Course Title: 3-D Design

Course #: 1749-1750

Course Description:
3-D Design is a course that blends academic and technical understanding with creative development. Students will explore aesthetic perception, creative expression, historical and cultural context, as well as aesthetic valuing and connections, relationships, and applications. Through this course, students will build confidence in their artistic ability, as well as build communication skills, heighten sensitivity to one's environment and increase aesthetic awareness. Additive, subtractive, and manipulation techniques will be used with a variety of media, including clay, to explore the sculptural form. Students will investigate the history of 3-D Design as well as view work by historically significant and contemporary artists as they develop sculptural forms. Using the language of visual art, students will evaluate, analyze, and respond to their own works, the works of peers and works of professional artists. Students will showcase their works during the CCHS art festival in May.

UC/CSU Approval: yes

Grade Level: 10-12

Estimated Homework Per Week: 1-3 hours

Prerequisite: Completion of Foundations in Visual Art and Design with a “C” or higher or Audition

Course Grade Scale:
30% Preliminary Exercises/“Practice Work”
Practice work is all the work that you will do in class and at home to gain inspiration, do research, brainstorm ideas, practice techniques explore concepts and ideas, and write about your art-making process. Some practice work will also be small assignments that have a due date, but most will be ongoing work that is unique to each individual and will be completed in your sketchbook. Practice work that is turned in late can only earn a maximum of 50% credit

50% “Presentation Work”
Presentation work is all of the “major”, more time intensive projects that you will complete; the ones that you will present to the class during critiques. Artistic skills such as the understanding of elements of art, principles of design, color theory, composition, craftsmanship and in some
assignments, the ability to communicate conceptually will be evaluated on presentation-level work. Meaning and originality in the work is highly respected. There is always a self-evaluation component to every presentation-level project. In addition to receiving a grade for the actual work, you will also be graded on your ability to articulate your opinions and thoughts about your own and other’s work during the critique and in writing. Project Assignment Sheets will be issued for each project, which include instructions and due dates. For each project the student will complete and turn in a Scoring Sheet and Reflection Questions. Projects should be neatly labeled on the back top left corner with name, grade level, and period.

20% “Studio Performance”
Students will receive 20 points each grade update. You can keep these participation points by displaying the following:

- Professional behavior
- A desire to learn and improve which includes perseverance and effort in problem solving
- A commitment to working during all available studio time
- Showing respect of the equipment and resources
- Leaving your work-space neat and organized at the end of the period

Major Assessments/Units/Topics:
Over the course of the year, students must design, plan and complete 4-5 major projects per semester. Examples of projects include:
Cardboard Cubist Still Life
Paper Choice Project
Wire Contour Line Enlargement Project
Plaster Gesture Sculptures
Clay pinch, coil, and slab methods