### 3D Art

<table>
<thead>
<tr>
<th>Strand</th>
<th>Artistic Perceptions</th>
</tr>
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<tbody>
<tr>
<td>Big Idea</td>
<td>Analyze and Evaluate Art Using Art Vocabulary</td>
</tr>
<tr>
<td><strong>Concept</strong></td>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td>A. Art criticism</td>
<td>1. Compare and contrast two artworks:</td>
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<tr>
<td></td>
<td>• Describe artwork</td>
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<tr>
<td></td>
<td>• Analyze the use of elements and principles in the work</td>
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<td></td>
<td>• Interpret the meaning of the work (subject, theme,</td>
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<td></td>
<td>symbolism, message communicated)</td>
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<td></td>
<td>• Judge the work from various perspectives:</td>
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<tr>
<td></td>
<td>• showing a real or idealized image of life (Imitationalism)</td>
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<td></td>
<td>• expressing feelings (Emotionalism/ Expressionism)</td>
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<td></td>
<td>• emphasizing elements and principles (Formalism)</td>
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<tr>
<td></td>
<td>• serving a purpose in the society or culture (Functionalism)</td>
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</tbody>
</table>

**Alignments:**
CCSS: 11-12.L.3; 11-12.L.6; 11-12.RST.4; 11-12.RST.5; 11-12.RST.7; 11-12.RST.9; 11-12.WHST.4; G-MG.1
Performance: 1.5, 2.3, 2.4, 3.5
Knowledge: (FA) 2,3 (MA) 2
VAGLE: AP.2.A (HS Levels 2,3)
NETS: 3
DOK: 3

### Instructional Strategies

- Answer written questions on tests and written work about three-dimensional art and artists
- Use art vocabulary in class discussions/questions about three-dimensional art
- Teacher led critique analyzing the use of elements and principles of art
- The teacher will present information regarding form/function and emotionalism/expressionism
### 3D Art

#### Assesments/Evaluations

- Written response tests
- Discussion questions
- Oral explanations
- Correct terminology

Mastery: 85%

#### Sample Assessment Questions

- Compare and contrast the work of Dale Chihuly to Donald Judd. Provide at least three similarities and three differences

#### Instructional Resources/Tools

- Instructional:
  - packets
  - videos

#### Literacy Connections

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression
- Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
3D Art

**Cross Curricular Connections**

- ELA
- Math: Geometry
<table>
<thead>
<tr>
<th>Strand</th>
<th>Historical and Cultural Contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Big Idea</strong></td>
<td><strong>Compare and Contrast Artworks from Different Historical Time Periods and/or Cultures</strong></td>
</tr>
<tr>
<td><strong>Concept</strong></td>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td>B. Historical period or culture</td>
<td>1. Identify artworks from the following:</td>
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<tr>
<td></td>
<td>• Cubism</td>
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<tr>
<td></td>
<td>• American Regionalism</td>
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<td></td>
<td>• Abstract Expressionism</td>
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<td></td>
<td>• Native-American</td>
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<td></td>
<td>• Latino</td>
</tr>
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<td></td>
<td>• Asia</td>
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**Alignments:**
Performance: 1.9, 4.1
Knowledge: (FA) 2, 5 (SS) 2,5,6
VAGLE: HCC.1.A (HS Levels 1,2)
NETS: 3d; 4a
DOK: 3

**Instructional Strategies**
- Study and research three-dimensional art from the past and present for historical content and application
- Study three-dimensional artists from various:
  - cultural backgrounds
  - genders
  - ethnicities
- The teacher will present:
  - information about the history of sculpture and its relevance to modern art
  - art philosophy questions that deal with specific art historical case studies
### Assessments/Evaluations

- Answer discussion questions about various types and styles of sculptures
- Identify and recognize artists’ work
- Tests

Mastery: 85%

### Sample Assessment Questions

- What did Alexander Calder invent?

### Instructional Resources/Tools

- Instructional packets
- Art talk books
- Instructional videos

### Literacy Connections

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible
### Cross Curricular Connections

- Social Studies:
  - World History
  - American History
- ELA
### 3D Art

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<td>Select and Apply Two-Dimensional Media, Techniques, and Processes to Communicate Ideas and Solve Challenging Visual Art Problems</td>
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#### Concept

- C. Other media

#### Learning Targets

1. • Create an artwork combining different fiber arts materials (e.g., paper, yarn, string, wire, metal, reed, raffia, fabric, beads, shells, found material)

#### Alignments:

- CCSS: 11-12.RST.2; 11-12.RST.3; 11-12.RST.7
- Performance: 1.5, 2.3, 2.4
- Knowledge: (FA) 1-3
- VAGLE: PP.1.D (HS Levels 2,3)
- NETS: 3d; 4a,c
- DOK: 4

#### Instructional Strategies

- Create a papier mache creature
- Create a poster board basket by weaving
- Create 3D poster board letters/numbers/words
- Create a wood assemblage
- The teacher will model processes and students will apply knowledge to their projects

#### Assessments/Evaluations

- Tests
- Teacher created scoring guides
- Checklists

Mastery: 85%

#### Sample Assessment Questions

- What are the strips called that you use to weave your poster board baskets?
## 3D Art

### Instructional Resources/Tools

- Instructional packet
- PowerPoint presentation

### Literacy Connections

- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms
- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem

### Cross Curricular Connections

- Social Studies
- ELA
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<tr>
<td>D. Sculpture, ceramics, other media</td>
<td>1. Create a sculpture using carving techniques. Possible media choices could include, but are not limited to: clay, wax, soap, plaster, Styrofoam, and commercially-produced carving blocks</td>
</tr>
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</table>

**Alignments:**
- CCSS: 11-12.RST.2; 11-12.RST.3; 11-12.RST.7; 11-12.RST.9
- Performance: 1.6, 2.5
- Knowledge: (FA) 1,3
- VAGLE: PP.2.A (HS Levels 2,3)
- NETS: 3
- DOK: 4

**Instructional Strategies**
- Create a three-dimensional creature in the round
- Create a plaster cast of the human face and decorate it with a theme
- The teacher will model processes and students will apply knowledge to their projects

**Assessments/Evaluations**
- Teacher created scoring guides for the work done with each unit/project
- Mastery: 85%

**Sample Assessment Questions**
- How many layers should you have on your papier-mache creature?
Instructional Resources/Tools

- Instructional packet
- PowerPoint presentation

Literacy Connections

- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms
- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

Cross Curricular Connections

- ELA
<table>
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<tr>
<th>Strand</th>
<th>Elements and Principles</th>
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<tbody>
<tr>
<td>Big Idea</td>
<td>Select and Use Elements of Art for Their Effect in Communicating Ideas Through Artwork</td>
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### Concept

- **E.**
  - Form
  - Texture
  - Color

### Learning Targets

1. Identify and create complex form in-the-round
2. Contrast textures within the same artwork
3. Identify and use real, invented and simulated textures
4. Identify and use color theory including color value, and color schemes (analogous, monochromatic, and complementary)

### Alignments:

- **CCSS:** 11-12.RST.2; 11-12.RST.4; G-CO.12; G-MG.1; G-MG.3
- **Performance:** 1.5, 1.8, 2.3, 2.4
- **Knowledge:** (FA) 2
- **VAGLE:** EP.1.C,D (HS Level 3); EP.1.E,D (HS Level 1)
- **NETS:** 3d
- **DOK:** 4

### Instructional Strategies

- Create complex forms
- Use actual and implied textures in a single piece of art
- Use color theory to create an interesting exterior to the sculpture
- Teacher will model processes and students will apply knowledge to their projects

### Assessments/Evaluations

- Tests
- Teacher created scoring guides

Mastery: 85%
### Sample Assessment Questions

- How would you use paint to create implied texture on your wood assemblage?

### Instructional Resources/Tools

- YouTube videos
- Instructional packets

### Literacy Connections

- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*

### Cross Curricular Connections

- ELA
- Math: Geometry
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<tbody>
<tr>
<td>Big Idea</td>
<td>Communicate Ideas about Subject Matter and Themes in Artworks Created for Various Purposes</td>
</tr>
<tr>
<td>Concept</td>
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<tr>
<td>F. Subject matter: functional art</td>
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<table>
<thead>
<tr>
<th>Learning Targets</th>
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<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>• Create an original functional artwork that expresses a culture</td>
</tr>
<tr>
<td>• Select subject matter to communicate personal ideas through a series of original, related works</td>
</tr>
</tbody>
</table>

**Alignments:**
CCSS: 11-12.SL.1a; 11-12.RST.7; 11-12.RST.9
Performance: 2.4, 2.5, 3.2
Knowledge: (CA) 6 (FA) 1
VAGLE: PP.3.A (HS Level 4); PP.3.B (HS Level 2)
NETS: 3d
DOK: 4

**Instructional Strategies**

- Students will create:
  - baskets
  - bowls
  - magazine boxes
  - self-representational plaster masks
  - papier-mache creatures
  - wood assemblage
- Teacher guided instruction for each unit
- The teacher will model processes and the students will apply knowledge to their projects
### 3D Art

**Assessments/Evaluations**

- Teacher created scoring guides
- Tests
- Quizzes

Mastery: 85%

**Sample Assessment Questions**

- What is the difference between form and function?
- How would you best represent your mood through color?

**Instructional Resources/Tools**

- YouTube videos
- Instructional packets

**Literacy Connections**

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
  
a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible

**Cross Curricular Connections**

- ELA