

<b>LEVEL:</b> 6-8	<b>COURSE NAME: M/J THREE-DIMENSIONAL ART 2</b>		<a href="#">COURSE NUMBER: 0101050</a>
	<p><b>Course Description:</b> Students learn to translate their two-dimensional skills into three-dimensional forms through the exploration of natural, abstract, and synthetic sculptural forms using materials that may include, but are not limited to, clay, plaster, and mixed media for creative expression. These student artists develop perceptual, creative, technical, and problem-solving skills in a sculptural context as they design and produce works of art with personal expression. Students in M/J Exploring Three-Dimensional Art focus on use of safety procedures for process, media, and techniques. This course incorporates hands-on activities and consumption of art materials.</p>		
<b>UNITS:</b>	<b>RELIEF SCULPTURE</b>	<b>LEARNING GOAL</b>	<b>RECOMMENDED # OF ARTWORKS</b>
	In which forms and figures project only from the front.	Create an original relief sculpture using additive and/or subtractive methods by incorporating various techniques (carving, casting, modeling, assembling/constructing). Utilize form, space, and balance.	Create 2 or more
	<b>FREE-STANDING SCULPTURE</b>	<b>LEARNING GOAL</b>	<b>RECOMMENDED # OF ARTWORKS</b>
	Sculpture in the round, attached to no background.	Create an original free-standing sculpture using additive and/or subtractive methods by incorporating various techniques (carving, casting, modeling, assembling/constructing). Utilize form, space, and balance.	Create 2 or more
	<b>ASSEMBLAGE</b>	<b>LEARNING GOAL</b>	<b>RECOMMENDED # OF ARTWORKS</b>
	Artwork comprised of "found" objects arranged in such a way that they create a sculpture.	Create a three-dimensional work of art using assembled objects that explores spacial relationships and incorporates various recycled and/or mixed media materials.	Create 1 or more
	<b>CERAMICS</b>	<b>LEARNING GOAL</b>	<b>RECOMMENDED # OF ARTWORKS</b>
Art made from Clay.	Create both functional and non-functional works of art by manipulating correct handbuliding techniques (pinch, coil, slab, slip and score), as well as, understand the different surface and structural qualities of clay.	Create 1 or more	
<b>VOCAB:</b>	Elements - Line, shape, value, color, form, texture, space		
	Principles - Movement, contrast, balance, pattern, rhythm, emphasis, unity		
	Additive, subtractive, glaze, coil, slab, pinch, carving, three dimensional, applied art, fine art, relief, sculpture		

### M/J Three-Dimensional Studio Art 2 (#0101050)

Students explore spatial relationships to create utilitarian forms or aesthetic structures. This course may include, but is not limited to, content in green or environmental design, sculpture, or ceramics. Students will examine subordinate and dominant components and implied line, and the processes and techniques for substitution may include draped, molded, or soft forms. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Students use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Name	Description
<a href="#">VA.68.C.1.2:</a>	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
<a href="#">VA.68.C.2.1:</a>	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
<a href="#">VA.68.C.3.3:</a>	Use analytical skills to understand meaning and explain connections with other contexts.
<a href="#">VA.68.S.1.2:</a>	Use media, technology, and other resources to derive ideas for personal art-making.
<a href="#">VA.68.S.2.2:</a>	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
<a href="#">VA.68.S.3.1:</a>	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
<a href="#">VA.68.S.3.3:</a>	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
<a href="#">VA.68.S.3.4:</a>	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. e.g., ethics, plagiarism, appropriation from the Internet and other sources
<a href="#">VA.68.S.3.5:</a>	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
<a href="#">VA.68.O.1.2:</a>	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
<a href="#">VA.68.O.2.2:</a>	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
<a href="#">VA.68.O.3.1:</a>	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. e.g., digital, presentation, artworks, video/motion
<a href="#">VA.68.H.1.2:</a>	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
<a href="#">VA.68.H.1.4:</a>	Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.
<a href="#">VA.68.H.2.3:</a>	Describe the rationale for creating, collecting, exhibiting, and owning works of art. e.g., private, public, and personal art collections
<a href="#">VA.68.H.3.2:</a>	Discuss the use of background knowledge and critical-thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions. e.g., identify facts, ideas, problem-solving skills
<a href="#">VA.68.F.1.1:</a>	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. e.g., potential to transfer and incorporate technological applications
<a href="#">VA.68.F.2.2:</a>	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design. e.g., exhibition, sale of art products, technology, entertainment
<a href="#">VA.68.F.3.3:</a>	Collaborate with peers to complete an art task and develop leadership skills. e.g., task: voluntary, assigned; time: long-term group project
<a href="#">LAFS.68.WHST.2.4</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.