



3-D Art- Trimester

8th Grade

Room 301

Ms. Mc

About this Class:

You will learn how to create different forms of 3-D using many different materials. Students will explore the realm of 3-D Art with the use of the Elements and Principles of Design. Explore art through the elements of Form (3-D). Students will explore and bring their ideas to life in three dimensions. Students will be challenged to design and create original work of art stemming from a variety of Elements and Principles of Art. The class will provide opportunities to explore with many different Medias: Paper, Clay, Paper Mache, Wire, and Recycled Materials. This is very hands on class that will give you the opportunities to experience, research, design, and produce art work in a 3-Dementional way.

Projects

- Graffiti Nametags
- 3-D Letter
- Ice Cream
- Clay Vessel
- Slab Box
- Clay Masks
- Wire Insects
- Tubes of Paint

Structure of Class:

Class time will be used for:

- ♦ Lecture
- ♦ Aesthetic discussions
- ♦ Studio time
- ♦ Critiques

Student Expectations:

A-Attitude: *Be positive and try your best.*

R- Respect: *Respect everyone and everything.*

T- Think: *Understand and Demonstrate.*

I-Imagine: *Be creative and dream!*

S-Spic & Span: *Clean up after yourself & table.*

T-Target: *Follow directions and stay on target.*

No Cell Phones in class.

You may ask permission to use Chrome books for music purposes and searching for images via Google.

You are allowed to listen to music with headphones only during STUDIO TIME. You may use Spotify or Pandora.

To get your attention I will flash the over head lights. At that time you are to remove your head phones and listen for instruction.

Miss use of Chrome books will result in loss of privilege.

Ms. Marcell

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Sketchbooks:

Sketchbooks are required for every art class at LMS.

Sketchbooks will also be used to facilitate your plan for your art work. Research and develop your idea through internet, books, magazines, direct observation, sketches and note-taking. Create a series of thumbnails and utilize unique compositions and ideas for each individual image. Experiment with the media and techniques you plan to use to create your art. Gather and collage media,

images, notes and design pages in your sketchbook that reflect your preparation and knowledge to begin your artwork.

Priority Standard: 1.1 Document early stages of the creative process visually and/or verbally in traditional or new media.

Creating	1.1, 1.2 Rough Draft
	Documenting early stages of the creative process. Having an artistic investigation through drawing, notes, testing mediums and collaboration with peers and teacher.
	2.1, 2.2 Artistic Innovation/ Inspiration
	Demonstrates willingness to experiment with new mediums. Come up with original ideas. Awareness of copyright and fair use.
	2.3 Elements and Principles/Mediums
	Implementing the Elements and Principles to create an interesting composition. Properly using the medium and/or artist techniques in the composition correctly.
Responding	3.1 Requirements
	Applying the criteria to your art piece. Examining each requirement, reflecting on the requirements through the process, make revisions as needed, and self-assess on the requirements.
	7.1 Culture/Environment
Responding/ Connecting	Demonstrate your influence of a culture, environment, or time period and how it has impact your choices on your final art piece.
	7.2, 11.1 Analyze
	Compare and contrast ideas/emotions/aesthetics/mediums.
	8.1,9.1 Art Criticism Collaboration
	Description, Interpretation, Analysis, Judgement of an art piece using art vocabulary.

Grading

Grading will differ in this course compared to other middle school instructors. I am excited to be a member of pilot teachers seeking to apply standards based reporting to secondary content areas. Standards based reporting

creates clarity and equity to the learning we will do in our class. Together we will set goals, evaluate growth and assess individually as well as receive

feedback from me consistently on all areas we explore. Students can expect to receive proficiency scores rather than letter grades or percentages at the end of each assignment or on report cards. Please do not hesitate to ask questions at any time. We are in this together and I look forward to learning from you all as well.

Due dates are suggested, but are not concrete. All projects/ assignments must be completed by the 11th week of class. Once projects are graded after the suggested due date scores will be inputted into skyward. If the student did not turn in the project it will be marked as a zero and missing until it is turned in. We use the last week to put together portfolios and take an exit test on the concepts that we have learned over the Trimester.

Trimester Grades

Trimester scores are based on assessed events including:

The final score reported at the end of each trimester will be a compilation of assessed events across the trimester in each standard area.

Explanation of scores below:

- 1= Emerging: the student has only recently been introduced to concept/skill or shows a distinct lack of understanding of the concept/skill. Student can show partial understanding with support
- 2= Developing: Student shows some understanding of the concept/skill. Is able to do some things independently with minor error but still needs support to execute the concept/skill fully and accurately; showing progress and growth toward mastery.
- 3= Proficient: Student has met the standard and is able to demonstrate the concept/skill accurately, independently. Shows proficiency with no major errors or omissions.
- 4= Above Standard: All of 3, and student applies concept/skill in new, innovative ways that were not explicitly taught. Shows mastery with no errors.