

# 3D Art Survey 7200

**Class Description:** This introductory course will provide the beginning art student with an exploration of the elements of art by gaining basic skills in the techniques and tools of the three-dimensional media of ceramics, sculpture, jewelry, and/or fibers. Art history, criticism, and aesthetics will be included as viewpoints in looking at and discussing art. Emphasis will be placed on proper use of techniques and methods.

## Class Objectives Include:

- Students will become familiar with the Elements of Art and Principles of Design
- Students will become familiar with the sculpture composition rules including balance, movement, rhythm, and unity, as well as the rule of thirds, the golden mean, the golden triangle, the rule of odds when they can apply to sculptural work.
- Students will try a variety of 3D art mediums including clay, wire, wood, cardboard, found objects and plaster.
- Students will try a variety of 3D art techniques including the ceramic techniques pinching, coiling, slab building, and the potter's wheel, using wire and linear wood to create forms, utilizing found objects and recycled materials to make artwork, and carving.
- Historical artists/artworks as well as contemporary artists/artworks will be referenced with each project, but the focus will be on experimentation with materials, techniques and methods.
- Students will be encouraged to use art vocabulary when discussing their artwork and examples viewed in class

## Attendance:

Attendance is very important to a student's success in this class. Sculpture is a hands-on process, most students do not have the facilities at home to explore this medium in its entirety. If a student knows they will be absent it is possible to check out an at-home-tool-kit, and take their project home, so as not to fall behind. It will be the responsibility of the student and family to replace any materials/tools not returned.

**Sketchbooks:** We will be making simple sketchbooks, using cardstock, printer paper, and large folder rubber bands. The sketchbooks should be brought to every class. Students can take out the project planning sheets if they need to work on their ideas at home and replace the sheet during the next class. Students will take pictures of their finished sketchbook sheets and upload them to Google Classroom for grading. This keeps the Sketchbooks always available for student use.

Sketchbook assignments/Hamburger Critiques should be photographed and uploaded to Google Classroom by the end of Monday's class for the previous week.

## Course Assignment List\*

- Clay
  - Pinched Sculptural Salt and Pepper Shakers with a tray.

- Coil built Big Mouth Monster Cell Phone Amplifiers
- hard slab bookends or sculptural illuminated letter
- Combined Ceramic Building Technique: Animal Head Wall Vase
- Combined Ceramic building technique: Sushi Set, or Stacked Single Service Teapot, Chocolate Pot, With a cup and saucer
- Wheel thrown 4 matching mugs and 4 matching cereal bowls
- Modular Wooden Sculpture/Mobile
- Wire Figure Sculpture
- Wire Portrait
- Found Object Assemblage
- Zombie Soap Carving
- Plaster Carving
- Cardboard Relief
- Multiclass group Chihuly project
- Student Showcase

\*This is my tentative assignment list. I have other lesson plans that I might substitute for similar assignments depending on the needs of the class, or add-in if we need another assignment on the calendar. I also am prepared to cut projects if needed.

## Grading:

I will prepare a recommended grade for each student. My grades will be based on 60% projects & 40% class work. All projects will be evaluated using the grading rubric provided below. The rubric will serve as a guideline of expectations that will be used when reviewing each work turned in. Class work will be a combination of sketchbook assignments, hamburger critique sheets, and class participation points.

## Class work

Wheel thrown projects \*\*Wheel Thrown assignments for beginning studio ceramics students, are graded on a participation, whether the student participates during their assigned wheel time, attempting and practicing wheel skills. When students begin to have consistent success I will start evaluating thrown pots as projects, and use the rubric below. Because of this, the makeup of each student's grades will be individualized; some may have more project grades, some may have more class work grades.

Wheel-thrown pottery for beginners will be fired at the end of each grading period, students can evaluate which pots are the best and if any need to be recycled instead of fired. Wheel-thrown pots can be resubmitted at any time and multiple times, and we will take the best grade. This gives the student the chance to create their best examples to satisfy wheel thrown assignment requirements.

Class Participation in all class activities is expected and required. This includes instructional activities and classroom community activities. The class participation checklist is attached below, it will be posted on the classroom wall, and on Google Classroom. There will be 100 points for participation for each grading period, any identified instance of not-participation by the teacher will be subject to a deduction of 5 participation points out of the 100 points per grading period total.

Sketchbook assignments are worth 15 points apiece. 5 points for being complete, 5 points for being on time. 5 points for quality of execution. Quality execution of a sketchbook assignment, Multiple choice quizzes about project guidelines are one type of sketchbook assignment. Students can complete the quiz by themselves or work with a partner. If working with a partner, both students' names should be placed on both quiz sheets and a quiz sheet should be placed in each student's sketchbook. Sketchbooks will also be used to plan the student's project before beginning. Planning sheets should include 3 thumbnail

sketches, the student should choose which thumbnail is most interesting and a more detailed sketch of the project plan developed and included. This is done before starting with clay.

Hamburger Critique Forms Quality work for the Hamburger Critique means the student wrote 6 sentences, three for each section of the critique form, used art/ceramics vocabulary and were specific in their language. An example of a good Hamburger critique and a poor critique will be posted on Google Classroom, and in the classroom. Finished Critique forms will also be put in the sketchbook.

Sketchbook assignments/Hamburger Critiques should be photographed and uploaded to Google Classroom by the end of Monday's class for the previous week.

## Early Finishers

- This year I will be trying something new. I will be allotting 5 extra pounds of clay per semester per student to make small projects if they finish early. Student's are welcome to add daily work scraps to this clay collection to increase or maintain their available clay. Students will be responsible for rehydrating work scraps and maintaining the workability of Early Finisher Clay. This will help teach the valuable skill of recycling clay. This clay will be stored separately in a labeled bin. The clay will be individually bagged in labeled Ziplock bags. There will be a collection of slides on Google Classroom of small clay project ideas for inspiration. There won't be instructions for these possible projects, but I will happily talk to students about how to proceed if they need help.
- Finish coloring and cutting a bottle for the ongoing group 3D Chihuly project.
- Students can also use time to finish other classwork, or sketchbook assignments.
- Students can help with classroom tasks, making firing cookies, cleaning or sorting tools, mopping cleaning surfaces, recycling clay from wheel work.
- Students may help unload kiln, or organize project shelves.
- Help with preparation for K-6 classes, check with me for items on my to do list.
- Drawing Grid Puzzles
- Create a Artist Trading Cards
- Quietly entertain themselves.
- Make clay stamps and texture rollers for the classroom

## Firing Student Work

I will only fire student work that clearly has the student's name or artist mark on the bottom of it. I will not fire work that is falling apart. If work has a minor breakage, I am willing to fire it, but making repairs will be the student's responsibility. I am happy to advise what products will work best and the students can use classroom adhesives and repair products with supervision.

## Assignment Due Dates

Projects will have due dates. Learning to plan and work to a schedule, and factor a timeline into your creative work is a valuable skill. I am planning 2-3 class periods for development and completion of each project. I will adjust my calendar if needed, due dates and the calendar will be kept updated on Google Classroom.

<b>High School Dates*</b> tentative due dates..... due dates and calendar will be kept updated on Google Classroom.	
<b>Fall Semester</b>	<b>Spring Semesters</b>
<b>Sept. 11 Pinched Salt &amp; Pepper Shakers w/ Tray</b>	<b>Jan. 22 Modular Wooden Sculpture/Mobile</b>
<b>Sept. 18</b>	<b>Jan. 29</b>
<b>Sept. 25</b>	<b>Feb. 5</b>
<b>Oct. 2 Coil Built Big Mouth Monster</b>	<b>Feb. 12 Wire Figure Sculpture/Portrait</b>
<b>Oct. 9</b>	<b>Feb. 19</b>
<b>Oct. 16</b>	<b>Feb. 26</b>
<b>Oct. 23 Zombie Soap Carving</b>	<b>March 4 Cardboard Relief/Found Object Assemblage</b>
<b>Oct. 30</b>	<b>March 25</b>
<b>Nov. 6 Bookends or Illuminated Letter</b>	<b>April 1</b>
<b>Nov.13</b>	<b>April 8 Plaster Carving</b>
<b>Nov. 20</b>	<b>April 15</b>
<b>Nov. 27 Combined Ceramic Technique Project</b>	<b>April 22</b>
<b>Dec. 4</b>	<b>April 25 Student Showcase</b>
<b>Dec. 11</b>	<b>April 29</b>
<b>Sketchbook assignments/Hamburger Critiques should be photographed and uploaded to Google Classroom by the end of Monday's class for the previous week.</b>	<b>May 6</b>

## **Class Participation Checklist**

- Participates and is attentive during all lectures/slide presentations/demonstrations
- Gets materials and supplies out and is ready to work.
- Uses class time well
- Uses appropriate indoor voice levels
- Cleans up and puts away materials 5 minutes before class ends.
- Checks the table, chair, and floor area where seated for any clean up needs.
- Helps out with classroom tasks if assigned or asked.
- Treats others with kindness and respect.
- Respects the classroom and art materials.

# Grading Rubric

3D Art Studio: Grading Rubric						
	4	3	2	1	Student Assessment	Teacher Assessment
<b>Time Management</b>	Student actively engaged and self-motivated. Student came to class prepared, stayed focus on working. Needed no prompting to stay on task.	Student is mostly motivated with few social distractions. Student is prepared, and needs minimal prompting to stay on task.	Student is somewhat distracted from their work, had to be prompted a couple of times to stay on task. Student was not not fully prepared.	Student has is very distracted and has to be frequently prompted to stay on task. Not prepared. Work is negatively affected and or not finished.		
<b>Reference Photos/Sketches</b>	A combination of 4 reference photos and/or sketches have been included for the assignment	A combination of 3 reference photos and or sketches have been included for the assignment	A combination of 2 reference photos and or sketches have been included for the assignment	A combination of 1 reference photos and or sketches have been included for the assignment		
<b>Structurally Sound</b>	Project is structurally sound: 1. Clay is less than ½ inch in thickness. 2. Clay thickness is consistent between the parts. 3. Construction/Joints have been carefully made. 4 no elements are in danger of falling off or apart. 5. Construction and surface were executed with neatness.	Project has one area that could use improvement.	Project has two areas that could use improvement.	Project is struggling with more than two areas that could use improvement.		
<b>Building Objectives</b>	All building objectives have been met.	Building objectives were nearly met, there may be some variation due to problem solving.	Building objectives were attempted, Student worked hard and struggled with technique.	Building objectives were not met.		
<b>Surface Objectives</b>	Surface objectives were met.	Surface treatment objectives were partially met, there may have been some variation due to problem solving.	Surface treatment objectives were attempted. Student worked hard and struggled with technique.	Surface treatment objectives were not met.		
<b>Photographs Uploaded to Google Classroom</b>	4 photographs showing different angles, details, or steps in the project construction uploaded to google classroom.	3 photographs showing different angles, details, or steps in the project construction uploaded to google classroom.	2 photographs showing different angles, details, or steps in the project construction uploaded to google classroom.	1 photograph showing different angles, details, or steps in the project construction uploaded to google classroom.		
<b>Art-itude Points</b>	Project has exceeded expectation. Student practices good problem solving and perseverance, Student exhibits strong classroom citizenship taking initiative without prompting.	Project meets expectation. Student practiced good problem solving and perseverance, Student exhibits strong classroom citizenship responding to request of teacher, and completing any assigned classroom chores.	Project attempted expectation, falls somewhat short, but Student worked hard and worked hard, but struggle with technique. Student exhibits strong classroom citizenship taking initiative without prompting.	Student didn't attempt to solve technical challenges. Student needed to be prompted to do classroom chores or to consider the needs of other students in the classroom environment.		
<b>Total Points 28 possible points</b>						

**3D Studio Art: Ceramics**

**Parent Signature**

I have reviewed this syllabus with my student.

Date \_\_\_\_\_

I, \_\_\_\_\_ the parent of \_\_\_\_\_, agree to support my student in following class expectations in behavior, grading, and attendance policies. I will review and sign the educational objectives checklist and progress report quarterly for my student. I will submit a photo/scanned copy of the signed checklist/progress report to ParentView as part of my quarterly review.

How would you like to be

contacted? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Who is your advisor? \_\_\_\_\_

**Choose one of the following and initial the blank space:**

\_\_\_\_\_ I, \_\_\_\_\_, the parent or guardian, release the facilitator to know about my child's 504/IEP plan accommodations.

\_\_\_\_\_ I do not have 504/IEP accommodations or do not authorize facilitators to know my child's 504/IEP accommodations.

**Parent/Guardian Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Student's Signature:**

Date \_\_\_\_\_

I, \_\_\_\_\_ agree to follow the class expectations and policies.

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