

ACALANES UNION HIGH SCHOOL DISTRICT
Visual and Performing Arts
Subject Area

Adopted: 10/1/03

COURSE TITLE: 3D Art 2

COURSE CODE: V0908

GRADE LEVEL: Grade 10 – 12

COURSE LENGTH: One Year

PREREQUISITE: 3D Art 1

CREDIT: 10 Credits

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

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

STANDARDS AND BENCHMARKS: VAPA: 1.1-1.7, 2.1-2.3, 2.5-2.7, 2.9, 3.1, 3.5, 3.7, 4.2-4.5, 5.2, 5.3

COURSE DESCRIPTION: Students in 3-D Art 2 will participate in the design and creation of intermediate 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. In addition, second year students will begin a concentration in a material or process of their choice. Students will also explore in greater depth the works of specific artists, movements or cultural styles.

COURSE GOALS: Students will develop and expand a foundation of art skills and knowledge at the second 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, 5) Relating and applying what is learned to other art forms; 6) Subject Areas and Careers.

TEXTBOOK MATERIALS: None

TEACHER RESOURCES:

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Course Content and Performance Objectives
3D Art 2

	CAT-6	HSEE	Standards & Benchmarks	*Assessment	Timeline
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.	N/A	N/A	1.0		30% of class time
1.1 Identifies and use 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 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.			1.2	Constructed response	
1.3 Analyzes how the composition of an artwork is affected by the use of particular elements and/or principles of design.			1.3	Personal communication	
1.4 Analyzes the materials used by a given artist and discuss the impact it makes according to the way the materials function in the work			1.4	Personal communication	
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.			1.6	Personal communication	
1.6 Discusses a series of own original works using learned art vocabulary to analyze the work in terms of personal direction.			1.7	Personal communication	

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	CAT-6	HSEE	Standards & Benchmarks	*Assessment	Timeline
<p>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.</p> <p>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.</p> <ul style="list-style-type: none"> • Bas relief • Metals fabrication • Basic hand building • Additive sculpture • Line, balance, unity, texture and mass expressed in form. • Human figure • Casting • Subtractive sculpture • Abstraction <p>2.2 Makes appropriate choices in applying a variety of visual arts media, techniques, and processes to personal art making process.</p> <p>2.3 Demonstrates craftsmanship and technical skill when creating artworks in two-dimensions and three-dimensions.</p> <ul style="list-style-type: none"> • True-to-life representation • Exploration of abstraction <p>2.4 Creates artwork demonstrating a wide variety of compositional devices.</p> <ul style="list-style-type: none"> • Line • Texture • Mass • Balance <p>2.5 Demonstrates how to solve artistic problems in unique and expressive ways.</p>	N/A	N/A	<p>2.0</p> <p>2.1</p> <p>2.2</p> <p>2.3</p> <p>2.5</p> <p>2.6</p>	<p>Performance Assessment</p> <p>Performance Assessment</p> <p>Performance Assessment</p> <p>Performance Assessment</p> <p>Performance Assessment</p>	60% of class time

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	CAT-6	HSEE	Standards & Benchmarks	*Assessment	Timeline
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	
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.	N/A	N/A	3.0		10% of class time (3.0-5.0)
3.1 Identifies historical styles in World and American art and discusses the diverse social, economic, and political developments reflected in the artworks examined.			3.1	Personal Communication	
3.2 Discusses the purposes of art in various contemporary cultures, including American culture: <ul style="list-style-type: none"> • Religious • Political • Economic • Social 			3.5	Personal Communication Constructed Response	
3.3 Investigates and discusses universal concepts expressed in artwork from diverse cultures.			3.7	Constructed Response	
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.	N/A	N/A	4.0		See 3.0
4.1 Responds to a variety of works of art and discuss or write about his or her interpretations of the artists' intentions.			4.2	Personal Communication	

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4.2 Discusses how a person's cultural traditions may influence the way meaning in an artwork is interpreted.				Personal Communication	
4.3 Expresses his or her ideas about art and give reasons for preferences in works of art.			4.3	Personal Communication	
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 weighing the views of others.			4.4	Personal Communication	
4.5 Articulates the process and rationale for refining and reworking one of their own artworks in order to bring it to completion.				Personal Communication	
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.	N/A	N/A	5.0		See 3.0
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 arts can communicate the same idea. <ul style="list-style-type: none"> • Visual arts • Performing arts 			5.2	Constructed Response	
5.3 Explores careers in the visual arts.			5.3	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

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