

**BEST High School**  
**3- D DESIGN Art (761)**  
**Evelyn Vidal-Armour**  
**Competency-based Syllabus**

**Desired Results**

---

Credit: .125 per session

**Estimate of hours per week engaged in learning activities: 5 hours (core 4 hours)**

**Course Overview:** Students earn credit each session by participating in learning activities in and out of class, informal formative assessments for each standard, and by demonstrating meeting each standard at their Portfolio Review. A list of all required pieces of the Summative Portfolio is given by the second week of each session and will be posted on communicator. Students will design and create 3-D art forms using a variety of media, techniques and processes.

VISUAL ARTS                      Washington State EALRs

**EALR 1** –The student understands and applies arts knowledge and skills in visual arts.

- 1.1 understands visual arts concepts and vocabulary
- 1.2 Develops visual arts and techniques

**EALR 2** – The student uses the artistic processes of creating, responding to and demonstrating thinking skills in visual arts.

- 2.1 Applies a creative process to visual arts  
(Identifies, explores, gathers, interprets, uses, implements reflects, refines and presents)
- 2.2 Applies a presentation process to visual arts ( identifies, selects, analyzes, interprets, practices, revises, adjusts, refines, presents, exhibits, produces, reflects and self evaluates)
- 2.3 Applies a responding process to visual arts (engages, describes, analyzes, interprets and evaluates)

**EALR 3** – The student communicates through the arts.

- 3.1 Uses visual arts to express feelings and present ideas.

**EALR 4** – The student makes connections within and across the arts(dance, music, theatre and visual arts) to other disciplines, life, cultures and work.

- 4.3 Understands how the arts impact and reflect personal choices throughout life.
  - 4.4 Understands how the arts influence and reflect cultures/civilization, place, and time.
  - 4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts.
- 

**Instructional Materials:** - Scholastic Art magazine and web site, online resources for images , artist research and art history. **Teacher resources:** books, artwork, power point presentations, etc.

**BEST High School**  
**3- D DESIGN Art (761)**  
**Evelyn Vidal-Armour**  
**Competency-based Syllabus**

**Semester 1**

**Session 1 (9/6 – 10/4) - Personal Art – Self Expression**      DEBATE- Is it OK to publish an artist's private diary after his or her death?      BIG IDEAS – Where do Artists get their inspiration?

<b>Concepts and Vocabulary</b>	<b>Art processes Media</b>	<b>Art World/ Connections</b>	<b>Art Critique Observation</b>	<b>Technology</b>	<b>Artists Habits of Mind</b>
Visual Arts Elements: Line, shape/form, color, value, texture and space  Composition- Center of Interests Rule of Thirds	Collage- journal cover  Self Discovery As inspiration for self portrait/sculpture  Drawing Painting/glazing Modeling clay Fused Glass Photography  Altered book (dream/goal)	Self portraits Text Andy Warhol – Pop art Picasso – Collage/cubism Sculptor  Robert Arneson Sculptor(pottery) Various sculptural artists	Visual Thinking Strategy – Famous Artists  Group Critique of Student work Summative Portfolio review	Scanner and Photo shop Digital camera	Envision Observation

**BEST High School**  
**3- D DESIGN Art (761)**  
**Evelyn Vidal-Armour**  
**Competency-based Syllabus**

Session 2 (10/5 – 11/4) Art with A Message DEBATE- Who owns street Art?

BIG IDEAS – How do Artists convey meaning in their work?

Concepts and Vocabulary	Art processes	Art World Connections	Art Critique	Technology	Artists Habits of Mind
Principles of Design: (Balance, variety, proportion, emphasis, harmony, movement/rhythm)	Digital or 3-D Collage: Personal Interests/ social statements as inspiration	Research art works and cultural images Banksy, Basquiat, etc.	VTS – (see above) ongoing small group critique of student work	Internet research  Photo shop	Expression Reflection
Color Schemes Shape/Form	Stencils, drawing, painting glass/clay Public Art project Image transfer processes	Career Research  Photographer Chris Jordan Various Recycle artists(world consumption and waste)	Student work portfolio		

Session 3 (11/7 – 12/9) What’s Art and What’s not? DEBATE- Is it O.K. to use nontraditional art materials in making art?

BIG IDEAS – How is it possible to appreciate a work of art without liking it?

Concepts and Vocabulary	Art processes	Art World Connections	Art Critique	Technology	Artists Habits of Mind
Build on Visual Art elements and Principles	Drawing Painting/glazing Collage Sculpting “Non-traditional” media	Arcimboldo, Compare and contrast: Western, Traditional and Native arts Identify art criteria in various cultures and time periods	4 Step process in viewing art: Description, Analysis, Interpretation and Judgment	Resource for compare and contrast project	Understand Art World  Stretch and Explore
4 step art critique process.	Student-proposed project		Student work portfolio		

**BEST High School**  
**3- D DESIGN Art (761)**  
**Evelyn Vidal-Armour**  
**Competency-based Syllabus**

Session 4 (12/12 – 1/27) Art with a purpose DEBATE- Is technology creating one global monoculture?

BIG IDEAS – How is Art part of everyday life?

<b>Concepts and Vocabulary</b>	<b>Art processes</b>	<b>Art World Connections</b>	<b>Art Critique</b>	<b>Technology</b>	<b>Artists Habits of Mind</b>
Form versus Function	Ancient craft process of paint, drawing, glass work, clay, carving, etc.	Advertising Propaganda  Art for Humanitarian and global	Student work portfolio	New technologies and cultural change: twitter, Blogs, Face book, Youtube, etc.	Develop Craft  Engage and Persist

**All summative assessments are due by 1 pm two school days before the end of session**  
**All coursework is aligned with the Washington State and District EALR's**  
**Students earn credit for proficient completion of each session's summative assessments**

<b>Session</b>	<b>Learning Target</b>	<b>Formative</b>	<b>Summative</b>
<b>1-8</b>	<b>See above</b>	<b>All in class work</b>	<b>Portfolio –see rubric</b>  <b>Written quiz</b>

**BEST High School**  
**3- D DESIGN Art (761)**  
**Evelyn Vidal-Armour**  
**Competency-based Syllabus**

## Types of Learning Activities

[This chart demonstrates the types of learning activities the student will complete throughout the course]

Direct Instruction	Indirect Instruction	Experiential Learning	Independent Study	Interactive Instruction
<input checked="" type="checkbox"/> Structured Overview <input checked="" type="checkbox"/> Mini presentation <input checked="" type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Demonstrations <input type="checkbox"/> Other (List)	<input checked="" type="checkbox"/> Problem-based <input type="checkbox"/> Case Studies <input checked="" type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Practice <input checked="" type="checkbox"/> Project <input type="checkbox"/> Paper <input checked="" type="checkbox"/> Concept Mapping <input type="checkbox"/> Other (List)	<input type="checkbox"/> Virt. Field Trip <input type="checkbox"/> Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input checked="" type="checkbox"/> Field Observ. <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Bldg. <input type="checkbox"/> Surveys <input checked="" type="checkbox"/> Other (List)  Learning Art skills and Art Processes	<input type="checkbox"/> Essays <input checked="" type="checkbox"/> Self-paced computer <input type="checkbox"/> Journals <input checked="" type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Directed Study <input checked="" type="checkbox"/> Research Projects <input checked="" type="checkbox"/> Other (List)  Sketchbooks  Special Interest Projects  Internships	<input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Peer Partner Learning  <input checked="" type="checkbox"/> Project team <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input checked="" type="checkbox"/> Conferencing <input type="checkbox"/> Other (List)