

<b>FAST FORWARD</b> <b>3D DESIGN</b> <b>FITZSIMMONS</b> NYS Learning / Core Standards	Content (What needs to be taught?)	Curriculum Materials Used	(All) Assessments Used (Daily/Weekly/Benchmarks)	<b>20 WEEK COURSE</b> <b>COLLEGE CREDIT</b> <b>FALL SEMESTER</b>  Time Line
<p><b>STANDARD 1</b> Creating, performing, and participating in the arts.</p> <p><b>STANDARD 2</b> Knowing, and using Arts materials and resources.</p> <p><b>STANDARD 3</b> Responding to and analyzing works of art.</p> <p><b>STANDARD 4</b> Understanding the cultural dimensions and contribution of the arts.</p>	<p><b>Advanced Study in Three-Dimensional Design</b></p> <ul style="list-style-type: none"> <li>college credit from <b>Broome Community College</b></li> </ul> <p>-Class room rules &amp; responsibilities            -3D &amp; classroom safety            -Equipment &amp; tools use            -Supplies &amp; materials use            -Studio organization &amp; cleaning            -Review course syllabus</p> <p><b>3Dimplementation (creation):</b></p> <p>-What is 3D and its purpose?            -What does it mean to create 3D artworks?            -How to develop your ideas through drawing &amp; sketching.            -How to make the transition from 2D sketch</p> <ul style="list-style-type: none"> <li>finished functional, aesthetics, and utilitarian ware.</li> </ul> <p>-3D vocabulary, writing, observations and discussions.</p> <p><b>Advanced use and Understanding 3D Fundamentals:</b></p> <p>-3D: 5 Methods of form building            -Ceramic Techniques            -Ceramic Artist            -Elements &amp; Principles of Design</p> <p><b>Sculpture Art history :</b></p> <p>-studies of past, present and future ceramist and their influences.            -movements            -contemporary imagery and ideologies of various societies and cultures.</p>	<p><b>Material:</b></p> <p>-safety goggles            -dust masks            -clay            -glaze            -drawing pencils, sharpies, color pencils, etc...            -sketchbook, various papers.            -acrylic, tempura, inks, spray, and lead free house paints.            -paint brushes, and container for water.            -string, yarn, feathers, beads, and fabrics.            -wood            -wire            -wire cutters            -potters wheel            -kiln            -ceramic tile            -cordless drill, hammer, pliers, nails and screws.            -plastic bags</p> <p><b>Teaching Material &amp; Equipment:</b></p> <p>-art posters            -art books and magazines            -computer, slides, overhead projector and screen.            -physical art work examples            -teacher demonstration of projects</p>	<p><b>Assessments:</b></p> <p>-one-on-one critiques            -pairs critiques            -group critiques</p> <p><b>Literary Assessment:</b></p> <p>-Students will have used observation skills to discuss works of art.            -Students will have developed a visual arts vocabulary to describe art making, the tools and techniques used to create art.            -Students will write about art to reinforce literacy skills.            -Students will interpret artwork by providing evidence to support assertions (critique) that reflect on the process of making art.</p>	<p>Sept. - Jan.</p> <p>Sept. - Jan.</p>
			<p><b>Assessment Projects:</b></p> <p>-Successful completion of classroom projects through specific goals developed, and implemented within lesson plans.            -successful demonstration of understanding of use and implementation of form and function.</p>	<p>Sept. - Jan.</p>

	<p>-exploration of public works</p> <ul style="list-style-type: none"> <li>• Implementation</li> <li>• responsibility</li> </ul>		<p>-Artist (3D / sculpture) Research &amp; Critique</p> <p><b>Projects:</b></p> <p>-Full Semester Project Throwing on the Pottery Wheel.</p> <p>-Artist written research and critique of works, due every week in students sketchbooks.</p> <p>-pr #1: 10 Forms Study</p> <ul style="list-style-type: none"> <li>• 10 individual plaster sculptures depicting the 10 various forms that define 3D.</li> </ul> <p>-pr #2: Warrior Mural</p> <p>-pr #3: ASL Hand: the study of American Sign Language</p> <p>-pr# 4: Abstract Form in Clay</p> <p><b>FINAL PROJECT</b> (20% of overall grade)</p> <p><b>The Degas Study: In Clay or Plaster.</b> Students will create 4 human forms inspired by Degas study of the figure.</p>	<p>Sept. - Jan.</p> <p>Sept - Jan.</p> <p>Sept.-Jan.</p> <p>Sept. - Oct. Oct. - Nov.</p> <p>Nov.</p> <p>Dec. - Jan.</p>
<p><b>SUBJECT TO CHANGE</b> →</p>		<p>→</p>	<p>→</p>	<p>→</p>