

CARLISLE AREA SCHOOL DISTRICT  
Carlisle, PA 17013

**3-D Design**  
(Formerly Crafts)

**GRADES 9-12**

Date of Board Approval: September 21, 2006  
Revised: November 17, 2016 (Title change only)

CARLISLE AREA SCHOOL DISTRICT  
PLANNED INSTRUCTION COVER PAGE

Title of Course: 3-D Design Subject Area: Art Grade Level: 9-12

Course Length: (Semester/Year): Year Duration: 50 minutes Frequency: 4 periods a week

Prerequisites: None Credit: 1 Level: Not Applicable

**Course Description/Objectives:** The district shall provide for the attainment of the academic standards per Chapter 4.12. The study of art can foster the ability of students to understand production, performance and exhibition; historical and cultural contexts, critical and aesthetic response.

**Major Text(s)/Resources:** None

**Curriculum Writing Committee:**

Lorrie Parris

| <b>Strand: 9.1 Production, Performance &amp; Exhibition of Visual Arts</b>  |   | <b>Subject Area: 3-D Design</b>  | <b>Grade: 9-12</b> |
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| <b>PA Academic Standards</b>  | <b>Performance Indicators</b>   | <b>Assessments</b>   |                    |
| A. Know and use the elements and principles of each art form to create works in the arts and humanities.  | <ul style="list-style-type: none"> <li>Examine environment and identify elements and principles of design.</li> </ul>   | <ul style="list-style-type: none"> <li>Worksheets.</li> <li>Teacher prepared test/quiz.</li> <li>Critiques of production.</li> </ul>                           |                    |
| A. Know and use the elements and principles of each art form to create works in the arts and humanities.  | <ul style="list-style-type: none"> <li>Identify elements and principles of visual arts in craft works.</li> <li>Integrate effective elements and principles into craft production.</li> </ul> | <ul style="list-style-type: none"> <li>Worksheets.</li> <li>Teacher prepared test/quiz.</li> <li>Critiques of production.</li> </ul>                           |                    |
| B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. | <ul style="list-style-type: none"> <li>Demonstrate knowledge of drawing, painting, sculpting and crafting through designing and producing various craft projects.</li> </ul>                  | <ul style="list-style-type: none"> <li>Skill demonstration.</li> <li>Production Completion.</li> <li>Product Evaluation/Rating.</li> <li>Critiques.</li> </ul> |                    |
| C. Integrate and apply advanced vocabulary to the arts forms.   | <ul style="list-style-type: none"> <li>Integrate and apply advanced vocabulary to the arts forms.</li> </ul>  | <ul style="list-style-type: none"> <li>Note book evaluation.</li> <li>Oral presentation.</li> <li>Critique.</li> </ul>   |                    |
| C. Integrate and apply advanced vocabulary to the arts forms.   | <ul style="list-style-type: none"> <li>Verbally describe and analyze students own work and that of peers in a critique format.</li> </ul>   | <ul style="list-style-type: none"> <li>Note book evaluation.</li> <li>Oral presentation.</li> <li>Critique.</li> </ul>   |                    |

| <b>Strand: 9.1 Production, Performance &amp; Exhibition of Visual Arts</b>   |   | <b>Subject Area: 3-D Design</b>  | <b>Grade: 9-12</b> |
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| <b>PA Academic Standards</b>   | <b>Performance Indicators</b>   | <b>Assessments</b>   |                    |
| D. Demonstrate specific styles in combination through the production or performance of a unique work of art.   | <ul style="list-style-type: none"> <li>Design and produce an original piece which combines two craft styles, periods, or medians (e.g., Woven jewelry and pop art molas).</li> </ul>  | <ul style="list-style-type: none"> <li>Product completion.</li> <li>Product Evaluation/rating.</li> </ul>  |                    |
| E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.                        | <ul style="list-style-type: none"> <li>Design and create a series of three or more related pieces integrating multiple processes.</li> </ul>  | <ul style="list-style-type: none"> <li>Product completion.</li> <li>Product evaluation/rating.</li> <li>Skill demonstration.</li> </ul>              |                    |
| F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.                  | <ul style="list-style-type: none"> <li>Research historic or cultural craft and relate it to own craft work.</li> </ul>  | <ul style="list-style-type: none"> <li>Oral presentation.</li> <li>Research paper.</li> <li>Curricular based assessment or craft product.</li> </ul> |                    |
| F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.                  | <ul style="list-style-type: none"> <li>Design and construct a mask incorporating a cultural tradition.</li> <li>Design and create contemporary fibers piece based on tradition designs (e.g., Amish quilt patterns).</li> </ul> | <ul style="list-style-type: none"> <li>Oral presentation.</li> <li>Research paper.</li> <li>Curricular based assessment or craft product.</li> </ul> |                    |
| H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces. | <ul style="list-style-type: none"> <li>Use materials, tools, and work space appropriate to activity.</li> </ul>   | <ul style="list-style-type: none"> <li>Worksheets.</li> <li>Teacher observation.</li> </ul>  |                    |

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| <b>PA Academic Standards</b>   | <b>Performance Indicators</b>   | <b>Assessments</b>  |                    |
| H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.           | <ul style="list-style-type: none"> <li>Recognize and use appropriate tools and equipment in a safe manner.</li> </ul>   | <ul style="list-style-type: none"> <li>Worksheets.</li> <li>Teacher observation.</li> </ul>             |                    |
| H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.           | <ul style="list-style-type: none"> <li>Properly care for, clean, and safely store materials used in their craft production.</li> </ul>  | <ul style="list-style-type: none"> <li>Worksheets.</li> <li>Teacher observation.</li> </ul>             |                    |
| I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.   | <ul style="list-style-type: none"> <li>Compare and contrast a variety of public art events: scholastic art competition, arts festivals, gallery openings and student shows.</li> </ul>  | <ul style="list-style-type: none"> <li>Oral presentation.</li> <li>Multi media presentation.</li> </ul> |                    |
| I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.   | <ul style="list-style-type: none"> <li>Prepare and submit art work for an event or setting for exhibition or competition.</li> </ul>  | <ul style="list-style-type: none"> <li>Oral presentation.</li> <li>Multi media presentation.</li> </ul> |                    |
| J. Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the art or the works of others. | <ul style="list-style-type: none"> <li>Compare and contrast traditional and contemporary technologies in 3-D Design by using a variety of methods (e.g. paper surface design, traditional marbling or contemporary computer and generated graphics).</li> </ul> | <ul style="list-style-type: none"> <li>Oral presentation.</li> <li>Multi media presentation.</li> </ul> |                    |

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| <b>PA Academic Standards</b>  | <b>Performance Indicators</b>   | <b>Assessments</b>   |                    |
| K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities. | <ul style="list-style-type: none"> <li>Design a craft that may be important in the future.</li> </ul> | <ul style="list-style-type: none"> <li>Design presentation.</li> <li>Oral presentation.</li> </ul> |                    |
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| <b>Strand: 9.2 Historical and Cultural Contexts</b>  |  | <b>Subject Area: 3-D Design</b>  | <b>Grade: 9-12</b> |
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| <b>PA Academic Standards</b>   | <b>Performance Indicators</b>  | <b>Assessments</b>   |                    |
| A. Explain the historical, cultural and social context of an individual work in the arts.                | <ul style="list-style-type: none"> <li>Choose a craft form and identify its historical cultural and social context (e.g. African 19<sup>th</sup> century mask making).</li> </ul>    | <ul style="list-style-type: none"> <li>Research paper.</li> <li>Oral presentation.</li> </ul>                                    |                    |
| B. Relate works in the arts chronologically to historical events.  | <ul style="list-style-type: none"> <li>Identify various 3-D Design styles and periods and place them on a timeline.</li> </ul>   | <ul style="list-style-type: none"> <li>Teacher prepared test/quiz.</li> <li>Class participation.</li> </ul>                      |                    |
| C. Relate works in the arts to varying styles and genre and to the periods in which they were created.   | <ul style="list-style-type: none"> <li>Identify various 3-D Design styles and periods and place them on a timeline.</li> </ul>   | <ul style="list-style-type: none"> <li>Teacher prepared test/quiz.</li> <li>Class participation.</li> </ul>                      |                    |
| D. Analyze a work of art from its historical and cultural perspective.                                   | <ul style="list-style-type: none"> <li>Choose a craft form and identify its historical cultural and social context (e.g. African 19<sup>th</sup> century mask making).</li> </ul>    | <ul style="list-style-type: none"> <li>Research paper.</li> <li>Oral presentation.</li> </ul>                                    |                    |
| E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts. | <ul style="list-style-type: none"> <li>Describe a craft changed by historic or cultural events.</li> <li>Identify and design 3-D Design as functional and non functional.</li> </ul> | <ul style="list-style-type: none"> <li>Class participation.</li> <li>Product completion.</li> <li>Product evaluation.</li> </ul> |                    |

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| <b>PA Academic Standards</b>   | <b>Performance Indicators</b>  | <b>Assessments</b>  |                    |
| F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.                                      | <ul style="list-style-type: none"> <li>Identify various 3-D Design styles and periods and place them on a timeline.</li> </ul>   | <ul style="list-style-type: none"> <li>Teacher prepared test/quiz.</li> <li>Class participation.</li> </ul> |                    |
| G. Relate works in the arts to geographic regions: Africa, Asia, Australia, Central America, Europe, North America, and South America. | <ul style="list-style-type: none"> <li>Relate various craft forms to geographic regions: Africa – masks, Central America – Molas, North America - Jewelry, and Indonesia – Batik.</li> </ul> | <ul style="list-style-type: none"> <li>Teacher prepared quiz.</li> </ul>                                    |                    |
| H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.                           | <ul style="list-style-type: none"> <li>Identify and discuss Pennsylvania Amish quilt making and the philosophic beliefs that form this tradition.</li> </ul>                                 | <ul style="list-style-type: none"> <li>Class participation.</li> <li>Teacher prepared quiz.</li> </ul>      |                    |
| I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts.  | <ul style="list-style-type: none"> <li>Discuss various 3-D Design and philosophical beliefs that surround them.</li> </ul>   | <ul style="list-style-type: none"> <li>Class participation.</li> <li>Teacher prepared quiz.</li> </ul>      |                    |
| J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts.                              | <ul style="list-style-type: none"> <li>Choose a craft form and identify its historical cultural and social context (e.g. African 19<sup>th</sup> century mask making).</li> </ul>            | <ul style="list-style-type: none"> <li>Research paper.</li> <li>Oral presentation.</li> </ul>               |                    |



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| <b>PA Academic Standards</b>   | <b>Performance Indicators</b>  | <b>Assessments</b>   |                    |
| L. Identify, explain and analyze common themes, forms and techniques from works in the arts. | <ul style="list-style-type: none"> <li>Identify and discuss common themes and styles in fibers, wool, pottery and metals.</li> </ul> | <ul style="list-style-type: none"> <li>Oral presentation.</li> <li>Class participation.</li> </ul> |                    |
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| <b>Strand: 9.3 Critical Response</b>  |   | <b>Subject Area: 3-D Design</b>  | <b>Grade: 9-12</b> |
|---|---|--|--------------------|
| <b>PA Academic Standards</b>  | <b>Performance Indicators</b>   | <b>Assessments</b>   |                    |
| A. Explain and apply the critical examination processes of works in the arts and humanities.  | <ul style="list-style-type: none"> <li>Effectively examine, classify, analyze and interpret a craft work in a critique format.</li> </ul> | <ul style="list-style-type: none"> <li>Class participation</li> <li>Skill/vocabulary demonstration.</li> <li>Teacher observation.</li> </ul> |                    |
| B. Determine and apply criteria to a person's work and works of others in the arts.   | <ul style="list-style-type: none"> <li>Examine, classify, analyze and interpret a craft work in a critique format.</li> </ul>             | <ul style="list-style-type: none"> <li>Class participation</li> <li>Skill/vocabulary demonstration.</li> <li>Teacher observation.</li> </ul> |                    |
| C. Apply systems of classification for interpreting works in the arts forming a critical response.  | <ul style="list-style-type: none"> <li>Examine, classify, analyze and interpret a craft work in a critique format.</li> </ul>             | <ul style="list-style-type: none"> <li>Class participation</li> <li>Skill/vocabulary demonstration.</li> <li>Teacher observation.</li> </ul> |                    |
| D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response. | <ul style="list-style-type: none"> <li>Effectively examine, classify, analyze and interpret a craft work in a critique format.</li> </ul> | <ul style="list-style-type: none"> <li>Class participation</li> <li>Skill/vocabulary demonstration.</li> <li>Teacher observation.</li> </ul> |                    |
| E. Examine and evaluate various types of critical analysis of works in the arts and humanities.   | <ul style="list-style-type: none"> <li>Effectively examine, classify, analyze and interpret a craft work in a critique format.</li> </ul> | <ul style="list-style-type: none"> <li>Class participation</li> <li>Skill/vocabulary demonstration.</li> <li>Teacher observation.</li> </ul> |                    |

| <b>Strand 9.3 Critical Response</b>  |   | <b>Subject Area: 3-D Design</b>  | <b>Grade: 9-12</b> |
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| <b>PA Academic Standards</b>   | <b>Performance Indicators</b>   | <b>Assessments</b>   |                    |
| F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.     | <ul style="list-style-type: none"> <li>Describe and compare a craft from the past to the present in a critique format.</li> </ul> | <ul style="list-style-type: none"> <li>Class participation.</li> </ul>   |                    |
| G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique. | <ul style="list-style-type: none"> <li>Examine, classify, analyze and interpret a craft work in a critique format.</li> </ul>     | <ul style="list-style-type: none"> <li>Class participation</li> <li>Skill/vocabulary demonstration.</li> <li>Teacher observation.</li> </ul> |                    |
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| <b>Strand: 9.4 Aesthetic Response</b>   |   | <b>Subject Area: 3-D Design</b>   | <b>Grade: 9-12</b> |
|---|---|---|--------------------|
| <b>PA Academic Standards</b>  | <b>Performance Indicators</b>   | <b>Assessments</b>  |                    |
| A. Evaluate an individual’s philosophical statement on a work in the arts and its relationship to one’s own life based on knowledge and experience. | <ul style="list-style-type: none"> <li>Recreate a craft inspired by an artist or culture with changes to reflect the students own philosophy (e.g., change traditional materials).</li> </ul>               | <ul style="list-style-type: none"> <li>Product completion.</li> <li>Product evaluation.</li> </ul>      |                    |
| B. Describe and analyze the effects that works in the arts have on groups.  | <ul style="list-style-type: none"> <li>Recognize and investigate effects of 3-D Design on individuals and groups (e.g., research “status” 3-D Design such as jewelry).</li> </ul>                           | <ul style="list-style-type: none"> <li>Oral report.</li> <li>Written presentation.</li> </ul>           |                    |
| B. Describe and analyze the effects that works in the arts have on groups.  | <ul style="list-style-type: none"> <li>Investigate cultural economy changes as trade occurs, and analyze a region’s 3-D Design and environmental effect.</li> </ul>   | <ul style="list-style-type: none"> <li>Oral report.</li> <li>Written presentation.</li> </ul>           |                    |
| C. Compare and contrast the attributes of various audiences’ environments as they influence individual aesthetic response.                          | <ul style="list-style-type: none"> <li>Compare and contrast the aesthetic response of individuals viewing their work in multiple settings (e.g., photo, gallery, classroom, studio, and museum).</li> </ul> | <ul style="list-style-type: none"> <li>Oral presentation.</li> <li>Multi media presentation.</li> </ul> |                    |
| D. Analyze and interpret a philosophical position identified in works in the arts and humanities.   | <ul style="list-style-type: none"> <li>Analyze and recreate a craft inspired by an artist or culture with changes to reflect his or her own philosophy (e.g., change traditional materials).</li> </ul>     | <ul style="list-style-type: none"> <li>Product completion.</li> <li>Product evaluation.</li> </ul>      |                    |

## **Adaptations/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### **SETTING**

- Preferential seating

### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)