

**EL DORADO UNION HIGH SCHOOL DISTRICT  
EDUCATIONAL SERVICES  
Course of Study Information Page**

COURSE TITLE <b style="font-size: 1.2em;">3D Design</b>			
DISTRICT COURSE NUMBER <b style="font-size: 1.2em;">0607</b>		4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) <b style="font-size: 1.2em;">2898</b>	
Rationale:	This course is designed to meet the needs of the college-bound, artistically inclined student to serve as an art education pathway.		
Course Description that will be in the Course Directory:	Introduces the basic elements and principles of design involved with two and three dimensional art. Areas of study may include: ceramics, sculpture, fiber art, stained glass, computer graphics, and other mixed media. The course satisfies the Fine Arts graduation requirement. This course is a prerequisite for Advanced Three Dimensional Design. Problem solving is emphasized. May not be repeated for credit.		
How Does this Course align with or meet State and District content standards?	This course meets the CA Visual Arts Content Standards.		
NCLB Core Subjects:	<i>Select up to two that apply:</i> <input checked="" type="checkbox"/> Arts <input type="checkbox"/> Economics <input type="checkbox"/> English <input type="checkbox"/> Foreign Language <input type="checkbox"/> Geography <input type="checkbox"/> Civics and Government <input type="checkbox"/> History <input type="checkbox"/> Mathematics <input type="checkbox"/> Reading / Language Arts <input type="checkbox"/> Science <input type="checkbox"/> Not Core Subject		
CDE CALPADS Course Descriptors:  (See Page 2 for Definitions)	CTE TECH PREP COURSE INDICATORS <input type="checkbox"/> Tech Prep (32) (Higher Ed) <input type="checkbox"/> Tech Prep & ROP(33) (Higher Ed) <input type="checkbox"/> ROP (30) <input type="checkbox"/> N/A	CTE COURSE CONTENT CODE <input type="checkbox"/> CTE Introductory (01) <input type="checkbox"/> CTE Concentrator (02) <input type="checkbox"/> CTE Completer (03) <input type="checkbox"/> Voc Subject <input type="checkbox"/> N/A	INSTRUCTIONAL LEVEL CODE <input type="checkbox"/> Remedial (35) <input type="checkbox"/> Honors UC-Certified (39) <input type="checkbox"/> Honors Non UC-Certified (34) <input type="checkbox"/> College (40) <input type="checkbox"/> N/A
Length of Course:	<input checked="" type="checkbox"/> Year <input type="checkbox"/> Semester		
Grade Level(s):	<input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12		
Credit:	<input checked="" type="checkbox"/> Number of credits: <b><u>10</u></b> <input checked="" type="checkbox"/> Meets graduation requirements (subject _____) <input type="checkbox"/> Request for UC "a-g" requirements CSU/UC requirement <b><u>f</u></b>		<input checked="" type="checkbox"/> College Prep
Prerequisites:	None		
Department(s):	VAPA		

District Sites:	All School Sites
Board of Trustees COS Adoption Date:	April 10, 2001
Textbooks / Instructional Materials:	Supplemental Materials
Funding Source:	General Fund
Board of Trustees Textbook Adoption Date:	May 9, 2017

### Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

## EDUCATIONAL SERVICES

### Course Title:

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## EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **3D Design**

Course Number: **0607**

Unit Title: Elements and Principles of Design

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

- 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
- 1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.
- 1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.
- 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.
- 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
- 2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills.
- 3.1 Identify similarities and differences in t4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.
- 3.2 Identify and describe the role and influence of new technologies on contemporary works of art.
- 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.
- 4.4 Articulate the process and rationale for refining and reworking one of their own works of art.
- 4.5 Employ the conventions of art criticism in writing and speaking about works of art.

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

\*Students will be introduced to the elements and principles of design.

\*Students will be able to create a work of art that will demonstrate mastery of the color theory, line, shape and value.

\*Students will demonstrate craftsmanship and attention to detail.

\* Students will examine different types of mark making on with different media.

\*Various media and techniques will be introduced to build on prior knowledge.

\*Students will be able to understand the process of critique and analysis of their work using rubrics, discussion and evaluation.

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Strategies to include, or may include:

- Teacher demonstration
- Student Practice
- Presentation/Discussion of specific elements of art and principles of design
- Analyzing student exemplars in order to demonstrate expectations
- Express observations using visual arts vocabulary
- Student exercises/practices reinforcing concepts
- Student work on projects
- Expectations will be modified to accommodate special needs students, such as allowing extended time and adjusting the assignment
- Analyze or critique works of art.

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Assessments may include, but are not limited to:

- Self-Evaluation and Rubric (F/S)
- Classroom Critique (F/S)
- Project-Based Learning (F/S)
- Teacher observation of progress (F/S)
- Unit quiz (F/S)
- Evaluation of student work (S)
- Participation (F)
- Oral presentation and written reflection (F/S)
- Modified assessments for special needs (F/S)

**Key Assignmnets (may include, but not limited to:)**

Watercolor Painting-Using elements of Design.

Color Wheel

Japanese Notan

Copper Repousse

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

Interventions may include one or more of the following, as needed:

- Concepts and techniques are reviewed for better understanding.
- Students are allowed to redo a project for a higher grade.
- One-on-one instruction
- Arrange extra studio/classroom time
- Peer critique/collaboration
- Modified requirements and pacing

## EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **3D Design**

Course Number: **607**

Unit Title

Ceramics

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

- 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
- 1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.
- 1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.
- 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.
- 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
- 2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills.
- 3.1 Identify similarities and differences in the purposes of art created in selected cultures.
- 3.2 Identify and describe the role and influence of new technologies on contemporary works of art.
- 4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.
- 4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.
- 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.
- 4.4 Articulate the process and rationale for refining and reworking one of their own works of art.
- 4.5 Employ the conventions of art criticism in writing and speaking about works of art.

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

\*Students will be able to demonstrate basic hand building skills.

\*Students will be able to demonstrate an understanding of the vocabulary associated with ceramics.

\*Students will be able to create a project using pinch, coil, slab, slip, score, seal, additive and subtractive techniques.

\*Students will learn the stages of clay what and how each one is used in ceramics.

\*Students will learn different surface decoration techniques for finishing clay.

\*Students will be able to understand the process of critique and analysis of their work using rubrics, discussion and evaluation.

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Strategies to include, or may include:

- Teacher demonstration
- Student Practice
- Presentation/Discussion of specific elements of art and principles of design
- Analyzing student exemplars in order to demonstrate expectations
- Express observations using visual arts vocabulary
- Student exercises/practices reinforcing concepts
- Student work on projects
- Expectations will be modified to accommodate special needs students, such as allowing extended time and adjusting the assignment
- Analyze or critique works of art

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Assessments may include, but are not limited to:

- Self-Evaluation and Rubric (F/S)
- Classroom Critique (F/S)
- Project-Based Learning (F/S)
- Teacher observation of progress (F/S)
- Unit quiz (F/S)
- Evaluation of student work (S)
- Participation (F)
- Oral presentation and written reflection (F/S)
- Modified assessments for special needs (F/S)

**Key assignments (may include, but not be limited to:)**

\*Hollow Forms  
\*Bowl  
\*Slab Container  
\*Coil Pot

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

Interventions may include one or more of the following, as needed:

- Concepts and techniques are reviewed for better understanding.
- Students are allowed to redo a project for a higher grade.
- One-on-one instruction
- Arrange extra studio/classroom time
- Peer critique/collaboration
- Modified requirements and pacing

## EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **Three Dimensional Design** Course Number: **607**

Unit Title: Plaster or Paper Mache

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

- 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
- 1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.
- 1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.
- 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.
- 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
- 2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills.
- 2.5 Create an expressive composition, focusing on dominance and subordination.
- 3.1 Identify similarities and differences in the purposes of art created in selected cultures.
- 3.2 Identify and describe the role and influence of new technologies on contemporary works of art.
- 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.
- 4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.
- 4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.
- 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.
- 4.4 Articulate the process and rationale for refining and reworking one of their own works of art.
- 4.5 Employ the conventions of art criticism in writing and speaking about works of art.
- 5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- \*Students will be introduced to an overview of art history.
- \*Students will be able to show successful techniques in plaster and/or paper mache.
- \*Students will create a project with the use of craftsmanship, and attention to detail and skill.
- \*Students will be able to create and understand the use of an armature.
- \*Students will be able to understand the process of critique and analysis of their work using rubrics, discussion and evaluation.



**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Strategies to include, or may include:

- Teacher demonstration
- Student Practice
- Presentation/Discussion of specific elements of art and principles of design
- Analyzing student exemplars in order to demonstrate expectations
- Express observations using visual arts vocabulary
- Student exercises/practices reinforcing concepts
- Student work on projects
- Expectations will be modified to accommodate special needs students, such as allowing extended time and adjusting the assignment
- Analyze or critique works of art

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Assessments may include, but are not limited to:

- Self-Evaluation and Rubric (F/S)
- Classroom Critique (F/S)
- Project-Based Learning (F/S)
- Teacher observation of progress (F/S)
- Unit quiz (F/S)
- Evaluation of student work (S)
- Participation (F)
- Oral presentation and written reflection (F/S)
- Modified assessments for special needs (F/S)

**Key Assignments (may include, but not be limited to:)**

Paper Mache Cardboard Letter  
Plaster Pizza Box Painting  
Plaster Masks  
Visual Puns

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

Interventions may include one or more of the following, as needed:

- Concepts and techniques are reviewed for better understanding.
- Students are allowed to redo a project for a higher grade.
- One-on-one instruction
- Arrange extra studio/classroom time
- Peer critique/collaboration
- Modified requirements and pacing

## EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **3D Design**

Course Number: **607**

Unit Title:

Mixed Media

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.

1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.

1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.

2.5 Create an expressive composition, focusing on dominance and subordination.

2.6 Create a two or three-dimensional work of art that addresses a social issue.

3.1 Identify similarities and differences in the purposes of art created in selected cultures.

3.2 Identify and describe the role and influence of new technologies on contemporary works of art.

3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.

4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.

4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.

4.4 Articulate the process and rationale for refining and reworking one of their own works of art.

4.5 Employ the conventions of art criticism in writing and speaking about works of art.

5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.

5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthete).

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

\*Students will be able to create works of art in fiber art, computer art, printmaking, collage, wire, and various other mixed media.

\*Students will be able to understand the concepts and steps involved of mixing media to create a work of art.

\*Students will draw on prior knowledge of various medias, as well as elements and principles of design to create multiple works of art.

\*Students will use an overview of various artists' work to help incorporate ideas into their own artwork.

\*Students will demonstrate a use of personal style using the elements and principles of design.

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

\*Students will analyze and critique works of art by other artists and their own work.

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Strategies to include, or may include:

- Teacher demonstration
- Student Practice
- Presentation/Discussion of specific elements of art and principles of design
- Analyzing student exemplars in order to demonstrate expectations
- Express observations using visual arts vocabulary
- Student exercises/practices reinforcing concepts
- Student work on projects
- Expectations will be modified to accommodate special needs students, such as allowing extended time and adjusting the assignment
- Analyze or critique works of art

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Assessments may include, but are not limited to:

- Self-Evaluation and Rubric (F/S)
- Classroom Critique (F/S)
- Project-Based Learning (F/S)
- Teacher observation of progress (F/S)
- Unit quiz (F/S)
- Evaluation of student work (S)
- Participation (F)
- Oral presentation and written reflection (F/S)
- Modified assessments for special needs (F/S)

**Key Assignments (may include, but not be limited to:)**

Batik

Book Making

Abstract Nylon sculpture

Wire/Plaster figures

Adobe Photoshop/InDesign

Collage

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

Interventions may include one or more of the following, as needed:

- Concepts and techniques are reviewed for better understanding.
- Students are allowed to redo a project for a higher grade.
- One-on-one instruction
- Arrange extra studio/classroom time
- Peer critique/collaboration
- Modified requirements and pacing