

GRADE 8 THREE DIMENSIONAL ART

Description

Three-Dimensional Art is an elective course for 8th graders meeting every day for one marking period. This course is designed to expose students to various three-dimensional media and techniques. Three-Dimensional Art builds upon the student's prior knowledge of the Elements and Principles of Design as they are applied to the three-dimensional form. Students will recognize how sculptural form occupies space within the environment. Students will be asked to formulate and propose solutions for the planning, execution, and refinement of their final product.

Course Overview

Course Objectives

Students should:

Essential Questions

- What is Three-Dimensional Design and how is it used in Art?
- What is clay form and how is it used in Art?
- What is a sculpture and how have sculptors used it to describe their world?

Assessments

Common Assessments

Skill Assessments

Content Outline

- I. [Unit 1](#) - Design
- II. [Unit 2](#) - Clay Form
- III. [Unit 3](#) - Sculpture

Standards

[Connecticut SDE Arts Curriculum Framework](#)

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

- *Connections*
- *History and Cultures*
- *Content*

Grade Level Skills

Students will:

- Skills Matrix

Pacing Guide								
Marking Period								
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Unit 1 <u>Design</u> embedded								
Unit 2 <u>Clay Form</u> 4 weeks				Unit 3 <u>Sculpture</u> 3 weeks				

Unit 1 - Design (Embedded), 9 weeks [top](#)

Standards

Connections

Students will make connections between the visual arts, other disciplines and daily life.

Students will:

- compare the characteristics of works in the visual arts and other art forms that share similar subject matter, themes, purposes, historical periods or cultural context.

Unit Objectives

Students will be able to:

- recognize positive and negative space in three-dimensional design.
- identify in artists' work and historical pieces how design is used on the three dimensional form.
- understand form versus function in three-dimensional design.

Essential Question

- What is Three-Dimensional Design and how is it used in Art?

Focus Questions

- How is Three-Dimensional Art used to define a form in space?
- How do we understand and accomplish the appropriate steps of creation from concept to actualization?

Assessments

- Clay sculptures
- Ceramic pottery
- Wire forms
- Tooling foil
- Sculpture in relief

Skill Objectives

Students will:

- apply their knowledge of the Elements and Principles of Design as it relates to the creation of a three-dimensional form.
- use three-dimensional techniques and craftsmanship in finishing applications.

Unit 2 – Clay Form, 4 weeks [top](#)

Standards

History and Cultures

Students will understand the visual arts in relation to history and cultures.

Students will:

- know and compare the characteristics and purposes of works of art representing various cultures, historical periods and artists.

Unit Objectives

Students will be able to:

- understand the properties of clay.
- recognize historical and cultural influences.
- identify various methods of clay building.
- understand the different stages of clay.
- understand the effects of clay firing in the kiln.

Essential Question

- What is clay form and how is it used in Art?

Focus Questions

- What are the stages of clay?
- What is a kiln?
- What are the different types of glazes?
- What are the various techniques in using clay?
- How is design used on a clay form?
- What are the various cultural and historical clay examples?
- What is the difference between organic and manmade clay?
- How can technology be used to find historical references?

Assessments

- Pinch pots
- Coil construction
- Slab construction
- Clay fountains
- Masks
- Animals
- Dropped bowls

Skill Objectives

Students will:

- plan a two-dimensional form and translate it into three-dimensions.
- create a form in clay.
- refine clay construction techniques.
- use appropriate clay techniques.
- choose and apply glazes.
- use the computer as a tool for finding cultural references.

Unit 3 - Sculpture, 3 weeks [top](#)

Standards

Content

Students will consider, select and apply a range of subject matter, symbols and ideas.

Students will consider, select from and apply a variety of sources for art content to communicate intended purpose.

Unit Objectives

Students will be able to:

- identify sculpture techniques.
- understand how sculptural forms occupy space.
- recognize sculpture influences in Art.
- recognize that sculptural forms are not contained or restricted to a classroom setting.

Essential Question

- What is a sculpture and how have sculptors used it to describe their world?

Focus Questions

- What are the various techniques used in creating a sculpture?
- What materials can be used when forming a sculpture?
- What makes a three-dimensional form a sculpture?
- What is the importance of positive and negative space on a piece of sculpture?
- How have artists historically used sculpting as an Art form?

Assessments

- Paper Mache
- Wire
- Found objects
- Self-drying clay
- Assemblages
- Oaxacan animals
- Clay rattles

Skill Objectives

Students will:

- plan a two-dimensional form and translate it into three-dimensions.
- choose the appropriate materials for a three-dimensional design.
- use the natural environment as one resource for creating a three-dimensional form.
- use reference materials to plan and build forms.
- use finishing techniques to refine final work.