

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

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**Adopted: 10/1/03**

COURSE TITLE: 3-D Art 1

COURSE CODE: V0907

GRADE LEVEL: Grades 9-12

COURSE LENGTH: Year

PREREQUISITE: None

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, 1.3, 1.4, 2.1- 2.3, 2.5, 2.6, 2.7, 3.1, 3.5, 4.2, 4.3, 4.5, 5.1, 5.2

COURSE DESCRIPTION: Students in 3-D Art 1 participate in the design and creation of simple projects that will include but not be limited to: glass, metals, enamels, clay soapstone, plaster and mixed media. They will be instructed in the safe operation of power tools, hand tools and machinery while creating original works of art both functional and aesthetic.

COURSE GOALS Students will develop and expand a foundation of art skills and knowledge at the beginning 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; 5) Connections, relations and applications to other art forms, subject areas and careers.

TEXTBOOK MATERIALS: None

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

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## Course Content and Performance Objectives

### 3-D Art 1

	CAT-6	HSEE	Standards & Benchmarks	Assessment	Timeline
<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>	N/A	N/A	1.0		20% of classtime
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).			1.1	Constructed Response	
1.2 Analyzes how the composition of an artwork is affected by the use of particular elements and/or principles of design.			1.3	Personal communication	
1.3 Analyzes the materials used by a given artist and discuss the impact it makes according to the way the materials function in the work.			1.4	Personal communication	
1.4 Utilizes the vocabulary of the visual arts to express observations.					
<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		55% of classtime
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.,			2.1	Performance assessment	

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	CAT-6	HSEE	Standards & Benchmarks	Assessment	Timeline
animation or other digital art forms. <ul style="list-style-type: none"> <li>• Bas relief</li> <li>• Metals fabrication</li> <li>• Basic hand building</li> <li>• Additive sculpture</li> <li>• Human figure</li> <li>• Casting</li> <li>• Subtractive sculpture</li> <li>• Line, balance, unity, texture and mass expressed in form.</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. <ul style="list-style-type: none"> <li>• True-to-life Representation</li> </ul>			2.3	Performance Assessment	
2.4 Creates artworks 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.			2.7	Performance Assessment	
3.0 <b>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		5% of classtime

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3.1 Identifies historical styles in World and American art and discuss the diverse social, economic and political developments reflected in the artworks examined.			3.1	Selected Response	
3.2 Discusses the purposes of art in various cultures, including American culture: <ul style="list-style-type: none"> <li>• Religious</li> <li>• Political</li> <li>• Economic</li> <li>• Social</li> </ul>			3.5	Personal Communication	
3.3 Demonstrate a sense of individuality and respect for their own work and respect the work of others.				Personal Communication	
<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>	N/A	N/A	4.0		15% of classtime
4.1 Responds to a variety of works of art and talks or writes about his or her interpretations of the artists' intentions.			4.2	Personal Communication Constructed Response	
4.2 Discusses how a person's cultural traditions may influence the way meaning in an artwork is interpreted.				Personal Communication	

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4.3 Expresses his or her ideas about art and gives reasons for preferences in works of art.			4.3	Personal Communication	
4.4 Articulates the process and rationale for refining and reworking one of their artworks in order to bring it to completion.			4.5	Personal Communication	
<ul style="list-style-type: none"> <li>Develops criteria to make judgments about the quality of his/her work.</li> </ul>					
<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, COMMUNICATION, AND MANAGEMENT OF TIME AND RESOURCES.</b>	N/A	N/A	5.0		5% of classtime
5.1 Understands the connection between cultural ceremonies and celebrations and the art objects associated with them.			5.1	Constructed Response	
5.2 Learns diverse ways in which various disciplines of the arts can communicate the same idea.			5.2	Constructed Response 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**

<b>Performance Projects</b>	<b>60%</b>
<b>Class work/Participation</b>	<b>30%</b>
<b>Tests</b>	<b>10%</b>