3D Design
(ART 211/212, 311/312, 411/412)
Quick Reference
Curriculum Guide

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How to use this document:

This curriculum quick reference is meant to...

- Provide teachers a condensed version of the full district curriculum document.
- Be used as a resource when planning, collaborating, data-teaming, and assessing.
- Make visual arts curriculum accessible and user friendly for all educators.

Des Moines Public Schools K-12 Student Learning Objectives in the Visual Arts

- Students can communicate at a foundational level in the visual arts. This includes knowledge and skills in the use of basic vocabularies, materials, tools, techniques, and intellectual methods of the discipline.
- Students can communicate proficiently in at least one art form, including the ability to define and solve artistic problems with insight, reason, and technical proficiency.
- Students can develop foundational evaluations and analyses of works of art from structural, historical, and cultural perspectives.
- Students can develop an informed acquaintance with exemplary works of art from a variety of cultures and historical periods, and a basic understanding of historical development in the arts disciplines, across the arts as a whole, and within cultures.

Effective Components of an Educational Studio Program

- Demonstrations of artistic techniques and uses of media
- Opportunities for practice, experimentation, and refinement based on effective feedback
- Support for divergent thinking and multiple learning outcomes
- A rich and robust variety of visual references
- A variety of critique and response formats
- Introductions to and expectations for use of appropriate art vocabulary
- Connections among artists, careers, and art in everyday life and communities
- An organizational system for storage and disbursement of materials and tools
- Clear and maintained expectations for art room safety, cleaning, and classroom procedures
- Integrations and connections with other content areas
- Displays of various student works within the school and the community

Learning Clusters for Three Dimensional Design

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# Three Dimensional Design II (ART211/212) Assessment Rubric

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<th>Cluster: Topic</th>
<th>1 - Insufficient Progress</th>
<th>2 - Developing Toward Standard</th>
<th>3 - Meeting Standard</th>
<th>4 - Exceeding Standard</th>
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</table>
| **Design Concepts: Elements of Art and Principles of Design** | Student’s performance reflects insufficient progress towards foundational skills and knowledge. | Students will recognize or recall specific vocabulary including but not limited to:  
- **Elements and Principles here**  
Students demonstrate the have developed the ability to:  
- Identify and describe the Principles of Design and the Elements of Art | Students demonstrate they have the ability to:  
- Independently apply multiple elements and principals of to create an original 3D artwork to convey a meaning or message.  
- Provide evidence for their artistic choices. | In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target. |
| **Studio Skills: Media, Processes and Techniques** | Student’s performance reflects insufficient progress towards foundational skills and knowledge. | Students will recognize or recall specific vocabulary such as:  
- **Watercolor, acrylic, graphite, charcoal, hatching**  
Students demonstrate the have developed the ability to:  
- Identify and describe the intended uses of three dimensional media and techniques. | Students demonstrate they have the ability to:  
- Apply three dimensional media using appropriate processes and techniques to create an original image. | In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target. |
| **Critical Analysis: Planning** | Student’s performance reflects insufficient progress towards foundational skills and knowledge. | Students will recognize or recall specific vocabulary such as:  
- **Thumbnail, sketch, collaboration, creative process**  
Students demonstrate the have developed the ability to:  
- Formulate and communicate an action plan | Students demonstrate they have the ability to:  
- Formulate, communicate, and implement an action plan, making appropriate adjustments. | In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target. |
| **Critical Analysis: Evaluating** | Student’s performance reflects insufficient progress towards foundational skills and knowledge. | Students will recognize or recall specific vocabulary such as:  
- **Form, value, symbol, mood, genre, allegory**  
Students demonstrate the have developed the ability to:  
- Formulate and convey a response to their own work and the work of others based on established criteria. | Students demonstrate they have the ability to:  
- Critically analyze and evaluate their own work or the work of others based on established criteria. | In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target. |
|---------------|-------------------------|-----------------------------|-------------------|---------------------|
| **Design Concepts: Elements of Art and Principles of Design** | Student's performance reflects insufficient progress towards foundational skills and knowledge. | Students will recognize or recall specific vocabulary including but not limited to:  
- Composition, strong horizontal, balance, repetition, color, line  
Students demonstrate the have developed the ability to:  
- Identify and describe the Principles of Design and the Elements of Art | Students demonstrate they have the ability to:  
- Independently apply multiple elements and principals of to create an original 3D artwork to convey a meaning or message.  
- Provide evidence for their artistic choices. | In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target. |
| **Studio Skills: Media, Processes and Techniques** | Student's performance reflects insufficient progress towards foundational skills and knowledge. | Students will recognize or recall specific vocabulary such as:  
- Watercolor, acrylic, graphite, charcoal, hatching  
Students demonstrate the have developed the ability to:  
- Identify and describe the intended uses of three dimensional media and techniques. | Students demonstrate they have the ability to:  
- Apply three dimensional media using appropriate processes and techniques to more clearly articulate a meaning or message in an original artwork.  
- Provide evidence for artistic choices. | In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target. |
| **Making Connections: Connecting to Contexts** | Student's performance reflects insufficient progress towards foundational skills and knowledge. | Students will recognize or recall specific vocabulary such as:  
- Impressionism, symbolism, genre, still life  
Students demonstrate the have developed the ability to:  
- Identify contextual elements from history, cultures, artistic movements, and society in the work of others. | Students demonstrate they have the ability to:  
- Apply contextual elements from history, cultures, artistic movements, and society to their own artwork.  
- Collaborate with peers or other learning partners. | In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target. |
| **Critical Analysis: Planning, Evaluating, & Presenting** | Student's performance reflects insufficient progress towards foundational skills and knowledge. | Students will recognize or recall specific vocabulary such as:  
- Form, value, symbol, mood, genre, allegory  
Students demonstrate the have developed the ability to:  
- Formulate and convey a response to their own and the work of others based on established criteria.  
- Formulate and communicate an action plan  
- Select artistic work for presentation. | Students demonstrate they have the ability to:  
- Critically analyze and evaluate their own work or the work of others based on personal preference and established criteria.  
- Formulate, communicate, and implement an action plan, making appropriate adjustments.  
- Develop and refine artistic work for presentation. | In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target. |
# Three Dimensional Design IV (ART411/412) Assessment Rubric

<table>
<thead>
<tr>
<th>Cluster: Topic</th>
<th>1 Insufficient Progress</th>
<th>2 Developing Toward Standard</th>
<th>3 Meeting Standard</th>
<th>4 Exceeding Standard</th>
</tr>
</thead>
</table>
| **Design Concepts: Elements of Art and Principles of Design**                   | Students' performance reflects insufficient progress towards foundational skills and knowledge. | Students will recognize or recall specific vocabulary including but not limited to:  
- Composition, strong horizontal, balance, repetition, color, line  
Students demonstrate the have developed the ability to:  
- Identify and describe the Principles of Design and the Elements of Art | Students demonstrate they have the ability to:  
- Independently apply multiple elements and principals of to create an original 3D artwork to convey a meaning or message.  
- Provide evidence for their artistic choices. | In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target. |
| **Studio Skills: Media, Processes and Techniques**                             | Students' performance reflects insufficient progress towards foundational skills and knowledge. | Students will recognize or recall specific vocabulary such as:  
- Watercolor, acrylic, graphite, charcoal, hatching  
Students demonstrate the have developed the ability to:  
- Apply three dimensional media using appropriate processes and techniques to enhance the meaning or message in an original artwork. | Students demonstrate they have the ability to:  
- Choose three dimensional media and appropriate processes and techniques to more clearly articulate the meaning or message in an original artwork.  
- Provide evidence for artistic choices. | In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target. |
| **Making Connections: Connecting to Contexts**                                | Students' performance reflects insufficient progress towards foundational skills and knowledge. | Students will recognize or recall specific vocabulary such as:  
- Impressionism, symbolism, genre, still life  
Students demonstrate the have developed the ability to:  
- Identify contextual elements from history, cultures, artistic movements, and society in the work of others. | Students demonstrate they have the ability to:  
- Apply contextual elements from history, cultures, artistic movements, and society to their own artwork.  
- Collaborate with peers or other learning partners. | In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target. |
| **Critical Analysis: Planning, Evaluating, & Presenting**                     | Students' performance reflects insufficient progress towards foundational skills and knowledge. | Students will recognize or recall specific vocabulary such as:  
- Form, value, symbol, mood, genre, allegory  
Students demonstrate the have developed the ability to:  
- Formulate and convey a personal response to their own photography and the work of others.  
- Formulate and communicate an action plan  
- Select artistic work for presentation. | Students demonstrate they have the ability to:  
- Critically analyze and evaluate their own work or the work of others based on personal preference and established criteria.  
- Formulate, communicate, and implement an action plan, making appropriate adjustments.  
- Develop and refine artistic work for presentation. | In addition to score 3.0 performance, students demonstrate in-depth inferences and applications that go beyond the learning target. |
Common Vocabulary Terms

Common vocabulary for selected media, styles, art movements, and art expressions reflect the concepts, techniques, and skills for each grade level and course of study. Students will use these terms in oral, written, and visual communications. Teachers are encouraged to provide additional visual arts vocabulary to the identified lists.

<table>
<thead>
<tr>
<th>Required Terms</th>
<th>Recommended Terms</th>
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<td>Line</td>
<td>Strong Horizontal</td>
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<td>Shape</td>
<td>Strong Vertical</td>
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<td>Forms</td>
<td>Diagonal</td>
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<td>Balance</td>
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<td>Emphasis</td>
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<td>Movement</td>
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<td>Pattern</td>
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<td>Repetition</td>
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<td>Rhythm</td>
<td>Critique</td>
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<td>Unity</td>
<td>Symmetry</td>
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<td></td>
<td>Asymmetry</td>
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<td></td>
<td>White Balance</td>
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</table>
Elements of Art
The elements of art are the building blocks used by artists to create a work of art.

**Line** is a mark with greater length than width. Lines can be horizontal, vertical, or diagonal; straight or curved; thick or thin.

**Shape** is a closed line. Shapes can be geometric, like squares and circles; or organic, like free-form or natural shapes. Shapes are flat and can express length and width.

**Forms** are three-dimensional shapes expressing length, width, and depth. Balls, cylinders, boxes, and pyramids are forms.

**Space** is the area between and around objects. The space around objects is often called negative space; negative space has shape. Space can also refer to the feeling of depth. Real space is three-dimensional; in visual art, when we create the feeling or illusion of depth, we call it space.

**Color** is light reflected off of objects. Color has three main characteristics: *hue* (the name of the color, such as red, green, blue, etc.), *value* (how light or dark it is), and *intensity* (how bright or dull it is).
- White is pure light; black is the absence of light.
- Primary colors are the only true colors (red, blue, and yellow). All other colors are mixes of primary colors.
- Secondary colors are two primary colors mixed together (green, orange, violet).
- Intermediate colors, sometimes called tertiary colors, are made by mixing a primary and secondary color together. Some examples of intermediate colors are yellow green, blue green, and blue violet.
- Complementary colors are located directly across from each other on the color wheel (an arrangement of colors along a circular diagram to show how they are related to one another). Complementary pairs contrast because they share no common colors. For example, red and green are complements, because green is made of blue and yellow. When complementary colors are mixed together, they neutralize each other to make brown.

**Texture** is the surface quality that can be seen and felt. Textures can be rough or smooth, soft or hard. Textures do not always feel the way they look; for example, a drawing of a porcupine may look prickly, but if you touch the drawing, the paper is still smooth.
Principles of Design

The principles of design describe the ways that artists use the elements of art in a work of art.

**Balance** is the distribution of the visual weight of objects, colors, texture, and space. If the design was a scale, these elements should be balanced to make a design feel stable. In symmetrical balance, the elements used on one side of the design are similar to those on the other side; in asymmetrical balance, the sides are different but still look balanced. In radial balance, the elements are arranged around a central point and may be similar.

**Emphasis** is the part of the design that catches the viewer’s attention. Usually the artist will make one area stand out by contrasting it with other areas. The area could be different in size, color, texture, shape, etc.

**Movement** is the path the viewer’s eye takes through the work of art, often to focal areas. Such movement can be directed along lines, edges, shape, and color within the work of art.

**Pattern** is the repeating of an object or symbol all over the work of art.

**Repetition** works with pattern to make the work of art seem active. The repetition of elements of design creates unity within the work of art.

**Proportion** is the feeling of unity created when all parts (sizes, amounts, or number) relate well with each other. When drawing the human figure, proportion can refer to the size of the head compared to the rest of the body.

**Rhythm** is created when one or more elements of design are used repeatedly to create a feeling of organized movement. Rhythm creates a mood like music or dancing. To keep rhythm exciting and active, variety is essential.

**Variety** is the use of several elements of design to hold the viewer’s attention and to guide the viewer’s eye through and around the work of art.

**Unity** is the feeling of harmony between all parts of the work of art, which creates a sense of completeness.
Four-Step Critical Analysis Process

- **Step 1: Describe – What do you see?**
  - Credit line information such as title, artist, date created, size, medium, location, genre.
  - What do you see in the artwork? Use objective observations and identification skills. All descriptions must be observable facts.
  - EXAMPLE: “Starry Night, Vincent Van Gogh, 1832…I see a large cypress tree in the foreground. I can tell it is a cypress by the shape. The majority of the picture is taken up by a night sky. There are many stars in the sky. Etc.…”

- **Step 2: Analyze—How is the work organized?**
  - Focus on how the Elements of Art and Principles of Design have been used in the artwork. You are still collecting clues, not guessing! How do the Principles organize the Elements? Use specific evidence from the art. This will help you discover how the artist might have created moods, messages, or ideas.
  - EXAMPLE: “The night sky is dark blue, and it is filled with vibrant yellow stars. The pattern of the stars moves the viewer’s eye back and forth throughout the painting. The repetition of the yellow into the village lights help give the picture unity. Etc.…”

- **Step 3: Interpret – “What is the artist saying?”**
  - Using the information from the description and analysis, explain what the artist might be trying to communicate. What is the mood or the meaning of the artwork? Make some guesses and provide some evidence for your thinking using the Elements and Principles. Your interpretation might be different from someone else’s.
  - Answer the question, “I think________________, because I see __________________.”
  - EXAMPLE: “I think the artist is trying to show a connection between a sleepy peaceful mood and the quiet little town, because the artists uses the same colors and kinds of lines in the sky and the village. I see the colors and the soft, swirling lines in the sky, and it makes me think the artist was trying to show that even a dark sky can have lots to see. Etc.…”

- **Step 4: Judge – “Is this a successful piece of art?”**
  - Now you can finally express your own personal opinion about the piece of art. Your opinion, however, is still based on what you’ve discovered through description, analysis, and interpretation, all backed up with visual evidence and the language of art. This is a carefully thought out decision in which you decided if the art was successful or not successful, not necessarily a like or dislike.
  - Answer the questions, “I think this work is (not) successful because __________________.”
  - EXAMPLE: “I think this work is successful because the colors and lines are organized in an interesting, swirly way that grabs my attention. The work is almost like a lullaby because the yellow stars twinkle in the sky like peaceful little notes over the sleepy town. Etc.…”