

ADVANCED THREE-DIMENSIONAL ART

Description

There are an infinite number of materials that can be used to create meaningful and expressive sculptures. In this course students will learn to make decisions about the direction their three dimensional forms will take in selected media. Students will be asked to apply their knowledge of materials and techniques to all work. With some assessments in this course the medium will be dictated and in others, the student will determine which media would best suit their concept. Students may also be required to create work for a specific site, taking the potential influence of that space into consideration.

Course Overview

Course Goals

Students should:

Essential Questions

- When does sculpture express the human condition?
- How is abstraction used in three-dimensional form?
- What is meant by conceptual art and how is it expressed three-dimensionally?

Assessments

Common Assessments

Skill Assessments

Content Outline

- I. Unit 1: [Dimensional Portraits](#)
- II. Unit 2: [Abstraction in 3-Dimensional Art](#)
- III. Unit 3: [Conceptual Art](#)

Standards

[Connecticut SDE Arts Curriculum Framework](#)

Connecticut State Visual Arts Standards are met in the following areas::

- *Media*
- *Elements and Principles*
- *Analysis, Interpretation and Evaluation*

Grade Level Skills

Students will:

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Pacing Guide		
Semester		
1st Marking Period	2nd Marking Period	
Unit 1 3-Dimensional Portraits 6 weeks	Unit 2 Abstraction in 3-Dimensional Art 5 weeks	Unit 3 Conceptual Art 5 weeks

Unit 1 – 3-Dimensional Portraits, 6 weeks [top](#)

Standards

Media

Students will understand, select and apply media, techniques and processes

Students will:

- conceive and create original works of Art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes.

Unit Objectives

Students will be able to:

- understand human expression on a three-dimensional form.
- recognize how artists have depicted human emotions in three-dimensional art.
- interpret ideas and emotions in their art as well as in the work of others.

Essential Question

- When does sculpture express the human condition?

Focus Questions

- How can sculptural materials be manipulated to suggest the human form or any of its parts?
- How can modeling specific media depict human expression?

Assessments

- Clay in the round
- Relief sculpture
- Mixed media
- Plaster or Paris craft

Skill Objectives

Students will:

- model the human form (abstract or realistically) using a variety of media.
- use the correct sculptural techniques for specific media.

Unit 2 – Abstraction in Three-Dimensional Art, 5 weeks [top](#)

Standards

Elements and Principles

Students will understand and apply elements and organizational principles of Art.

Students will:

- apply comprehension and skill in incorporating the elements of Art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems.

Unit Objectives

Students will:

- understand concepts of abstraction.
- understand the difference between geometric and organic forms.
- recognize how artists have used abstraction in sculpted art.

Essential Question

- How is abstraction used in three-dimensional form?

Focus Questions

- What is abstraction?
- What new quality is brought to a realistic form when it is altered?
- How are three-dimensional forms enhanced through simplification, distortion or exaggeration?
- What is the difference between geometric and organic forms?

Assessments

- Clay
- Sculpture
- Stone carvings
- Wire forms
- Multi-media
- Found objects

Skill Objectives

Students will:

- use appropriate tools for altering the sculpted form.
- simplify and alter realistic forms using various media.

Unit 3 - Conceptual Art, 5 weeks [top](#)

Standards

Media

Students will understand, select and apply media, techniques and processes

Students will:

- communicate ideas consistently at a high level of effectiveness in at least one visual arts medium.

Analysis, Interpretation and Evaluation

Students will reflect upon, describe, analyze, interpret and evaluate their own and other's work.

Students will:

- reflect critically on various interpretations to better understand specific works of Art.

Unit Objectives

Students will be able to:

- recognize and understand how artists have used concepts in their form or installation.
- understand the process of interpretation.
- develop an awareness of the multiple solutions to establishing conceptual expression in three-dimensional art.

Essential Question

- What is meant by conceptual art and how is it expressed three-dimensionally?

Focus Questions

- What techniques and media can be used to portray a conceptual idea?
- What is the relationship between the form and the space it inhabits?
- How is positive and negative space used in an overall three-dimensional design?

Assessments

- Multi-media assemblages
- Found objects
- String assemblage/woven forms
- Mobiles
- Collage
- Paper maché

Skill Objectives

Students will:

- conceive site-specific three-dimensional pieces.
- brainstorm ideas.
- apply media and correct techniques to express their concepts.