

**Essential Questions: *What are the unique properties of 3 dimensional art?
How can 3D art express/communicate purpose or ideas?***

Illinois Learning Standards for the Arts

25: Know the language of the arts.

Understand the sensory elements, organizational principles and expressive qualities of the arts.

- 25.A.3d Visual Arts: Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.
- 25.A.3e Visual Arts: Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.

B. Understand the similarities, distinctions and connections in and among the arts

- 25.B.3 Compare and contrast the elements and principles in two or more art works that share similar themes.

26 : Through creating and performing, understand how works of art are produced.

A. Understand processes, traditional tools and modern technologies used in the arts.

- 26.A.3e Visual Arts: Describe how the choices of tools/technologies and processes are used to create specific effects in the arts.

B. Apply skills and knowledge necessary to create and perform in one or more of the arts.

- 26.B.3d Visual Arts: Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative.

27: Understand the role of the arts in civilizations, past and present.

A. Analyze how the arts function in history, society and everyday life.

- 27.A.3a Identify and describe careers and jobs in and among the arts and how they contribute to the world of work.
- 27.A.3b Compare and contrast how the arts function in ceremony, technology, politics, communication and entertainment.

B. Understand how the arts shape and reflect history, society and everyday life.

- 27.B.3 Know and describe how artists and their works shape culture and increase understanding of societies, past and present.

National Standards or Core Standards

1. Understanding and applying media, techniques, and processes
2. Using knowledge of structures and functions
3. Choosing and evaluating a range of subject matter, symbols, and ideas
4. Understanding the visual arts in relation to history and cultures

Characteristics of Successful Learners

- Transfers knowledge to new situations
- Thinks flexibly
- Is a self-directed learner
- Thinks reflectively
- Listens actively
- Demonstrates perseverance
- Strives for personal best

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| <p>5. Reflecting upon and assessing the characteristics and merits of their work and the work of others</p> <p>6. Making connections between visual arts and other disciplines</p> | <p>Takes responsible risks Acts responsibly Responds effectively Maintains focus Thinks interdependently Self-advocates</p> <p>Costa's Habits of Mind</p> <p>Persistence, managing impulsivity, understanding with empathy, thinking flexibly, taking responsible risks, creativity and imagination</p> |
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| FUNCTIONAL ART | |
| <p>VOCABULARY (Bold type -7th Grade) <i>CONTENT SPECIFIC VOCABULARY:</i> armature, bisque, ceramic, calligraphic, carve, elements of art, etch, flange, functional art, greenware, motif, paper mache, pedestal, personification, positive space, principles of design, negative space, rose window, sgraffito, slab, tracery, Aboriginal, Pueblo, Islamic, Gothic, Greek column orders (Doric, Ionic, Corinthian)</p> <p><i>ACADEMIC VOCABULARY:</i> foot, form, prototype</p> | |

| Guiding Questions | Big Ideas of Functional Art | Performance Assessment of Knowledge and Skills | Teaching Resources & Technology |
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| <p>What are the unique qualities of functional art?</p> <p>Why is functional art important?</p> <p>What are the characteristics of an artist/designer?</p> | <p>3-D artwork exists in the round. It can be measured three different ways by height, length and width.</p> <p>Form is used to describe objects with 3 dimensions. Shape refers to a flat surface.</p> <p>3-D artwork has been one of the most utilized art forms throughout history.</p> <p>We look at ancient sculptures and functional art to help us better understand our past.</p> <p>Sculpture and functional art can be viewed from all angles</p> | <p>Pre-assessment:</p> <ul style="list-style-type: none"> ○ show prior knowledge of creating a specific, functional object ○ show prior knowledge of the context for the unit (artist, art style, culture, etc.) <p>Formative understandings:</p> <ul style="list-style-type: none"> ○ Viewing examples to identify common themes ○ Identify the steps in the creation process ○ Researching context information ○ Identifying important art elements and design principles | <p>Teacher and/or student research for a project is an on-going process for art teachers. Each year a teacher may use various books and Internet resources to enhance and further develop a lesson.</p> <p>Functional Art Attachment</p> <p>FEATURED ARTISTS: Antonio Gaudi</p> |

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| <p>How can visual awareness be developed?</p> <p>How do artists create functional art?</p> <p>How has technology impacted functional art?</p> <p>What are the qualities of successful functional art?</p> <p>How is the success of functional art measured?</p> | <p>and encourages the viewer to interact with the work of art.</p> <p>An artist is a person who creates art.</p> <p>Artists often exhibit many characteristics of successful learners.</p> <p>Some of them are: Persistence, managing impulsivity, understanding with empathy, thinking flexibly, taking responsible risks, creativity, and imagination.</p> <p>3-D artists utilize a variety of skill sets depending on the medium with which they are working:</p> <p style="padding-left: 40px;">Clay- pinch, coil, and slab building. Slip and scoring. Relief carving. Finishing techniques such as glazing, burnishing, and painting.</p> <p style="padding-left: 40px;">Paper Mache- wrapping a form in flat material to harden as desired.</p> <p>Materials may include but aren't limited to plaster, clay, paper, found objects, paper mache, metal, wood and wire.</p> <p>Artist also can use technology to aid in the creation of a 3-D art form. Some examples would be, pottery wheel, kiln, power tools, computer</p> <p>Functional art is a piece that has a purpose like dishware and other vessels, clothing, quilts, furniture, etc.</p> <p>The purpose of non-functional art is to be viewed.</p> | <ul style="list-style-type: none"> o Identifying the purpose or function of the object o Brainstorming, discussing, and sharing ideas o Creating a sketch and/or written description of the proposed functional piece o Identifying tools and materials needed in the creation process o Working through the creation process o Identifying and applying aspects of good craftsmanship o Comparing and contrasting differences between handmade and machine-made objects <p>Formative Assessments (not limited to):</p> <p>Teacher observation of work in progress</p> <p>Student work-in-progress reflections and/or class discussion</p> <p>Quiz</p> <p>Summative Assessment:</p> <p>Create a functional art object</p> <p>Test for functionality</p> <p>Reflection and Feedback:</p> <p>Scoring Rubric</p> <p>Student Self-assessment and reflection</p> <p>Teacher feedback on student self-assessment & artwork</p> <p>Peer critique</p> | <p>Maria Martinez</p> <p>Henri Matisse</p> <p>Kathe Kollwitz</p> <p>Pablo Picasso</p> <p>David Siquieros</p> <p>BOOKS:</p> <p><u>Art Talk</u></p> <p><u>Art In Focus</u></p> <p>MAGAZINES:</p> <p><i>Scholastic Art</i></p> <p>VIDEOS:</p> <p><i>Antonio Gaudi</i></p> <p><i>Legacy of Generations</i></p> <p><i>Georgia O'Keeffe</i></p> <p><i>Introduction to Throwing on the Potter's Wheel</i></p> <p><i>Paul Soldner-Thrown and Atered Clay</i></p> <p><i>Creating with Ceramics</i></p> <p><i>Ceramics Handbuilding</i></p> <p>VISUALS:</p> <p>Photos of student work examples for each project (to be used in introductory slideshows or class critiques)</p> <p>Examples of exemplary artists' work</p> <p>Examples of student work</p> <p>Posters with assignment goals & other information PBS Art 21, selected sections</p> |
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SCULPTURE

VOCABULARY - Bold type-7th Grade

CONTENT SPECIFIC VOCABULARY: **abstract, active, additive method, armature, bisque, bone dry, carve, ceramic, construction, Cubism, elements of art, elevation, emboss, environmental art, etch, Expressionism, façade, form, gesture, greenware, mobile, negative space, non-objective, positive space, principles of design, Realism, sculpture, stabile, static, subtractive method, Super Realism, triptych**

ACADEMIC VOCABULARY: **organic, personification, theme, symbol**

| Guiding Questions | Big Ideas of Sculpture | Performance Assessment of Knowledge and Skills | Teaching Resources & Technology |
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| <p>What are the unique qualities of functional art?</p> <p>Why is functional art important?</p> <p>What are the characteristics of an artist/designer?</p> <p>How can visual awareness be developed?</p> <p>How do artists create functional art?</p> <p>How has technology impacted functional art?</p> <p>What are the qualities of</p> | <p>3-D artwork exists in the round. It can be measured three different ways by height, length and width.</p> <p>Form is used to describe objects with 3 dimensions. Shape refers to a flat surface.</p> <p>3-D artwork has been one of the most utilized art forms throughout history.</p> <p>We look at ancient sculptures and functional art to help us better understand our past.</p> <p>Sculpture and functional art can be viewed from all angles and encourages the viewer to interact with the work of art.</p> <p>An artist is a person who creates art.</p> <p>Artists often exhibit many characteristics of successful learners.</p> <p>Some of them are: Persistence, managing impulsivity, understanding with empathy, thinking flexibly, taking responsible risks, creativity, and imagination.</p> <p>3-D artists utilize a variety of skill sets depending on the medium with which they are working:</p> <p style="padding-left: 40px;">Clay- pinch, coil, and slab building. Slip and scoring. Relief carving. Finishing techniques such</p> | <p>Pre-assessment:</p> <ul style="list-style-type: none"> ○ show prior knowledge of creating a sculpture ○ show prior knowledge of the context for the unit (artist, art style, culture, etc.) <p>Formative understandings:</p> <ul style="list-style-type: none"> ○ Identify common themes in examples shown ○ Identify the steps in the creation process ○ Research context information ○ Identify art elements and design principles ○ Brainstorm, discuss, and shar ideas ○ Create a sketch and/or written description of the proposed sculpture ○ Identify tools and materials needed in the creation process ○ Work through the creation process <p>Formative Assessments (not limited to):</p> <ul style="list-style-type: none"> ○ Teacher observation/feedback on work in progress ○ Student mid-unit reflection and/or class discussion ○ Quiz <p>Summative Assessment: Create a sculpture</p> <p>Reflection and Feedback:</p> <ul style="list-style-type: none"> ○ Scoring Rubric ○ Student Self-assessment and reflection ○ Class critique | <p>Teacher and/or student research for a project is an on-going process for art teachers. Each year a teacher may use various books and Internet resources to enhance and further develop a lesson.</p> <p>SCULPTURE UNIT LIST: Attachment</p> <p>FEATURED ARTISTS: Alexander Calder Isamu Noguchi Louise Nevelson Claes Oldenburg Andy Goldsworthy Frederick Remington Frank Lloyd Wright Pablo Picasso John Singer Sargent Michelangelo Henry Moore Allan Hauser Lorenzo Ghiberti</p> <p>BOOKS:</p> |

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| <p>successful functional art?</p> <p>How is the success of functional art measured?</p> | <p>as glazing, burnishing, and painting.</p> <p>Paper Mache- wrapping a form in flat material to harden as desired.</p> <p>Materials may include but aren't limited to plaster, clay, paper, found objects, paper mache, metal, wood and wire.</p> <p>Artist also can use technology to aid in the creation of a 3-D art form. Some examples would be, pottery wheel, kiln, power tools, computer</p> <p>Functional art is a piece that has a purpose like dishware and other vessels, clothing, quilts, furniture, etc.</p> <p>The purpose of non-functional art is to be viewed.</p> | | <p><u>Art Talk</u> <u>Art In Focus</u></p> <p>MAGAZINES: <i>Scholastic Art</i></p> <p>VIDEOS: <i>Alexander Calder</i> <i>Isamu Noguchi</i> <i>Louise Nevelson</i> <i>Claes Oldenburg</i></p> <p>VISUALS Photos of student work examples for each project (Used in slideshows or as examples for class critique) Examples of exemplary artists' work Examples of student work Posters with assignment goals & other information</p> |
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