

# M/J Exploring Three-Dimensional Art (#0101035)

## M/J 3 Dimensional Art EOC Syllabus

Grades 7/8 Art Semester 2

Not All Projects will be Completed During One Participation Period

### Printmaking:

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

### Art History:

- Scholastic Art Magazine: Japanese Prints Working With Shapes
- Artist Biography Exercise
- General Analysis of a Work of Art Exercise
- Art Criticism Steps Activity
- Position Essay

### 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

### Ceramics

- Read and Discuss Ceramics Handbuilding
- Ceramics Vocabulary Activity (vocab and definition matching)
- Ceramics Vocabulary Quiz
- Ceramic Shapes Vase
- Ceramics Slab Figure
- Ceramics Coil Sculpture

### Painting:

- Color Wheel: vocabulary
- Color Wheel Quiz
- Tinting and Shading Activity
- Painting Ceramics: Monochromatic Color Scheme, Complimentary Color Scheme
- Scholastic Art Magazine: Georges Seurat Working With Color:
- Painting Unit Assessment

### Sculpture:

- Read and Discuss Sculpture
- Sculpture Vocabulary Activity
- Video: Masks of Mexico
- Paper Mache Mask
- Sculpture Unit Assessment

### Textiles

- Read and Discuss Crafts

Crafts Vocabulary Activity  
Coil weaving  
Loom Weaving  
Loom Beading  
Crafts Assessment

Computer Generated Art:

Adobe Photoshop CS6  
City on the Water Exercise  
Favorite Activity Designs  
Digital Self Portrait  
Digital Photography

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**Course Number:** 0101035

**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 Exploring Three-Dimensional Art, M/J EXPLORING 3D ART

**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 EXPLORING 3D ART

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

## GENERAL NOTES

Students learn to translate their two-dimensional skills into three-dimensional forms through the exploration of natural, abstract, and synthetic sculptural forms using materials that may include, but are not

limited to, clay, plaster, and mixed media for creative expression. These student artists develop perceptual, creative, technical, and problem-solving skills in a sculptural context as they design and produce works of art with personal expression. Students in M/J Exploring Three-Dimensional Art focus on use of safety procedures for process, media, and techniques. This course incorporates hands-on activities and consumption of art materials.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at

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## 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 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="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

<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="#">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="#">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="#">VA.68.C.1.1:</a>	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
<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.F.1.1:</a>	Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.
	<p><b>Remarks/Examples:</b> e.g., potential to transfer and incorporate technological applications</p>
<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.
<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="#">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.
	<p><b>Remarks/Examples:</b> e.g., from history, environment, literary works</p>
<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.S.1.2:</a>	Use media, technology, and other resources to derive ideas for personal art-making.
<a href="#">VA.68.S.2.2:</a>	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
<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.

<p><a href="#">VA.68.S.3.4:</a></p>	<p>Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.</p> <div data-bbox="548 260 1367 373" style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> e.g., ethics, plagiarism, appropriation from the Internet and other sources</p> </div>
<p><a href="#">VA.68.S.3.5:</a></p>	<p>Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.</p>

**There are more than 240 related instructional/educational resources available for this on CPALMS. Click on the following link to access them:**

<http://www.cpalms.org/Public/PreviewCourse/Preview/14082>

**Related Certifications**

<p><a href="#">300 ART 6: Elementary and Secondary (K-12)</a></p>
<p><a href="#">004 ART ED 4: Secondary (7-12)</a></p>