

*Elizabethtown Area*  
*School District*  
Advanced 3-D Design

Course Number: 820

Length of Course: 18 weeks

Grade Level: 10-12

Total Clock Hours:

Length of Period: 80 minutes

Date Written: 04-05

Periods per Week/Cycle: 5 days/week

Written By: Kay Reist

Credits (if app.): 1

Course Description:

This course enhances creative problem solving and further develops critical thinking skills. Most projects involve the students creating a successful sculpture that explores a teacher-created “problem.” The students will choose the appropriate media to use a get their intended message to the viewer. Paper mache, found objects, foam and other 3-D media will be available for students’ use.

Prerequisite: 3-D Design

Lab Fee: \$10.00

# *Elizabethtown Area School District*

## **I. Overall Course/Grade Level Standards**

Students will KNOW and be able TO DO the following as a result of taking this course.

- A. Create functional and decorative forms using a variety of advanced clay techniques.
- B. Choose the most appropriate clay/finish to produce aesthetically pleasing clay pieces.
- C. Evaluate and critique works of art created by master artists as well as by students in class.
- D. Complete a portfolio assessment of a selection of quality work which was produced during the semester.
- E. Demonstrate and understand that quality craftsmanship is important in the production of art work.
- F. Identify and use the art elements and principles of design to create aesthetically pleasing sculptural forms.
- G. Define and identify the terminology, equipment, and techniques used in producing various clay pieces.
- H. Name and identify specific facts about specific artists, art styles, and cultures studied in class.
- I. Identify personal feelings and thoughts-purposeful and intuitive-necessary in the creative process.
- J. Understand that the development of a theme is an artist's way of expressing particular personal/universal concerns.
- K. Understand that through studying art, talking about art, and producing art, we can become more expressive human beings.
- L. Understand that many different kinds of art can be appreciated by using the Art Criticism Methods of "seeing" art.
- M. Understand that it is important to build an internal repository of art experiences on which to base aesthetic evaluation.

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**II. Content  
Major Areas of Study**

List all units of study below:

<u>Unit</u>	<u>Estimated Time</u>	<u>Materials</u>
1. "Creativity" Ice Breaker	1 week	Clay Supplies
2. Mirror/Frame	1 week	Clay Supplies
3. Press Molds	1 week	Clay Supplies
4. Functional Sculpture	5 week	Clay Supplies
5. Potter's Wheel	2 weeks	Clay Supplies
6. Large Clay Piece	2 weeks	Clay Supplies
7. Relief Sculpture	2 weeks	Clay Supplies
8. Printmaking Plate	3 weeks	Clay Supplies
9. Portfolio Review	1 week	Clay Supplies
10.		
11.		

# *Elizabethtown Area School District*

Name of Course: Advanced 3-D Design Name of Unit: “Creativity” Icebreaker  
 Essential Question for the Unit: What are the personal and technical skills needed to produce a “creative” clay piece?

<b>Unit Objectives/Key Questions</b>	Priority	Aligned to Course Standard	Aligned to PA Standard
A. How does studying art, talking about art, and producing art, help people become more expressive human beings?	I	I, K, L, M	9.3A-G 9.4A-D
B. How does experience affect our aesthetic evaluations?	I	M, I, K, L	9.4A, B, C, D
C.			
D.			
E.			
F			
G.			
H.			
I.			

# *Elizabethtown Area School District*

Name of Course: Advanced 3-D Design                      Name of Unit: Mirror/Fame  
 Essential Question for the Unit: How are aesthetically pleasing sculptural forms from clay created?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. What must be considered when creating a functional clay piece?	E	A, B	9.1A, E, H
B. How do the art elements and the principles of design affect design?	E	F	9.1A
C.			
D.			
E.			
F			
G.			
H.			
I.			

## *Elizabethtown Area School District*

Name of Course: Advanced 3-D Design    Name of Unit: Press Molds  
 Essential Question for the Unit: How can a variety of press molds be used to create clay sculptures?

<b>Unit Objectives/Key Questions</b>	<b>Priority</b>	<b>Aligned to Course Standard</b>	<b>Aligned to PA Standard</b>
A. How can a press mold be used to create either a functional or decorative clay piece?	E	A, G	9.1A
B. What is the most appropriate clay and finish for a sculptural clay piece?	E	B	9.1H
C. What are the characteristics of a clay piece that demonstrates quality craftsmanship?	E	E	9.3F 9.4B, D
D. How does experience affect our aesthetic evaluations?	E	N	9.4A, B, C, D
E.			
F			
G.			
H.			
I.			

## *Elizabethtown Area School District*

Name of Course: Advanced 3-D Design      Name of Unit: Functional Sculpture

Essential Question for the Unit: What must be considered when producing functional clay pieces?

<b>Unit Objectives/Key Questions</b>	<b>Priority</b>	<b>Aligned to Course Standard</b>	<b>Aligned to PA Standard</b>
A. How does the development of a theme influence an artist's way of expressing particular, personal universal concerns.	E	J	9.1E
B. What are the specific facts about artists, art styles, and cultures studied in class?	E	H	9.2 A-G/I-L
C. Which clay building techniques are appropriate for the function of the clay piece?	E	A, B	9.1H
D. How does critiquing other's work benefit the listener/viewer?	E	C	9.3A-G
E. Why must one explore their personal thoughts/feelings/ideas when experimenting with creativity?	E	I	9.4A-D
F.			
G.			
H.			
I.			

# *Elizabethtown Area School District*

Name of Course: Advanced 3-D Design    Name of Unit: Potter's Wheel  
 Essential Question for the Unit: What are the personal and technical skills needed to produce on the potter's wheel?

<b>Unit Objectives/Key Questions</b>	<b>Priority</b>	<b>Aligned to Course Standard</b>	<b>Aligned to PA Standard</b>
A. What are the steps in creating on the potter's wheel?	I	A, G	9.1C, H, J
B. What are the advantages/disadvantages of working on the potter's wheel?	I	K, M, I	9.3A, F 9.4 A, B, C, D
C. What equipment and techniques are used in producing on the potter's wheel?	I	G	9.1J
D.			
E.			
F			
G.			
H.			
I.			



# *Elizabethtown Area School District*

Name of Course: Advanced 3-D Design    Name of Unit: Large Clay Piece  
 Essential Question for the Unit: What are the skills needed to create a large, functional, sculptural piece from clay?

<b>Unit Objectives/Key Questions</b>	<b>Priority</b>	<b>Aligned to Course Standard</b>	<b>Aligned to PA Standard</b>
A. What must be considered when building a large clay sculpture?	I	A	9.1A, H, J
B. How do the art elements and the Principles of Design affect design?	I	F	9.1A 9.3A-G
C. How does the development of a theme influence an artist's way of expressing particular personal/universal concerns?	I	J	9.1E
D.			
E.			
F.			
G.			
H.			
I.			
J.			

## *Elizabethtown Area School District*

Name of Course: Advanced 3-D Design    Name of Unit: Relief Sculpture  
 Essential Question for the Unit: What are the skills needed to create a relief sculpture?

<b>Unit Objectives/Key Questions</b>			
A. What must be considered when creating a relief sculpture?	E	A	9.1A, H, J
B. How does critiquing other’s work benefit the listener and viewer?	E	C	9.3A, F
C.			
D.			
E.			
F.			
G.			
H.			
I.			
J.			

## *Elizabethtown Area School District*

Name of Course: Advanced 3-D Design    Name of Unit: Printmaking Plate  
 Essential Question for the Unit: What type of decorative and functional clay pieces can be created using a printmaking plate?

<b>Unit Objectives/Key Questions</b>			
A. What must be considered when creating a functional/decorative clay piece?	E	A, B	9.1A, H, J
B. How do the art elements and the Principles of Design affect design?	E	F	9.1A
C. How does the development of a theme influence an artist's way of expressing particular personal/universal concerns?	E	J	9.1E
D. Why must one explore their personal thoughts/feelings/ideas when experimenting with creativity?	E	I	9.4A, B, C, D
E.			
F.			
G.			
H.			
I.			
J.			

# *Elizabethtown Area School District*

Name of Course: Advanced 3-D Design    Name of Unit: Portfolio Review  
Essential Question for the Unit:

<b>Unit Objectives/Key Questions</b>			
A. What are the characteristics of a portfolio that demonstrates organization and quality craftsmanship?	E	D	9.3F 9.4B, D
B. Which are the strong and weak pieces in the student's portfolio and why were they chosen?	E	D	9.3F 9.4B, D
C. Why is it important to assess personal growth through a portfolio review?	E	D	9.3F 9.4B, D
D.			
E.			
F.			
G.			
H.			
I.			
J.			

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## III. Course Assessments

Check types of assessments to be used in the teaching of the course.  
(Provide examples of each type.)

- |  |   |
|--|---|
| <input type="checkbox"/> Objective Tests/Quizzes<br><input type="checkbox"/> Constructed Responses<br><input type="checkbox"/> Essays<br><input type="checkbox"/> Reports<br><input checked="" type="checkbox"/> Projects<br><input checked="" type="checkbox"/> Portfolios<br><input type="checkbox"/> Presentations<br><input type="checkbox"/> Performance tasks<br><input checked="" type="checkbox"/> Rubrics | <input type="checkbox"/> Response Journals<br><input type="checkbox"/> Logs<br><input type="checkbox"/> Computer Simulations<br><input type="checkbox"/> Research Papers<br><input type="checkbox"/> Class Participation<br><input type="checkbox"/> Notetaking<br><input type="checkbox"/> Daily Assignments<br><input type="checkbox"/> Writing Samples<br><input type="checkbox"/> _____<br><input type="checkbox"/> _____ |
|--|---|

Provide copies of common assessments that will be utilized for all students taking this course. Overall course/grade level standards will be measured by a common course assessment. Unit objectives will be measured on an ongoing basis as needed by the classroom teacher to assess learning and plan for instruction. List common assessments below and recommended date/time frame for administration (at least quarterly).

Name of Common Assessment	When given?
1. Rubrics	At the end of a project
2. Final Portfolio Review	End of semester
3.	
4.	
5.	
6.	

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## **IV. Expected levels of achievement**

Current grading scale:

PA Proficiency Levels
Advanced Proficient
Basic Below Basic

Attach rubrics, checklists, or other documentation noting how levels of proficiency will be determined for common assessments. The following scoring documents have been developed for this course:

