

3 Dimensional Design III Curriculum Overview

Description (including primary objectives and outcomes):

The purpose of 3 Dimensional Design III is for students to develop their personal style and visual voice. Students will learn to set individual goals, work independently, do original research on selected themes, and learn how to evaluate works of art, including their own work, critically. Flexibility of skill, style and artistic thinking will be emphasized. Students will integrate their technical skills with critical and creative problem solving to produce works with purposeful meaning. Observational, functional and abstraction will be some of the areas covered in depth as they relate to principles of design. Thematic topics and visual intention will be explored and developed. The history of art will be studied throughout the year. Aesthetics concerns will be investigated and applied. Each week, for homework, students are expected to complete 5 fifteen-minute drawings based on the assigned theme. This course aligns with the Massachusetts State Curriculum Frameworks for Extended study in Visual Arts.

Learning Experiences:

- Students will learn to make appropriate and meaningful media choices
- Students will learn to integrate research into their art making
- Students will learn to edit and evaluate with their own work and the work of others critically
- Students will engage in solving complex visual problems
- Students will create artwork that synthesizes form and content
- Students will create artwork in a variety of styles both in terms of meaning and representation
- Students will create artwork that connects to their experience and understanding of their world

Content Outline: |

Concepts:

Continued physical manipulation of media and space, unique qualities of different materials, exploration of gravity as part of planning and working, additive and subtractive techniques, ceramic hand building techniques, wheel throwing, working in a series, large-scale, and continue observational techniques, aesthetics, ergonomics, and ready-made (modular).

Skills:

Ceramic hand building: coil, slab and pinch, ceramic wheel throwing, armature, mold making, casting, plaster mixing, functional design, trompe l'oeil, working from direct observation, idea generating and making appropriate media choices.

Resources Used:

Texts:

Nelson, Glenn C. and Richard Burkett, *Ceramics: A Potter's Handbook*, Wadsworth, 2002, Sixth Edition

Zelanski, Paul and Mary Pat Fisher, *Shaping Space, the Dynamics of Three-Dimensional Design*, Thompson, 2007, Third Edition.

Zelanski, Paul and Mary Pat Fisher, *Design Principles and Problems*, Thompson, 1996, Second Edition.

Websites:

www.artlex.com

www.moma.org

www.metmuseum.org

www.mfa.org

www.icaboston.org

www.artcyclopedia.com

Materials and additional resources:

A wide variety of art materials, including but not limited to: Clay, pottery wheels, wood, wire, plaster, wax, mixed media, found objects, papier mache, plaster gauze, PowerPoints, teacher generated worksheets and handouts.

As of 5/15/2012

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