MIDDLE SCHOOL CURRICULUM PROPOSAL

PROPOSED COURSE NAME: 3 D Art

OLD COURSE NAME (if applicable)

SUBMITTED BY: Randal Greenfield

Underline the Appropriate Item: New Course / Major revision to an existing course

Implementation Date: Fall 2014

Person(s) who will write the Curriculum:
Randal Greenfield, Lindsay Abbeduto
Respond to the following:

Duration: Semester

Open to: All students in grades 7/8

Prerequisites: NONE

Pass/Fail Option: NO

Level(s): Grades 7 and 8

Where does this course fit into department sequence?
There is no sequence for Art 5-8 but we need to offer students more choices in the type of art they truly get to explore.

What is the potential impact of this course on the other department offerings?
This course allows students to experience more than one option at the Middle School level. It helps open up other possibilities for students to broaden their experiences and talents.

Course Description (Consult the Program of Studies as a model)

In this three-dimensional class you will express yourself through clay, wire, plaster, etc. Five techniques will be used in clay building to create art masterpieces. This class will cover Art History, Principles and Elements of Art.

Special Notes (i.e., extended periods, team teaching, etc.)

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RATIONALE, OBJECTIVES, STRATEGIES
1. Course Rationale

    A) What is the evidence of student need for this course?

      Art should be taught as a discipline in and of itself as well as
      integrated into other subject areas.

    B) What departmental needs/goals would this course meet?

      Art education teaches critical thinking. Problem solving, and
      decision-making skills.

    C) What institutional needs/goals would this course meet?
    Art Education develops aesthetically empowered individuals.
    Art education is important for all students. Everything in the world
    is connected to art in some way.

2. Course Objectives: What will each student learn and know?

Standard #1 - The student recognizes and uses the visual arts as a form of communication.
The student will:
- develop a working vocabulary appropriate to visual images, themes, and ideas.
- interpret visual images, themes, and ideas in various forms of 3D art.
- recognize and relate meaning and communication in historical/contemporary/personal works of 3D art.

Standard #2 - The student understands and applies elements of art and the principles of design.
The student will:
- develop an appropriate working vocabulary related to the elements of art and the principles of design in 3D works of art.
- recognize and discuss what elements of art and the principles of design are used in historical/contemporary/personal works of 3D art.
Standard #3 - The student know and applies visual art materials, techniques and processes.
The student will:
- demonstrate knowledge in 3D art techniques and processes through a variety of mediums
- analyze and evaluate the selection of materials, techniques and processes used in works of art.
- practice the skills of 3D craftsmanship through teacher criteria / project

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specifications
- develop an appropriate working vocabulary related to 3D art materials, techniques and processes.
Standard #4 - The student relates the visual arts to history, culture and personal heritage.
The student will:
- create 3D art based on cultural, historical, or personal heritage.
Standard #5 - The student analyzes, interprets, and evaluates the characteristics, merits and meanings of works of art.
The student will:
- give an aesthetic critique of 3D works of art.

3. What types of instructional strategies will be used in the class?

Teaching Strategy: The Socratic Method of Inquiry and group discussion and project based learning

Modalities: Auditory, visual and kinesthetic

4. What types of student assessment procedures will be used?

 Formative assessment, projects, rubrics and unit tests will be given to provide a structure to solidify learning by having students recall specifics about what they did show in their work. In this way, it anchors learning of art standards covered during a project.

5. List resources needed and approximate costs to implement this course. Include staff development, materials, textbooks, additional staff, equipment, technology resources, facilities, and fees.

Should fit into the art budget or covered by building budget

Include any additional information pertinent to your course.