives**  
**3-D Art 3**

	<b>CAT-6</b>	<b>HSEE</b>	<b>Standards &amp; Benchmarks</b>	<b>Assessment</b>	<b>Timeline</b>
<p><b>1.0 THE STUDENT PERCEIVES THE WORLD IN ARTISTIC WAYS BY REFINING HIS SENSORY PERCEPTIONS OF WORKS OF ART, EVENTS, OBJECTS IN NATURE, AND THE ENVIRONMENT.</b></p> <p>1.1 Identifies and uses the design principles as they discuss, analyze, and write about their own works of art and visual aspects of the environment (dominance and subordination, variation, pattern, rhythm, balance, contrast, emphasis, movement, repetition, theme, utility).</p> <p>1.2 Researches and analyzes the work of an artist and write about distinctive visual characteristics of the artist's works in terms of the elements of the art and the principles of design and their contributions to meaning.</p> <p>1.3 Analyzes how the composition of an artwork is affected by the use of particular elements and/or principles of design.</p> <p>1.4 Analyzes the materials used by a given artist and discuss the impact it makes according to the way the materials function in the work</p> <p>1.5 Analyzes and discusses complex issues, which may include; distortion of shapes/forms, space, advanced color theory, implied and actual texture, scale, expressive content and real vs. virtual in the visual world, works of art, and/or electronic media.</p> <p>1.6 Discusses a series of own original works using learned art vocabulary to analyze the work in terms of personal direction.</p>	N/A	N/A	<p>1.0</p> <p>1.1</p> <p>1.2</p> <p>1.3</p> <p>1.4</p> <p>1.6</p> <p>1.7</p>	<p>Selected Response</p> <p>Constructed Response</p> <p>Personal Communication</p> <p>Personal Communication</p> <p>Personal Communication</p> <p>Personal Communication</p>	30% of classtime

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1.7 Compares two works from different periods of painting/sculpture or other media according to the application of design principles.			1.8	Constructed Response	
1.8 Describes his/her use of the art elements to express mood(s) in one or more of own works of art.			1.10	Constructed Response	
<b>2.0 THE STUDENT APPLIES ARTISTIC KNOWLEDGE AND SKILLS IN A VARIETY OF VISUAL ARTS MEDIA AND TECHNICAL PROCESSES TO COMMUNICATE MEANING AND INTENT THROUGH THE CREATION OF ORIGINAL ARTWORKS.</b>	N/A	N/A	2.0		60% of class time
2.1 Creates original works of art effectively applying the elements of art and principles of design in art forms such as: drawings, ceramics, jewelry, metals, stone, plaster, glass, animation, digital art forms, or mixed media.			2.1	Performance Assessment	
<ul style="list-style-type: none"> <li>• Bas relief</li> <li>• Metals fabrication</li> <li>• Basic hand building</li> <li>• Additive sculpture</li> <li>• Line, balance, unity, texture and mass expressed in form.</li> <li>• Human figure</li> <li>• Casting</li> <li>• Subtractive sculpture</li> <li>• Abstraction</li> </ul>					
2.2 Makes appropriate choices in applying a variety of visual arts media, techniques, and processes to personal art making process.			2.2	Performance Assessment	
2.3 Demonstrates craftsmanship and technical skill when creating artworks in two-dimensions and three-dimensions.			2.3	Performance Assessment	
<ul style="list-style-type: none"> <li>• Continuation of development of ideas in real life representation and abstraction</li> </ul>					

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2.4 Creates artwork demonstrating a wide variety of compositional devices. <ul style="list-style-type: none"> <li>• Line</li> <li>• Texture</li> <li>• Mass</li> <li>• Balance</li> </ul>			2.5	Performance Assessment	
2.5 Demonstrates how to solve artistic problems in unique and expressive ways.			2.6	Performance Assessment	
2.6 Creates a piece that expresses social issue(s).			2.7	Performance Assessment	
2.7 Creates original works of art of increasing complexity and with increased skill in a variety of media, which might include installations or performance art.			2.9	Performance Assessment	
2.8 Selects work and presents it appropriately in an exhibit.			2.11	Personal Communication	
<b>3.0 THE STUDENT DESCRIBES AND ANALYZES THE ROLE AND DEVELOPMENT OF VISUAL ART IN PAST AND PRESENT CULTURES THROUGHOUT THE WORLD NOTING HUMAN DIVERSITY AS IT RELATES TO THE VISUAL ARTS AND ARTISTS.</b>	N/A	N/A	3.0		10% of classtime (3.0 – 5.0)
3.1 Identifies historical styles in World and American art and identify the diverse social, economic and political developments reflected in the artworks examined.			3.1	Selected Response	
3.2 Identifies historical or contemporary artists who have achieved regional, national, or international recognition and sicsusess ways that their work reflects influences present day culture.			3.3	Constructed Response	

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<p>3.3 Discusses the purposes of art in various contemporary cultures, including American culture:</p> <ul style="list-style-type: none"> <li>• Religious</li> <li>• Political</li> <li>• Economic</li> <li>• Social</li> </ul> <p>3.4 Investigates and discusses universal concepts expressed in artwork from diverse cultures.</p>			<p>3.5</p> <p>Personal Communication</p> <p>Personal Communication</p>	
<p><b>4.0 THE STUDENT ANALYZES AND INTERPRETS ART IN ORDER TO DERIVE MEANING. HE DEVELOPS CRITERIA TO MAKE INFORMED JUDGMENTS ABOUT THE QUALITY OF HIS WORK AND THE WORK OF OTHERS.</b></p>	N/A	N/A	4.0	See 3.0
4.1 Identifies intentions of those creating contemporary artworks.			4.1	Personal Communication
4.2 Responds to a variety of works of art and discusses or writes about his or her interpretations of the artist's intentions.			4.2	Personal Communication Constructed Response
4.3 Expresses his or her ideas about art and gives reasons for preferences in works of art.			4.3	Constructed Response
4.4 Formulates and supports a position regarding the aesthetic value of a specific work of art, then change and/or defend the position after weighting the views of others.			4.4	Personal Communication

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4.5 Articulates the process and rationale for refining and reworking one of their own artwork in order to bring it to completion.			4.5	Personal Communication	
4.6 Develops a written criterion for the selection of a body of his own work that represents specific achievements.			4.10	Constructed Response	
<b>5.0 THE STUDENT APPLIES WHAT HE LEARNS IN VISUAL ARTS ACROSS SUBJECT AREAS AND BEYOND THE CLASSROOM. HE DEVELOPS VISUAL LITERACY AND COMPETENCIES IN PROBLEM SOLVING, LITERACY AND COMPETENCIES IN PROBLEM SOLVING, COMMUNICATION, AND MANAGEMENT OF TIME AND RESOURCES.</b>	N/A	N/A	5.0		See 3.0
5.1 Discusses the historical development or original tenets of major ceremonies and celebrations throughout the world and the art objects that are associated with them.			5.1	Constructed Response	
5.2 Learns diverse ways in which visual arts can communicate the same idea.			5.2	Constructed Response	
5.3 Explores careers in the visual arts.			5.3	Personal Communication	

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**TEACHING STRATEGIES AND PROCEDURES**

- Demonstrations
- Design Research
- Slide or Visual Aide Lecture
- Student-centered Projects
- Art/Historical/Cultural Exploration

**GRADING GUIDELINES**

Performance Projects	60%
Class work/Participation	30%
Tests	10%