

**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT: Art
COURSE TITLE: 3D Art
GRADE LEVEL: 9-12
PREREQUISITES: Art Explorations (C or higher or instructor approval)

COURSE DESCRIPTION:

3-D Art will give students the opportunity to develop skills in the creation of art using height, width, and depth. Materials used in class will include clay, papier-mâché, plaster, wood, wire, found objects, and combinations of these media. Three-dimensional techniques include both additive and subtractive methods of building. Students will build on existing knowledge of these materials and process and improve their skills and proficiency while exploring new techniques to enhance their ability to communicate and be creative.

CONTENT STANDARDS AND COURSE BENCHMARKS:

In order that our students may achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's 3D Art should be able to...

Content Standard I. Understand and apply media, techniques, and processes.
Benchmarks: Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
Conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Content Standard II. Use knowledge of structures and functions.
Benchmarks: Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
Evaluate the effectiveness of artworks in terms of organizational structures and functions.
Create artworks that use organizational principles and functions to solve specific visual arts problems.

Content Standard III. Choose and evaluate a range of subject matter, symbols, and ideas.
Benchmarks: Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.



Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Content Standard IV. Understand the visual arts in relation to history and cultures.

Benchmarks:

Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.

Describe the function and explore the meaning of specific art objects within varied cultures, times, and places.

Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Content Standard V. Reflect upon and assess the characteristics and merits of their work and the work of others.

Benchmarks:

Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Content Standard VI. Make connections between visual arts and other disciplines.

Benchmarks:

Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Content Standard VII. Understand and apply current digital technology.

Benchmarks:

Utilize technology as a creative tool to create an artwork.

Utilize technology in order to conduct visual research.



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CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS:

Standard I: Understand and apply media, techniques, and processes. The students of Urbandale Community School District’s 3D Art should be able to . . .

Benchmark: Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

Indicators: Explore additive, subtractive, and assemblage methods to create 3D works that function well in the round.

Assessments: In-Process Verbal Critique
Self-Reflection
Formal Rubric Evaluation

Benchmark: Conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Indicators: Create a sculpture using assemblage to create a human.
Create a sculpture using subtractive method to represent an element from the periodic table.
Create a sculpture using an additive method.

Assessments: Rubric
Critique

Standard II. Use knowledge of structures and functions. The students of Urbandale Community School District’s 3D Art should be able to . . .

Benchmark: Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.



Indicators: Identify the audience of sculpture and defend their work based on this.

Assessments: Formal writing
Rubric
Informal Assessment

Benchmark: Evaluate the effectiveness of artworks in terms of organizational structures and functions.

Indicators: Communicate clear ideas through the creation of sketches and a plan of attack before starting their projects.

Assessments: Informal Assessment
In-Process Verbal Critique
Self-Reflection

Benchmark: Create artworks that use organizational principles and functions to solve specific visual arts problems.

Indicators: Demonstrate an increase in skill in medium already presented in Art Explorations and new methods.

Assessments: Informal Assessment
Formal Rubric Driven Assessment

Standard III. Choose and evaluate a range of subject matter, symbols, and ideas. The students of Urbandale Community School District's 3D Art should be able to . . .

Benchmark: Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Indicators: Analyze Master Artists and their methods and then apply them to their own work.

Assessments: Informal Assessment

Benchmark: Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Indicators: Be aware of the influence of past generations and apply these to their own artwork.

Assessments: In-Process Verbal Critique
Self-Reflection



Standard IV. Understand the visual arts in relation to history and cultures. The students of Urbandale Community School District's 3D Art should be able to . . .

Benchmark: Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.

Indicators: Identify differences found in examples of sculpture from different historical periods and/or cultures.

Assessments: Class Discussions
Verbal Assessment

Benchmark: Describe the function and explore the meaning of specific art objects within varied cultures, times, and places.

Indicators: Identify and analyze sculptural examples from different cultures, times, and places.

Assessments: Research based project
Class Discussions
Verbal Assessment

Benchmark: Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Indicators: Make connections between master's work and apply them to their own sculpture.

Assessments: Oral critique: students will participate in class discussion and critique of their pieces and the work of others

Standard V. Reflect upon and assess the characteristics and merits of their work and the work of others. The students of Urbandale Community School District's 3D Art should be able to . . .

Benchmark: Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Indicators: Identify different career options available through critiques of fellow classmate's works where students will present research done by master artists.

Assessments: Presentations: students will participate in class discussions and presentations
Class Discussions

Benchmark: Describe meanings of artworks by analyzing how specific works are created



and how they relate to historical and cultural contexts.

Indicators: Analyze the origins of different mediums and times.

Assessments: Project based task inspired by Marisol

Benchmark: Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Indicators: Define and use in-the-round within their artwork.

Assessments: Formal Assessment
Informal Assessment

Standard VI. Make connections between visual arts and other disciplines. The students of Urbandale Community School District's 3D Art should be able to . . .

Benchmark: Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Indicators: Make connections to the comparisons, given by instructor, to other disciplines during class instruction.

Assessments: Informal Assessment

Benchmark: Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Indicators: Examine chosen master sculptures from historical periods and apply this knowledge to their own work.

Assessments: Project based assignments responding to historical works

Standard VII. Understand and apply current digital technology. The students of Urbandale Community School District's 3D Art should be able to . . .

Benchmark: Utilize technology as a creative tool to create an artwork.

Indicators: Use pencils to create sketches before making their sculptures.

Assessments: Informal Assessment

Benchmark: Utilize technology in order to conduct visual research.

Indicators: Show proficiency in image searches, academic database searches, and navigating



the Internet efficiently.

Assessments: Research based Internet projects
Online based projects

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

