



VALWOOD

GO BEYOND

3D Design Curriculum



3D Design Course Overview

| Course Description | | Topics at a Glance | |
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| <p>Studio and skills class featuring ceramics, sculpture and printmaking. In the fall, the 3D class will participate in creative pumpkin carving for the Fall Festival and in both terms will make birdhouses for Habitat for Humanity.</p> | | <ul style="list-style-type: none"> • Interpret • Evaluate • Culture • Community • Visual Metaphors • Visual Literacy • Problem Solving • Literacy • Critical Thinking • Respond • Demonstrate • Recognize • Compare & Contrast • Create • Discover • Techniques • Lifelong Endeavors • Relate • Principles of Design • Refine Ideas <ul style="list-style-type: none"> • Transfer • Differentiate • Technology • Visual Symbols • Eco-Art • Critical Thinking • Articulate • Art Vocabulary • Art Inquiry • Observe • Describe • Identify • Plan • Media • Materials • Careers in Art • Invent • Elements of Art • Visual Expression | |
| Grade Level Expectations | | Literacy Connections | |
| | | <p>Listening: Students practice active listening to teachers, guest artists, and their peers discuss works of art.</p> <p>Speaking: Students practice speaking about their own, works of art and the works of art of their peers during art critiques. Students orally use appropriate, art vocabulary during the planning, creation and critiques of their works of art.</p> <p>Reading: Students read about works of art, artists, cultures, and events from books, computers, posters, PowerPoint presentations and handouts.</p> <p>Writing: Students write their personal responses to their own works of art by writing artist statements and titles for their artwork. Students may also critique works of art through writing. Students write in visual arts classes to the standards of the school-wide writing rubric.</p> <p>Visual Literacy: Students will interpret, negotiate and make meaning from information presented in the form of an image.</p> | |
| | | Assessments | |
| | | <ul style="list-style-type: none"> • Pre-assessments • Checks for understanding • Observations/Anecdotal Records • Student questions/comments • Personal reflections • Teacher questions and prompts • Performance tasks (planning, in-progress, final assignments) • Critiques (group discussion, written reflection, in-progress) • Peer assessments | |
| Standard | Big Ideas in Seventh Grade (Grade Level Expectations) | | |
| 1. Observe and Learn to Comprehend | <ol style="list-style-type: none"> 1. The characteristics and expressive features of art and design are used in analyzing and synthesizing the meaning in works of art 2. Understanding works of art involves knowledge of historical and cultural styles, genre, and artists over time 3. Knowledge of art vocabulary is important when critically analyzing works of arts | | |
| 2. Envision and Critique to Reflect | <ol style="list-style-type: none"> 1. Visual literacy skills are used to create meaning from a variety of information 2. Concepts, issues, and themes in the visual arts can be used to communicate ideas in various other disciplines | | |
| 3. Invent and Discover to Create | <ol style="list-style-type: none"> 1. Achieve the ability to plan, anticipate outcomes, and demonstrate craftsmanship in creating a work of art 2. Restructure and apply the technical skills and processes required to achieve desired results in producing works of art 3. Use of various media, materials, and tools to express specific meaning in works of art 4. Utilize current, available technology as a primary medium to create original works of art | | |
| 4. Relate and Connect to Transfer | <ol style="list-style-type: none"> 1. Critical thinking in the arts transfers to multiple uses in life 2. The visual arts community messages its cultural traditions and events 3. Art and design strategies can solve environmental problems | | |

1. Observe and Learn to Comprehend

Use the visual arts to express, communicate, and make meaning. To perceive art involves studying art; scrutinizing and examining art; recognizing, noticing, and seeing art; distinguishing art forms and subtleties; identifying and detecting art; becoming skilled in and gaining knowledge of art; grasping and realizing art; figuring out art; and sensing and feeling art.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the Observe and Learn to Comprehend Standard are:

- Recognize, articulate, and debate that the visual arts are a means for expression
- Make informed critical evaluations of visual and material culture, information, and technologies
- Analyze, interpret, and make meaning of art and design critically using oral and written discourse
- Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives

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| Content Area: Visual Arts - 3DDesign | |
| Standard: 1. Observe and Learn to Comprehend | |
| Valwood Graduates: Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives Analyze, interpret, and make meaning of art and design critically using oral and written discourse | |
| Grade Level Expectation Concepts and skills students master: 1. The characteristics and expressive features of art and design are used in analyzing and synthesizing the meaning in works of art | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: a. Describe and demonstrate how characteristics and expressive features of art and design contribute to the aesthetic value of works of art b. Evaluate the emotional significance generated by characteristics and expressive features of art and design c. Identify Characteristics and Expressive Features of Art (formally known as elements of art and principles of design) | Inquiry Questions: 1. What are some characteristics and expressive features of folk art? 2. How does traditional art training impact the art and craft of visual art? 3. Why or why not is developing a work of art based on formal principles a good idea? |
| | Relevance and Application: 1. Why or why not is developing a work of art based on formal principles a good idea? 2. Artists use their imaginations, intuitions, senses, deeply felt experiences, and views of beauty to make and respond to art. 3. Articulating and debating ways that characteristics and expressive features of art and design relate to each other and other disciplines opens the door to divergent thinking and processing. |
| | Nature of Discipline: 1. Viewing art is critical in art-making. The artist is not separate from the viewer, nor is the viewer separate from the artist. |

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| Content Area: Visual Arts - 3DDesign | |
| Standard: 1. Observe and Learn to Comprehend | |
| Valwood Graduates: Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives Recognize, articulate, and debate that the visual arts are a means for expression Analyze, interpret, and make meaning of art and design critically using oral and written discourse | |
| Grade Level Expectation Concepts and skills students master: 2. Understanding works of art involves knowledge of historical and cultural styles, genre, and artists over time | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: a. Examine and articulate works of art that communicate significant cultural beliefs or sets of values b. Investigate and discuss how exposure to various cultures and styles influences feelings and emotions toward art forms Interpret and demonstrate how works of art synthesize historical and cultural meaning | Inquiry Questions: 1. How does art change with time? 2. How does a time period impact meaning in a work of art? 3. What does utilitarian versus aesthetic function in works of art mean? 4. What makes art essential? |
| | Relevance and Application: 1. Historical events mandate aesthetic responses by artists and their works of art. 2. Significant events impact the making of art during current and future time periods. 3. Artists and audiences use cultural and community identities and social perspectives to make and respond to art. 4. History and cultural studies will focus on regions within the 7th grade social studies curriculum. |
| | Nature of Discipline: 1. Art is essential to the American and world cultures because of the visual, emotional, and senses-based aspects that unify us as in a global humanity. 2. The history of a culture's art speaks to where we have been, who we were, and who we are - and predicts where we are going. |

2. Envision and Critique to Reflect

Articulate and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information. To value art involves visualizing, articulating, and conveying art; thinking about, pondering, and contemplating art; wondering about, assessing, and questioning art concepts and contexts; expressing art; defining the relevance, significance of, and importance of art; and experiencing, interpreting, and justifying the aesthetics of art.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the Envision and Critique to Reflect Standard are:

- Recognize, demonstrate, and debate philosophic arguments about the nature of art and beauty (aesthetics)
- Recognize, demonstrate, and debate the place of art and design in history and culture
- Use specific criteria to discuss and evaluate works of art
- Critique personal work and the work of others with informed criteria
- Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information

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| Content Area: Visual Arts - 3DDesign | |
| Standard: 2. Envision and Critique to Reflect | |
| Valwood Graduates: Use specific criteria to discuss and evaluate works of art Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information | |
| Grade Level Expectation Concepts and skills students master: 1. Visual literacy skills are used to create meaning from a variety of information | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: <ol style="list-style-type: none"> a. Discuss and debate the concepts and skills required to invent new ideas and applications b. Interpret subjects, themes, and symbols as they relate to meaning in works of c. Utilize visual literacy skills in oral or written discourse to construct meaning from works of art using multiple modalities | Inquiry Questions: <ol style="list-style-type: none"> 1. How does a person "read" a work of art? 2. What are the differences in reading or interpreting 21st century media as opposed to traditional art media? |
| | Relevance and Application: <ol style="list-style-type: none"> 1. Employers seek workers who are skilled in visual literacy. Since technological advances continue to develop at unprecedented rates, educators increasingly promote the learning of visual literacies as indispensable to life in the information age. 2. Being visually literate creates persuasive, well-informed consumers and members of society. 3. Skilled problem-solvers are valuable commodities in the 21st century workforce. |
| | Nature of Discipline: <ol style="list-style-type: none"> 1. The arts use discovery and learning as a process. 2. The creation of art makes us aware of problems and how to solve them. 3. Visual literacy provides the tools we need to problem-solve. |

3. Invent and Discover to Create

Generate works of arts that employ unique ideas, feelings, and values using different media, technologies, styles, and forms of expression. To make art involves creating, inventing, conceiving, formulating, and imagining art; communicating, ascertaining, and learning about art; building, crafting, and generating art; assembling and manufacturing art; discovering, fashioning, and producing art; and causing art to exist.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the Invent and Discover to Create Standard are:

- Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research
- Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design
- Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies
- Recognize, compare, and affirm that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives

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| Content Area: Visual Arts - 3DDesign | |
| Standard: 3. Invent and Discover to Create | |
| Valwood Graduates: Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies | |
| Grade Level Expectation Concepts and skills students master: 1. Achieve the ability to plan, anticipate outcomes, and demonstrate craftsmanship in creating a work of art | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: <ol style="list-style-type: none"> Recognize, utilize, and demonstrate form, function, and craftsmanship when creating works of art Generate works of art based on selected themes or anticipated goals Identify Characteristics and Expressive Features of Art (formally known as elements of art and principles of design) | Inquiry Questions: <ol style="list-style-type: none"> How do artists plan for or anticipate outcomes? What does good craftsmanship mean or look like, and how does it vary in different cultures? How can quality in craftsmanship differ depending on the kinds of tools, materials, and techniques used? What, if anything, distinguishes "craft" from "art?" |
| | Relevance and Application: <ol style="list-style-type: none"> Problem-solving, planning, and creating to produce a finished product are marketable job skills. Craftspeople and their work have been honored throughout history as exemplars of particular cultures. Works of art tell the stories of history and culture. |
| | Nature of Discipline: <ol style="list-style-type: none"> The distinguishable characteristics of craft impact the integrity of art-making. |

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| Content Area: Visual Arts - 3DDesign | |
| Standard: 3. Invent and Discover to Create | |
| Valwood Graduates: Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies | |
| Grade Level Expectation Concepts and skills students master: 2. Restructure and apply the technical skills and processes required to achieve desired results in producing works of art | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: <ol style="list-style-type: none"> a. Create works of art from observation, photographs and stored mental images b. Create works of art from observation, photographs and stored mental images c. Research and communicate personal ideas and interests in works of art | Inquiry Questions: <ol style="list-style-type: none"> 1. How can knowledge of art skills be used to create works of art? 2. Why is it important to use art tools and media correctly? 3. How is restructuring art different from creating an original work of art? |
| | Relevance and Application: <ol style="list-style-type: none"> 1. Greater spatial awareness occurs when learned knowledge of technical skills engages in trans-disciplinary contexts. 2. Visual information that is restructured guides learners and viewers toward divergent thinking opportunities. 3. Technical art terminology that is related to other disciplines such as drafting, computer-aided design, landscaping, mathematics, and science allows for varied viewpoints and interpretations. |
| | Nature of Discipline: <ol style="list-style-type: none"> 1. Visual illustration communicates information and ideas through attention to technical skill. |

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| Content Area: Visual Arts - 3DDesign | |
| Standard: 3. Invent and Discover to Create | |
| Valwood Graduates: Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies | |
| Grade Level Expectation Concepts and skills students master: 3. Use various media, materials, and tools to express specific meaning in works of art | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: a. Create works of art using a variety of media and materials b. Create works of art that convey intended meaning | Inquiry Questions: 1. What makes the artistic process artistic? 2. What are the implications of following a teacher's or master artist's advice on materials and techniques used in a work of art? |
| | Relevance and Application: 1. Artists create artworks for different purposes, including personal, functional, decorative, symbolic, social, cultural, and political. |
| | Nature of Discipline: 1. The desire to make art relates specifically to the characteristics and expressive features of the media, materials, tools, and art process used to create the work of art. |

4. Relate and Connect to Transfer

Recognize, articulate, and validate the value of the visual arts to lifelong learning and the human experience. To respond to art involves relating to art; connecting to art; personally linking to art; associating with art; bonding to art; moving toward art sensibilities; shifting to art orientations; thinking about art; attaching meaning to art; replying to art; reacting to art; internalizing art; personalizing art; and relating art to culture and diversity.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the Relate and Connect to Transfer Standard are:

- Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts
- Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas
- Transfer the value of visual arts to lifelong learning and the human experience
- Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas

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| Content Area: Visual Arts - 3DDesign | |
| Standard: 4. Relate and Connect to Transfer | |
| Valwood Graduates: Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts | |
| Grade Level Expectation Concepts and skills students master: 1. The visual arts community messages its cultural traditions and events | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: <ol style="list-style-type: none"> a. Design and create works of art using images and words that illustrate personal community or culture b. Discuss how art is an integral part of community culture and events c. Explain and analyze how artists and cultures have used art to communicate ideas and develop functions, structures, and designs throughout history | Inquiry Questions: <ol style="list-style-type: none"> 1. Why is it important to understand the cultural context in which art is made? 2. How have the roles of visual artists within community cultural traditions changed over time? |
| | Relevance and Application: <ol style="list-style-type: none"> 1. Funding, producing, writing, displaying, and marketing communicate artistic traditions and events. 2. Interdisciplinary connections between and among the visual arts and other art forms enrich the context of works of art. |
| | Nature of Discipline: <ol style="list-style-type: none"> 1. Art invites and endless array of possible communication opportunities. |

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| Content Area: Visual Arts - 3DDesign | |
| Standard: 4. Relate and Connect to Transfer | |
| Valwood Graduates: Transfer the value of visual arts to lifelong learning and the human experience Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas | |
| Grade Level Expectation Concepts and skills students master: 1. Art and design strategies can solve environmental problems | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: a. Rejuvenate and recycle art media (DOK 1-3) b. Discuss design problems that address environmental issues such as noise barriers and wind walls along urban highways (DOK 1-3) c. Recognize and articulate how the environment influences the look and use of art, architecture, and design (DOK 1-3) | Inquiry Questions: 1. Why should art be created to draw attention to environmental issues? 2. How do artists create art as a response to environmental issues? |
| | Relevance and Application: 1. An artist's work can influence or be influenced in positive or negative ways by the surrounding environment. 2. The technology of how materials were made throughout history has changed radically such as the way paint was made in the 19th century compared to modern technologies. |
| | Nature of Discipline: 1. The arts contribute to identifying and protecting our natural environment. |