

# **M/J Three-Dimensional Studio Art 1 (#0101040)**

M/J 3 Dimensional Art EOC Syllabus

8<sup>th</sup> Grade Art (year long course)

Not All Projects will be Completed During One Participation Period

## **Drawing:**

Drawing Basics Activity: Basic Geometric and Organic Lines and Shapes and Vocabulary

3 Dimensional Still Life Drawing/Watercolor Diorama: Fruits, Vegetables, Real Life Objects

Scholastic Art Magazine: The Still Life Working with Space: Interesting Word Vocabulary Activity

Process Essay: How is a still life work of art created?

Value: Adventures in Value; 3 dimensional shading and cast shadow

Color: color fills and shading over color

Drawing Unit Assessment

## **Perspective:**

Vocabulary

Ruler Worksheet

Vanishing Point Worksheet

House Perspective Drawing

Train Perspective Drawing

Shapes Perspective Drawing

City Perspective Drawing

Interior Perspective Drawing

Advanced Perspective Drawing

Assessment

## **Computer Generated Art:**

Adobe Photoshop CS6

City on the Water Exercise

Yearbook Page Background

Perspective 3 Dimensional Designs in 2 Dimensional Space

Name Designs

Created Animals

Yearbook Advertisements

Painting:

- Color Wheel: vocabulary
- Color Wheel Quiz
- Tinting and Shading Activity
- MC Escher Scholastic/Video
- 3 Dimensional Cube Monochromatic Tessellation Painting
- Complimentary Colors Tessellation Painting
- Fantasy/Surrealism Painting
- Scholastic Art Magazine: Georges Seurat Working With Color: Interesting Words Activity
- Painting Unit Assessment

Elements and Principles of Art:

- Scholastic Art Magazine: Elements and Principles of Art
- Elements of Art Vocabulary Activity
- Principles of Art Vocabulary Activity
- Elements of Art Assessment
- Principles of Art Assessment

Portraiture:

- Grid Portrait Drawing Exercise
- Large Grid Portrait Drawing
- Pop Out/Up Relief Collage Grid Portrait Drawing
- 3 Dimensional Paper Mache Portrait Collage Sculpture (utilize sculpture vocabulary activities)
- Oil Pastel Layering Exercise
- Oil Pastel Grid Portrait Drawing

Printmaking:

- Exploring Art: The Many Types of Printmaking; Printmaking in a Nutshell; Printing Around the World
- Printmaking Vocabulary Exercise
- Black and White Creative Influence Drawings
- Black and White Animal Drawings
- Styrofoam Printing Plate Animal Prints
- Linoleum Block Relief Printing Plate: Animal/Portrait/Barn/Creative Influence Prints
- Linoleum Block Printing Animal Prints
- Printmaking Unit Assessment

## Art History

- Scholastic Art Magazine: The Fantasy Faces of Arcimboldo (Giuseppe Arcimboldo)
- Scholastic Art Magazine: Salvador Dali
- Scholastic Art Magazine: Japanese Prints Working With Shapes
- Scholastic Art Magazine MC Escher
- Artist Biography Exercise
- General Analysis of a Work of Art Exercise
- Art Criticism Steps Activity
- Position Essay

## Ceramics

- Ceramics Working With Clay Read and Discuss
- Ceramics Working With Clay Worksheet
- Ceramics Vocabulary Activity (vocab and definition matching)
- Ceramics Vocabulary Quiz
- Ceramics Coil Sculpture
- Ceramics Pottery Throwing
- Slab Structure
- Painting:
  - Review Color Wheel: vocabulary
  - Review Tinting and Shading Activity
  - Painting Ceramics: Monochromatic Color Scheme, Complimentary Color Scheme
  - Scholastic Art Magazine: Georges Seurat Working With Color:
  - Painting Unit Assessment

## Textiles

- Crafts Read and Discuss
- Crafts Vocabulary Activity
- Coil weaving
- Loom Weaving
- Loom Beading
- Crafts Assessment

## Sculpture

- Sculpture Read and Discuss
- Sculpture Vocabulary Activity
- Paper Mache Clowns
- Plaster Faces/Masks
- Vocabulary

Assessment

# M/J Three-Dimensional Studio Art 1 (#0101040)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 0101040

**Course Section:** Grades PreK to 12  
Education Courses

**Course Level:** 2

**Course Status :** Course Approved

**Keywords:** Grades PreK To 12, Grades 6  
To 8, courses, Education Courses, grades  
6-8, Art Comprehensive, Art, Visual, M/J  
Three-Dimensional Studio Art 1, M/J 3-D  
STUDIO ART 1

**Grade Level(s):** 6, 7, 8

**Course Path: Section:** Grades PreK to 12  
Education Courses > **Grade Group:**  
Grades 6 to 8 Education Courses >  
**Subject:** Art - Visual Arts > **SubSubject:**  
Art Comprehensive >

**Abbreviated Title:** M/J 3-D STUDIO ART  
1

**Grade Level(s) Version:** 6,7,8

## VERSION DESCRIPTION

Students begin an exploration of the structural elements of art used when creating 3-D forms. Additive and subtractive processes are used to manipulate and construct sculptural or ceramic forms in media that may include, but are not limited to clay, wood, plaster, found objects, and paper maché, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists examine the effects of attention to detail, size, position, overlapping, visual pattern, and texture, and these considerations will be reflected in the surface and structural

qualities of completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

### **Course Standards**

**In addition to the listed benchmarks and standards, the following mathematical practices are required content:**

MAFS.K12.MP.5.1: Use appropriate tools strategically.

MAFS.K12.MP.6.1: Attend to precision.

MAFS.K12.MP.7.1: Look for and make use of structure.

**In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:**

MAFS.6.G.1: Solve real-world and mathematical problems involving area, surface area, and volume.

MAFS.7.G.1: Draw, construct and describe geometrical figures and describe the relationships between them.

LAFS.6.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and tYPE html>

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LAFS.6.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Name	Description
<a href="#">LAFS.68.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<a href="#">VA.68.F.3.4:</a>	Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.
<a href="#">LAFS.68.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.68.WHST.2.6:</a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#">LAFS.6.SL.1.2:</a>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<a href="#">LAFS.6.SL.1.3:</a>	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<a href="#">LAFS.6.SL.2.4:</a>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#">VA.68.C.1.3:</a>	Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work. <div data-bbox="548 1381 1369 1514" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Remarks/Examples:</b> e.g., personal, cultural, historical</p> </div>
<a href="#">VA.68.C.2.3:</a>	Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
<a href="#">VA.68.C.3.1:</a>	Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.
<a href="#">VA.68.S.1.4:</a>	Use accurate art vocabulary to explain the creative and art-making processes.
<a href="#">VA.68.S.2.1:</a>	Organize the structural elements of art to achieve artistic goals when producing personal works of art.

<a href="#">VA.68.S.3.1:</a>	Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.
<a href="#">VA.68.S.3.3:</a>	Demonstrate understanding of safety protocols for media, tools, processes, and techniques.
<a href="#">VA.68.S.3.4:</a>	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"><b>Remarks/Examples:</b> e.g., ethics, plagiarism, appropriation from the Internet and other sources</div>
<a href="#">VA.68.S.3.5:</a>	Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.
<a href="#">VA.68.O.1.2:</a>	Identify the function of structural elements of art and organizational principles of design to create and reflect on artwork.
<a href="#">VA.68.O.2.4:</a>	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
<a href="#">VA.68.O.3.1:</a>	Select and use the structural elements of art and organizational principles of design to document images in various formats for public audiences. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"><b>Remarks/Examples:</b> e.g., digital, presentation, artworks, video/motion</div>
<a href="#">VA.68.H.1.2:</a>	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.
<a href="#">VA.68.H.2.4:</a>	Explain the purpose of public art in the community.
<a href="#">VA.68.H.3.3:</a>	Create imaginative works to include background knowledge or information from other subjects. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"><b>Remarks/Examples:</b> e.g., from history, environment, literary works</div>
<a href="#">VA.68.F.1.1:</a>	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"><b>Remarks/Examples:</b> e.g., potential to transfer and incorporate technological applications</div>
<a href="#">VA.68.F.2.1:</a>	Investigate career opportunities available in the visual arts to



determine requisite skills and qualifications for each field.

**There are more than 236 related instructional/educational resources available for this on CPALMS. Click on the following link to access them:**

**<http://www.cpalms.org/Public/PreviewCourse/Preview/4670>**