

Studio Art 3-D

Fine Arts  
Curriculum Framework

Revised 2014

Course Title: Studio Art 3-D  
Course/Unit Credit: 0.5 credit

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: 10-12

Prerequisites: Art I

### 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 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 require 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. Arkansas Department of Education approval is not required for Studio Art 3-D.

Studio Art 3-D

Strand	Content Standard
Creating	
	1. Students will generate and conceptualize artistic ideas and work.
	2. Students will organize and develop artistic ideas and work.
	3. Students will refine and complete artistic work.
Presenting	
	4. Students will analyze, interpret, and select artistic work for presentation.
	5. Students will develop and refine artistic work for presentation.
	6. Students will convey meaning through the presentation of artistic work.
Responding	
	7. Students will perceive and analyze artistic work.
	8. Students will interpret intent and meaning in artistic work.
	9. Students will apply criteria to evaluate artistic work.
Connecting	
	10. Students will synthesize and relate knowledge and personal experiences to make art.
	11. Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Notes:

1. Each level continues to address earlier Student Learning Expectations (SLEs) as needed.
2. Student Learning Expectations (SLEs) may be taught in any sequence.
3. Italicized words in this document appear in the glossary.
4. All items in a bulleted list are required to be taught.
5. The examples given (e.g.,) are suggestions to guide the instructor.
6. Common Core State Standards (CCSS) alignment key, CCRA.R.1 = College and Career Ready Anchor Standard.Reading.1

Strand: Creating

Content Standard 1: Students will generate and conceptualize artistic ideas and work.

		CCSS Alignment
CR.1.SA3.1	Utilize multiple approaches, including sketching and/or journaling, to gain inspiration for new three-dimensional <i>artwork(s)</i>	CCRA.W.10 CCRA.SL.5
CR.1.SA3.2	Discuss the use of a sketchbook and/or journal as a means of formulating original ideas for new three-dimensional <i>artwork(s)</i> <ul style="list-style-type: none"> <li>• as a prompt</li> <li>• as a collection of observations, thoughts, examples, and knowledge in the form of written notations and drawn renderings</li> <li>• as a collaboration with others</li> <li>• as a source of inspiration</li> <li>• as a way to generate, develop, and record one's imagination</li> <li>• as an innovative way of thinking</li> </ul>	CCRA.W.10 CCRA.SL.1, 3, 4, 6

Strand: Creating

Content Standard 2: Students will organize and develop artistic ideas and work.

		CCSS Alignment
CR.2.SA3.1	Discuss the use of a sketchbook and/or journal as a means of developing three-dimensional <i>artwork(s)</i> <ul style="list-style-type: none"> <li>• as a process to interpret ideas toward a final product</li> <li>• as a method of expressing one’s personal artistic journey over a period of time</li> <li>• to develop observations, thoughts, examples, and knowledge in the form of written notations and drawn renderings</li> </ul>	CCRA.W.10 CCRA.SL.1, 3, 4, 6
CR.2.SA3.2	Apply <i>elements of art</i> and <i>principles of design</i> in three-dimensional artistic compositions	CCRA.SL.5
CR.2.SA3.3	Create three-dimensional <i>artwork(s)</i> that displays complexity of composition and/or spatial tension	CCRA.SL.5
CR.2.SA3.4	Participate in innovative and risk-taking processes which use <i>analogous thinking</i> to develop three-dimensional <i>artwork(s)</i>	CCRA.W.10 CCRA.SL.5
CR.2.SA3.5	Explore media experiences to solve problems encountered in three-dimensional artistic work	CCRA.W.7 CCRA.SL.3, 5
CR.2.SA3.6	Conduct research to inform and/or support artistic vision (e.g., historical and biographical studies, on-site documentations, interviews, artistic styles, literary sources, museums, galleries)	CCRA.R.7 CCRA.W.7, 9 CCRA.SL.2
CR.2.SA3.7	Practice safety, proper technique, and conservation in the use of tools, materials, and equipment in the creation of three-dimensional <i>artwork(s)</i>	CCRA.R.4 CCRA.L.6

Strand: Creating

Content Standard 3: Students will refine and complete artistic work.

		CCSS Alignment
CR.3.SA3.1	Discuss the use of a sketchbook and/or journal as a final artistic product	CCRA.R.2, 4 CCRA.SL.1, 4
CR.3.SA3.2	Refine three-dimensional <i>artwork(s)</i> to reflect personal visual <i>voice</i>	CCRA.W.2 CCRA.SL.5
CR.3.SA3.3	Refine three-dimensional <i>artwork(s)</i> to exhibit increasing growth and artistic maturation	CCRA.W.2 CCRA.SL.4, 5

Strand: Presenting

Content Standard 4: Students will analyze, interpret, and select artistic work for presentation.

		CCSS Alignment
P.4.SA3.1	Identify the student's own three-dimensional <i>artwork(s)</i> for traditional or digital exhibition to meet specific criteria (e.g., quality of <i>artwork(s)</i> , purpose of exhibition, venue)	CCRA.R.1, 2, 3 CCRA.W.6 CCRA.SL.4, 5
P.4.SA3.2	Assemble a traditional or digital portfolio of personal three-dimensional <i>artwork(s)</i> as a reflection of the student's own personal growth, using techniques appropriate for displaying three-dimensional works (e.g., multiple views, background, lighting)	CCRA.R.3, 5 CCRA.SL.4, 5

Strand: Presenting

Content Standard 5: Students will develop and refine artistic work for presentation.

		CCSS Alignment
P.5.SA3.1	Prepare (e.g., plan, promote, install, catalog) the student's own three-dimensional <i>artwork(s)</i> for the process of exhibition	CCRA.SL.5

Strand: Presenting

Content Standard 6: Students will convey meaning through the presentation of artistic work.

		CCSS Alignment
P.6.SA3.1	Utilize innovative and imaginative ways to exhibit three-dimensional student <i>artwork(s)</i>	CCRA.W.6 CCRA.SL.5
P.6.SA3.2	Evaluate the manner in which subject matter, influences, symbols, and images are conveyed in the presentation of the student's own three-dimensional <i>artwork(s)</i> and works of others	CCRA.R.3, 5 CCRA.SL.2, 3

Strand: Responding

Content Standard 7: Students will perceive and analyze artistic work.

		CCSS Alignment
R.7.SA3.1	Discuss various influences (e.g., context, understanding of human experiences, aesthetic characteristics, various <i>environments</i> ) reflected in three-dimensional art	CCRA.R.1, 2, 3 CCRA.SL.2, 3, 4

Strand: Responding

Content Standard 8: Students will interpret intent and meaning in artistic work.

		CCSS Alignment
R.8.SA3.1	Interpret the artist’s intent and meaning in three-dimensional student <i>artwork(s)</i> and <i>works of art</i> in terms of history, culture, and aesthetics	CCRA.R.1, 2, 3, 4, 5, 6
R.8.SA3.2	Discuss varied subject matter, signs, symbols, icons, and/or ideas in three-dimensional student <i>artwork(s)</i> and <i>works of art</i> from a variety of perspectives <ul style="list-style-type: none"> <li>• aesthetics</li> <li>• culture</li> <li>• history</li> <li>• media</li> <li>• styles</li> <li>• techniques</li> </ul>	CCRA.R.1, 2, 3, 4, 5, 6 CCRA.SL.2, 3, 4

Strand: Responding

Content Standard 9: Students will apply criteria to evaluate artistic work.

		CCSS Alignment
R.9.SA3.1	Develop criteria to evaluate student <i>artwork(s)</i> and <i>works of art</i>	CCRA.W.2, 4
R.9.SA3.2	Apply varied criteria to evaluate student <i>artwork(s)</i> and <i>works of art</i>	CCRA.SL.2
R.9.SA3.3	Assess varied criteria used when evaluating student <i>artwork(s)</i> and <i>works of art</i>	CCRA.R.3, 5

Strand: Connecting

Content Standard 10: Students will synthesize and relate knowledge and personal experiences to make art.

		CCSS Alignment
CN.10.SA3.1	Relate knowledge of media, styles, and techniques to the student's three-dimensional <i>artwork(s)</i>	CCRA.SL.2, 3
CN.10.SA3.2	Describe the influence of personal connections (e.g., self, gender, family, community, history, culture, environment, <i>visual culture</i> ) on the student's three-dimensional <i>artwork(s)</i>	CCRA.W.2 CCRA.SL.1, 4

Strand: Connecting

Content Standard 11: Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

		CCSS Alignment
CN.11.SA3.1	Discuss various purposes for creating three-dimensional art in the context of self, family, community, social and global perspectives (e.g., aesthetic, cultural, functional, historical, occupational, social, therapeutic, interdisciplinary)	CCRA.W.2 CCRA.SL.1, 4
CN.11.SA3.2	Discuss recurring themes, concepts, form, and function in three-dimensional art that span cultures, times, and places	CCRA.R.2, 3, 5, 6 CCRA.W.2 CCRA.SL.1, 2, 4
CN.11.SA3.3	Discuss social and global impacts of three-dimensional art (e.g., self, gender, family, community, history, culture, environment, visual culture, conservation)	CCRA.W.7, 9 CCRA.SL.1, 2, 3, 4

### Glossary for Studio Art 3-D

Analogous thinking	The comparative thinking process
Artwork	A creation by a student with a specific intent
Elements of art	The basic visual tools artists use to create a work of art: color, form, line, shape, space, texture, and value
Environment	Man-made, natural, or imagined surrounding
Principles of design	Guidelines artists use to organize the elements of art: balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, harmony, and variety
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 the immediate environment and globally, including all or nearly all of what people experience visually (e.g., fashion, advertising, comic books, video games, signage, politics, music)
Voice	A unique and personal artistic expression
Work of art	A creation by a master artist which has historical, social, or cultural significance

## Contributors

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