



# 3D Studio Art 2

## Visual Art- Year at a Glance

M/J Three-Dimensional Studio Art 2

Course # # 0101030

**A Note to Parents:** This course is a year-long course. In this document, the standards have been broken into six categories over four quarters: Investigation, Artistic Development, Application/Reflection and Vocabulary/Technology. Students will address the course’s standards through the study and production of art in the following possible categories/mediums: Green/Environmental Design, Sculpture and Ceramics.

Please note: the units of study listed below indicate the course sequence. Instructional pacing may vary.

## Course Description

Students explore spatial relationships to create utilitarian forms or aesthetic structures. This course may include, but is not limited to, content in green or environmental design, sculpture, or ceramics. Students will examine subordinate and dominant components and implied line, and the processes and techniques for substitution may include draped, molded, or soft forms. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Students use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

## CPALM Link

M/J Three-Dimensional Studio Art 2: <https://www.cpalms.org/PreviewCourse/Preview/4675>

Unit of Study		
<b>Quarter 1</b> Aug 10 - Oct 12	<b><i>Investigation</i></b>	<ul style="list-style-type: none"> <li>• Use analytical skills to understand meaning and explain connections with other contexts.</li> <li>• Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.</li> <li>• Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.</li> </ul>
<b>Quarter 2</b> Oct. 13 – Dec 22	<b><i>Artistic Development</i></b>	<ul style="list-style-type: none"> <li>• Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.</li> <li>• Collaborate with peers to complete an art task and develop leadership skills.</li> <li>• Describe the rationale for creating, collecting, exhibiting, and owning works of art.</li> <li>• Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences.</li> </ul>

		<ul style="list-style-type: none"> <li>• Use media, technology, and other resources to derive ideas for personal art-making.</li> <li>• Demonstrate understanding of safety protocols for media, tools, processes, and techniques.</li> </ul>
<b>Quarter 3</b> Jan 11 - Mar 11	<b><i>Artistic Application and Reflection</i></b>	<ul style="list-style-type: none"> <li>• Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.</li> <li>• Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.</li> <li>• Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.</li> <li>• Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.</li> <li>• Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.</li> <li>• Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.</li> </ul>
<b>Quarter 4</b> Mar 22 – May 27	<b><i>Vocabulary and Technology</i></b>	<ul style="list-style-type: none"> <li>• Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.</li> <li>• Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.</li> <li>• Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.</li> </ul>
<b>Course Resources may include</b>		
<ul style="list-style-type: none"> <li>• Art 21: <a href="https://www.pbs.org/show/art-21/">https://www.pbs.org/show/art-21/</a></li> <li>• Google Art Project: <a href="https://artsandculture.google.com/">https://artsandculture.google.com/</a></li> <li>• Adobe Kuler: <a href="https://color.adobe.com/create/color-wheel/">https://color.adobe.com/create/color-wheel/</a></li> <li>• Artsology (Art games): <a href="https://artsology.com/games.php">https://artsology.com/games.php</a></li> </ul> <p>For additional supplemental resources, please see your child's course syllabus.</p>		