

# **Studio Art 3-D**

## **Fine Arts Curriculum Framework**

**Revised 2008**

Course Title: Studio Art 3-D  
 Course/Unit Credit: 1/2  
 Course Number: 450090  
 Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.  
 Grades: 9-12

Studio Art 3-D

Studio Art 3-D is a one-semester course designed for students who have successfully completed Art I. Studio Art 3-D is a teacher-directed and/or student-directed course in which students further explore, apply, and move toward mastery of the elements of art and principles of design in specific areas of art, such as ceramics, jewelry, mosaics, fiber arts, sculptures, mixed media, altered books, or other 3-D media. Student art will demonstrate evidence of complex problem-solving skills, higher order thinking, risk taking, imagination, and innovation. Students will exhibit art and will assemble portfolios that reflect personal growth in the media, techniques, process, and tools used to create complex 3-D compositions. Student compositions will cover a breadth of media and subject matter and will demonstrate successful completion of Studio Art 3-D student learning expectations. Art I is a prerequisite for this course. The Standards for Accreditation requires a one-half unit course of “Survey of Fine Arts” or one-half unit of an advanced art or advanced music course. Studio Art 3-D may be used to fulfill this requirement and does not require Arkansas Department of Education approval.

Strand	Content Standard
Creative Process	
	1. Students shall create original 3-D works of art and design that contain evidence of complex problem-solving skills and <i>expressive</i> content, with an emphasis on media, techniques, processes, and tools.
<i>Innovation</i>	
	2. Students shall create original 3-D works of art and design that contain evidence of <i>innovation</i> and imagination.
Reflections/Responses	
	3. Students shall reflect, evaluate, and respond to works of art during the creative process.

Strand: Creative Process

Content Standard 1: Students shall create original 3-D works of art and design that contain evidence of complex problem-solving skills and *expressive* content, with an emphasis on media, techniques, processes, and tools.

CP.1.SA3-D.1	Demonstrate safety, proper technique, and conservation in the use of tools, materials, and equipment in the creation of 3-D works of art
CP.1.SA3-D.2	Utilize sketchbook/journal <ul style="list-style-type: none"><li>• as a prompt</li><li>• as a process to interpret ideas toward a final product</li><li>• to collect and develop observations, thoughts, examples, and knowledge through written notations and drawn renderings</li><li>• to collaborate with others to create artwork relevant to visual art experiences</li></ul>
CP.1.SA3-D.3	Create 3-D artwork that exhibits <ul style="list-style-type: none"><li>• quality of work</li><li>• growth and developmental progress</li><li>• artistic maturation through independent studies</li><li>• organization of <i>elements of art</i> and <i>principles of design</i> into artistic compositions</li><li>• extension and exploration of media experiences to solve problems</li><li>• personal <i>visual voice</i></li><li>• personal influences, <i>environments</i>, and experiences, and/or influences of <i>visual cultures</i></li></ul>

Strand: *Innovation*

Content Standard 2: Students shall create original 3-D works of art and design that contain evidence of *innovation* and imagination.

I.2.SA3-D.1	Demonstrate mastery of innovative tools, materials, and equipment to create 3-D art and design
I.2.SA3-D.2	Use a sketchbook/journal <ul style="list-style-type: none"><li>• as a source of inspiration</li><li>• as a method of expressing one's personal <i>artistic journey</i> over a period of time (e.g., process notations, such as photographs and thumbnail sketches)</li><li>• as a way to generate, develop, and record one's imagination</li><li>• as an innovative way of thinking</li></ul>
I.2.SA3-D.3	Create 3-D artwork that exhibits <ul style="list-style-type: none"><li>• complex compositions and/or <i>spatial tension</i></li><li>• innovative and risk-taking processes which use <i>analogous thinking</i></li><li>• research that informs and/or supports artistic vision (e.g., historical and biographical studies, on-site documentations, interviews, artistic styles, literary sources, museums, galleries)</li></ul>

Strand: Reflections/Responses

Content Standard 3: Students shall reflect, evaluate, and respond to works of art during the creative process.

RR.3. SA3-D.1	Evaluate the content and manner in which subject matter, influences, symbols, and images are used in the student's own work and works of others
RR.3. SA3-D.2	Reflect upon the personal, social, and global impact of art (e.g., self, gender, family, community, historical, cultural, <i>environments, visual cultures</i> )
RR.3. SA3-D.3	<i>Exhibit</i> personal artwork (e.g., plan, select, prepare, promote, install, attend)
RR.3. SA3-D.4	Assemble a <i>portfolio</i> as a reflection of personal growth that exhibits a breadth of media and subject matter (e.g., self-assessment, peer critiques, interviews, digital)
RR.3. SA3-D.5	Reflect upon ways in which art concepts can be projected into lifelong learning experiences in various disciplines

Glossary for Studio Art 3-D

Analogous thinking	The comparative thinking process
Artistic journey	Personal growth of the artist over a period of time
Elements of art	The basic visual tools artists use to create a work of art: line, shape, form, texture, color, value, and space
Environments	Natural or man-made surroundings
Exhibit	To show or display artwork
Expressive	Qualities that communicate feelings, moods, and ideas to the viewer through a work of art; Expressive lines seem to reflect the artist's emotions or feelings.
Innovation	Introduction of a new idea, method, technique, media, process, or combination
Portfolio	A purposeful collection of an artist's own work
Principles of design	Guidelines artists use to organize the elements of art, such as pattern, rhythm and movement, proportion and scale, balance, emphasis, contrast, harmony, unity, and variety
Spatial tension	The negative space between lines, colors, shapes, forms, textures, and values, which creates a "push-pull" effect when <i>elements of art</i> are close together and a relaxed space when farther apart; a concept of Hans Hofmann
Visual culture	The imagery in all kinds of media that encompasses the visual as well as the ideas, beliefs, and other conceptual realms that function in our <i>environment</i> and globally, including all or nearly all of what people experience visually (e.g., fashion, advertising, comic books, video games, signage, politics, music)
Visual voice	A personal statement or expression of a work of art that evokes mood or emotion from the viewer; representation of the artist's identity