

Curriculum Development  
In the Fairfield Public Schools

**FAIRFIELD PUBLIC SCHOOLS**  
FAIRFIELD, CONNECTICUT

**3-DIMENSIONAL DESIGN**

Board of Education Approved 03/27/2007

## **3-DIMENSIONAL ART**

### **Statement of Purpose**

Our Art Department in Fairfield believes that all students can achieve individual success and growth by being exposed to different media, techniques, history, aesthetics, culture and dialogue.

Creating art with the third dimension (depth) offers a limitless number of possibilities for creative expression. To create three dimensional art, students use the same elements of art which they learned in the prerequisite Foundations course, to express the principles of design in both relief and in three dimensions.

### **Audience**

Grades 10, 11, 12

### **Prerequisites**

Foundations in Art

### **Design and Description**

Sculpture, mixed media and ceramics are included in a class that deals specifically with the issues of form, volume and space in 3-Dimensional design. Students are required to complete homework assignments in a sketchbook.

### **Course Objectives**

Students will be able to:

- develop concepts of form in space.
- interpret and express ideas and emotions through the 3-Dimensional art form.
- apply an understanding of form in space.
- perceive lines in space.

### **Skill Objectives**

Students will:

- use additive and subtractive techniques in a variety of media.
- use a wide variety of surface textures.
- use materials to create the illusion of depth.
- use a variety of relief techniques.
- create the illusion of solid forms using line.
- capture a motion or movement in line.

### **Visual Art Standards**

#### ***History and Cultures***

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

Students will analyze and interpret art works in terms of form, cultural and historical context and purpose.

### ***Analysis, Interpretation and Evaluation***

**Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work**

Students will research and analyze historic meaning and purpose in varied works of art.

Students will apply critical and aesthetic criteria for the purpose of improving their own works of art. (e.g., technique, formal and expressive qualities, content)

### **Information and Technology Standards (to be added)**

#### **Essential Questions**

- What is sculpture?
- How does line exist in space?
- What is the role of relief in creative expression?

#### **Focus Questions**

- How can sculpting techniques be used to manipulate the elements of art and create form?
- How do sculpting materials help to enhance the emotional quality of a form?
- How can you change the surface quality of a sculpture?
- What is meant by Relief Sculpture?
- How does the quality or low or high relief affect the quality of a design?
- What are the artistic benefits to working three dimensionally?
- What variety of character does a line have?
- How can the qualities of line in sculpture be used to enhance form?

# **UNITS OF INSTRUCTION**

## **Unit 1: Sculpture**

### **Visual Arts Standards**

#### *History and Cultures*

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

Students will analyze and interpret art works in terms of form, cultural and historical context and purpose.

### **Essential Question**

- What is sculpture?

### **Focus Questions**

- How can sculpting techniques be used to manipulate the elements of art and create form?
- How do sculpting materials help to enhance the emotional quality of a form?
- How can you change the surface quality of a sculpture?

### **Core Topics**

- Construction methods
- Additive techniques
- Subtractive techniques
- Surface texture
- Form in space
- Conceptual forms

### **Unit Objectives**

Students will be able to:

- develop concepts of form in space.
- interpret and express ideas and emotions through the 3-Dimensional art form.

### **Skill Objectives**

Students will:

- use additive and subtractive techniques in a variety of media.
- use a wide variety of surface textures.

### **Sample Assessments**

- Styrofoam sculpture
- Cardboard sculpture
- Assemblages
- Clay vessels
- Carving
- Clay sculpture

- Clay illustrations

**Pacing**  
6 weeks

## Unit 2: Relief Sculpture

### Visual Arts Standards

#### *Analysis, Interpretation and Evaluation*

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

Students will research and analyze historic meaning and purpose in varied works of art.

### Essential Question

- What is the role of relief in creative expression?

### Focus Questions

- What is meant by Relief Sculpture?
- How does the quality or low or high relief affect the quality of a design?
- What are the artistic benefits to working three dimensionally?

### Core Topics

- Illusion of depth
- Surface texture
- Form in space
- Relief techniques

### Unit Objective

Students will be able to:

- apply an understanding of form in space.

### Skill Objectives

Students will:

- use materials to create the illusion of depth.
- use a variety of relief techniques.

### Sample Assessments

- Copper tooling
- Tiles
- Collagraphs
- Embossing
- Composition using found objects
- Paper making and casting

### Pacing

6 weeks

## Unit 3: Sculptural Line

### Visual Arts Standards

#### *Analysis, Interpretation and Evaluation*

Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work

Students will apply critical and aesthetic criteria for the purpose of improving their own works of art. (e.g., technique, formal and expressive qualities, content)

### Essential Question

- How does line exist in space?

### Focus Questions

- What variety of character does a line have?
- How can the qualities of line in sculpture be used to enhance form?

### Core Topics

- Line
- Space
- Volume
- Movement
- Abstraction

### Unit Objective

Students will be able to:

- perceive lines in space.

### Skill Objectives

Students will:

- create the illusion of solid forms using line.
- capture a motion or movement in line.

### Sample Assessments

- Wire gesture drawing
- Wire faces and figures
- Jewelry
- Mobiles
- Implied line

### Pacing

6 weeks