

**EL DORADO UNION HIGH SCHOOL DISTRICT  
Educational Services**

**COURSE OF STUDY/CONTENT STANDARD INFORMATION PAGE**

Course Title: ADVANCED THREE DIMENSIONAL DESIGN (Course #608)	
Rationale:	
Course Description: This course is designed for the serious art student who wants to continue working with dimensional design in a more advanced manner. Course work and individual assignments will be emphasized throughout the year. This course may be repeated for credit with a grade of "B" or better and permission of the instructor. This course satisfies the Fine Arts graduation requirement.	
Length of Course:	Year
Grade Level:	10 - 12
Credit: 5 units per semester <input checked="" type="checkbox"/> Meets graduation requirements <input checked="" type="checkbox"/> Request for UC "a-f" requirements <input checked="" type="checkbox"/> Meets CSUS requirements <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Vocational	
Prerequisites:	Grade if "B" or better in Three Dimensional Design and permission of instructor.
Department(s):	Visual and Performing Arts
District Sites:	EDHS, ORHS
Board of Trustees Adoption Date:	April 10, 2001
Textbook Title:	Miscellaneous Supplementary Materials
Date Adopted by the Board of Trustees:	May 23, 2000

**EL DORADO UNION HIGH SCHOOL DISTRICT**  
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Department: Visual and Performing Arts  
Course Title: Advanced Three Dimensional Design

**“Big Idea” (Theme)**

Processing, Analyzing, and responding through arts language and skills.

Students learn to perceive the world in an artistic way by developing and refining their sensory perceptions of art, nature, events and the environment. They identify visual elements and principles of design using arts language.

**State/National Standards**

ARTISTIC PERCEPTION

Standard 1: The student will demonstrate an understanding of works in the visual arts by analyzing and interpreting what the artist presents in visual form.

**Give examples of student work that demonstrates mastery of this standard**

Students identify and describe the use of art elements and design principles as they relate to specific artists, styles, and periods of art.

Students communicate their perceptions of art and their environment using the art elements, design principles, and art vocabulary.

Students discuss and make choices about materials and their use as they relate to function and the artist's intent.

**Identify best practices used to teach standard**

All Visual Arts classes incorporate the teaching practices of:

- lecture, demonstration
- modeling, examples
- guided practice, monitoring, redirection
- assessment, critique, encouragement

Examples of these practices **may** include:

Each student creates a clay sculpture that incorporates three textures founds in nature and/or the environment.

Each student creates a work of art in two and three dimensional design based on a written description of the natural or human environment.

Each student creates a self portrait using the media of his/her choice justifying his/her selection as it relates to their intent.

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**“Big Idea” (Theme)**

Creating, performing, and participating in the arts.

Students develop knowledge and artistic skills in a variety of visual arts media and processes. They apply the knowledge and skills and demonstrate the processes in creating original artwork based on personal experiences.

**State/National Standards**

CREATIVE EXPRESSION

Standard 2: The student will demonstrate an understanding of the forms, elements, and principles of visual arts.

**Give examples of student work that demonstrates mastery of this standard**

Students produce works of art effectively using the elements and principles of design in sculpture, ceramics, wire, or other media (including technology) and in solving a commercial, graphic art, or computer art problem.

Students demonstrate in their works of visual art, an exploration of a personal style and proficiency in communicating an idea or emotion.

Students demonstrate an understanding of how to solve artistic problems in unique and expressive ways by joining, changing and/or deleting forms and materials.

**Identify best practices used to teach standard**

All Visual Arts classes incorporate the teaching practices of:

- lecture, demonstration
- modeling, examples
- guided practice, monitoring, redirection
- assessment, critique, encouragement

Examples of these practices **may** include:

Each student creates an original logo in three dimension using papier-mache or other media.

Each student creates a series of art work in a variety of media communicating specific ideas and intentions from personal experiences.

Each student creates a bas relief plaque to illustrate the transition from two to three dimension in sculpture.

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Department: Visual and Performing Arts  
Course Title: Advanced Three Dimensional Design

**“Big Idea” (Theme)**

Understanding historical contributions and cultural dimensions of the arts.

Students explore the role of the visual arts in human history and culture. They investigate universal themes and concepts in historical and contemporary periods and styles in cultures throughout the world.

**State/National Standards**

HISTORICAL AND CULTURAL CONTEXT

Standard 3A: The student will demonstrate an understanding of major visual arts traditions, styles and media in a variety of times and places.

**Give examples of student work that demonstrates mastery of this standard**

Students compare themes and styles used in works of art form from various cultures.

Students discuss and analyze differences in media used in major works by recognized artist from various cultures and relates the findings to achievements (styles, trends) in visual arts.

**Identify best practices used to teach standard**

All Visual Arts classes incorporate the teaching practices of:

- lecture, demonstration
- modeling, examples
- guided practice, monitoring, redirection
- assessment, critique, encouragement

Examples of these practices **may** include:

Each student creates a mandala incorporating the four seasons/cycle of life (Hindu, Buddhist, contemporary, etc.).

Each student analyzes specific art works, identifies cultural sources, discusses the processes involved, and examines the role of art and artists in that society. Each student creates a sculpture in the style of Northwest Coast Indians utilizing design motifs in a new way for a function not in their culture.

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**“Big Idea” (Theme)**

Understanding historical contributions and cultural dimensions of the arts.

Students explore the role of the visual arts in human history and culture. They investigate universal themes and concepts in historical and contemporary periods and styles in cultures throughout the world.

**State/National Standards**

HISTORICAL AND CULTURAL CONTEXT

Standard 3B: The student will demonstrate an understanding that the visual arts and artists reflect, play a role in, and influence culture.

**Give examples of student work that demonstrates mastery of this standard**

Students discuss contemporary style trends in American art as reflections of diverse developments in our culture.

Students identify the role of artists who have achieved recognition and ways that their works have influenced the culture.

Students discuss, compare and contrast the purposes of art from major time periods and cultures.

Students investigate visual arts related careers.

**Identify best practices used to teach standard**

All Visual Arts classes incorporate the teaching practices of:

- lecture, demonstration
- modeling, examples
- guided practice, monitoring, redirection
- assessment, critique, encouragement

Examples of these practices **may** include:

Each student creates a series of self portraits based on the style of a contemporary artist such as Warhol.

Each student researches (reference materials including the internet) artists who have failed to achieve monetary rewards during their lifetime and now have fame and recognition. Each student discusses reasons why some artists may be overlooked and others successful during their lifetime.

Each student compares and contrasts ancient utilitarian pottery with modern pieces. Each student creates a vase or urn based on the history of a particular style with reference to funeral vessels in ancient cultures.

Each student selects at least one art related career to explore through direct contact. Each student writes a want ad or job description with the specific skills and requirements for the position defined.

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**“Big Idea” (Theme)**

Responding to, analyzing, and making judgments about art works.

**State/National Standards**

AESTHETIC VALUING

Standard 4A: The student will demonstrate an understanding that specific criteria can be developed and used to assess the qualities and merits of works of art.

**Give examples of student work that demonstrates mastery of this standard**

Students develop and discuss criteria for judgments about art:

- describe the work
- analyze the work in terms of the art elements and design principles
- interpret the work in terms of ideas and emotions
- judge the work both technically and in communicating idea and emotion

Students articulate their own development as an artist.

**Identify best practices used to teach standard**

All Visual Arts classes incorporate the teaching practices of:

- lecture, demonstration
- modeling, examples
- guided practice, monitoring, redirection
- assessment, critique, encouragement

Examples of these practices **may** include:

Each student selects a group of his/her own work to discuss in class emphasizing both positive and negative aspects of the creative process.

Each student selects three pieces of art from the course and discusses and explains his/her growth as an artist.

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**“Big Idea” (Theme)**

Responding to, analyzing, and making judgments about art works.

Students analyze, interpret, and derive meaning from works of visual art. They make critical judgments about and determine the quality of visual art and art experiences based on learned elements and principles of art.

**State/National Standards**

AESTHETIC VALUING

Standard 4B: The student will demonstrate an understanding of form and meaning in the visual arts.

**Give examples of student work that demonstrates mastery of this standard**

Students make informed judgments regarding form, content, and specific techniques and media of works of art. Students identify the difference between preference and judgment.

**Identify best practices used to teach standard**

All Visual Arts classes incorporate the teaching practices of:

- lecture, demonstration
- modeling, examples
- guided practice, monitoring, redirection
- assessment, critique, encouragement

Examples of these practices **may** include:

Each student designs his/her own “suit of clothes” to express a particular theme (including fabric design and selection).

Each student identifies the various principles of sculptural design (shape and form, weight, balance, line, movement, etc.). Student work or recognized artists’ work may be used.

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**“Big Idea” (Theme)**

Connecting and applying what is learned in each art form to learning in other art forms, subject areas, and careers. Students apply visual arts skills to various disciplines. They develop problem solving competencies and communication and career skills.

**State/National Standards**

CONNECTIONS, RELATIONS, APPLICATIONS

Standard 5: The student will integrate art skills in other subject areas and explore careers in visual arts.

**Give examples of student work that demonstrates mastery of this standard**

Students integrate art knowledge to learning in other subjects.

Students learn various ways to communicate similar ideas.

Students explore career options.

**Identify best practices used to teach standard**

All Visual Arts classes incorporate the teaching practices of:

- lecture, demonstration
- modeling, examples
- guided practice, monitoring, redirection
- assessment, critique, encouragement

Examples of these practices **may** include:

Each student creates a series of drawings based on an insect studied in the lab (under a microscope). A wire sculpture based on the drawing studies is created emphasizing the underlying structure and line (science connection).

Each student job shadows an artist working in a studio or in an arts-related career and writes an account of the experiences noting pros, cons, training, pacing, time management and other related skills.