

Advanced Art 3-D: Art 221 (Semester 1), Art222 (Semester 2)

Instructor: Mr. Scott Lammer

Room: D118

Office Hours: Mon. - Fri 7:00- 7:40

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Course Description:

Advanced Art 3D is a continuation and expansion of Art 3D. Emphasis is placed on in-depth studies: Three-dimensional visual design, ceramics, metalsmithing, and sculpture. Units will continue to focus on the elements and principles of design to generate original compositions. Historical and contemporary trends in art will continue to be explored. Students should anticipate a studio-based art class which may include creative problem solving, production of artwork, readings, critiques, self-evaluation, research, note-taking, tests, and quizzes.

Standards:

The National Core Art Standards guides educators in providing a unified quality arts education for students in Pre-K through high school. These standards can be found at <http://www.nationalartsstandards.org/>

Creating

- Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- Anchor Standard 2: Organize and develop artistic ideas and work.
- Anchor Standard 3: Refine and complete artistic work.

Presenting

- Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
- Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
- Anchor Standard 6: Convey meaning through the presentation of artistic work.

Responding

- Anchor Standard 7: Perceive and analyze artistic work
- Anchor Standard 8: Interpret intent and meaning in artistic work
- Anchor Standard 9: Apply criteria to evaluate artistic work

Connecting

- Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Assessments:

Formative assessments will include unit pretests, observations of student progress, formal and informal conferences/ discussions with students, checklists, notes, handouts, quizzes, journal reflections, peer critiques, self-critiques, and student surveys. Summative assessments include rubrics that reflect the learning targets of culminating projects and semester final exam.

Content:

Ceramics (Approx. 8-9 weeks)

Students will learn expanded design concepts, processes, and enduring themes in clay while simultaneously referring to the skills, techniques, and processes they learned in Art 3D. Students will also explore additional glazing processes and applications as well as a variety of firing techniques. Assignments typically change year to year to offer a wide variety of methods and options. Students will be expected to set personal goals to help

improve and expand their understanding of ceramic design and process. Students will create a coil built, slab built, and wheel thrown vessel/ sculpture.

Metalsmithing/ Jewelry Making (Approx. 7-8 weeks)

Student will learn expanded design concepts, processes, and enduring themes in jewelry making while simultaneously referring to the skills, techniques, and processes they learned in Art 3D. Students will learn additional techniques in forming as well as the incorporation on non-metallic materials (stone, plastic, glass, etc.) into the final design. Students are expected to create an original ring and three-dimensional pendant.

Casting/ Armature/ Assemblage Sculpture (Approx. 7-8 weeks)

Students will learn how to develop an original design built out of found objects, wax, wood, plaster, and/or metal lathe. Students will learn how to build, model, fabricate, make molds, and cast forms. Student will be expected to develop an original idea based on an enduring theme. Other materials students are familiar with could also be incorporated into the final outcome.

Wood Sculpture (Approx. 8-9 weeks)

Students will learn how to design and carve an original figurative abstract sculpture out of wood. Students will learn how to operate various carving, cutting, and sanding tools and equipment safely.

Instructional Strategies:

The students will construct knowledge through authentic tasks such as projects, studies, and assignments. When introducing new concepts and processes instruction, large and small group discussions, constructive criticism through informal and formal critique, and reflection.

Resources:

Materials Needed-

Wooden No. 2 Pencils and No. 2 Mechanical Pencils

Optional – Notebook or Small Sketchbook

Safety Glasses (*Required for Jewelry and Sculpture Unit*) – We will have some here but if you want your own pair... bring them

Agenda (*Required to visit the bathroom, nurse, water fountain, etc.*)

Found Objects (*second semester only*)

Class Resources: (*In the moment you miss or wish to revisit a video here are links to help you find some of the resources online. Not all videos are available and not all are full versions of the video showed in class are available. Some are multiple parts that you may need to navigate to get to the next. I have also included the videos from Intro to 3D for review.*)

Ceramics-

Video: Color and Fire

Video not available online

Video: Beginning to Throw on the Potters Wheel with Robin Hopper

Online Quick Clip (Not full video) <http://ceramicartsdaily.org/bookstore/beginning-to-throw-on-the-potters-wheel-with-robin-hopper/>

Video: Ceramic Aesthetics and Design with Robin Hopper- Form and Function

Video not available online

Video: Handbuilt Pottery- Art Smart Video Series

Online Quick Clip (Not full video) <https://www.youtube.com/watch?v=pNCo80boqV4>

Video: Maria- Indian Pottery of San Ildefonso

Online Full Video <https://www.youtube.com/watch?v=SkUGm87DE0k>

Jewelry-

Video: The Complete Metalsmith with Tim McCreight

Complete 9 Part Video Available Online

Part 1 <https://www.youtube.com/watch?v=hBaMqaUauEI>

Part 2 <https://www.youtube.com/watch?v=XleJSXibhSU>

Part 3 https://www.youtube.com/watch?v=4le_lldpUuY

Part 4 <https://www.youtube.com/watch?v=zUqFgd56Mkk>

Part 5 <https://www.youtube.com/watch?v=yb1UXTQozEM>

Part 6 <https://www.youtube.com/watch?v=NwOhKoMsLHA>

Part 7 <https://www.youtube.com/watch?v=hL0Y5fSleH4>

Part 8 <https://www.youtube.com/watch?v=lo3pY1PjHjs>

Part 9 https://www.youtube.com/watch?v=2p_ICZqJnGo

Sculpture-

Video: River and Tides: Andy Goldsworthy

https://www.youtube.com/watch?v=xQiHfgFnY_A

Video: Henry Moore - A Life in Sculpture

Video not available online

Academic/ Behavioral Expectations

Students are expected to show Mustang PRIDE in everything they do in and out of class. Follow all Mustang PRIDE School-wide expectations in addition to the following classrooms expectations. Abide by all Dubuque Community School District attendance and conduct/behavior policies (found on the Hempstead web page) as well as all specific attendance and conduct policies for Hempstead High School (found in the student planner).

Prepared

- Two feet in the door when the bell rings. Have a pass and sign in if you are late.
- Be ready to learn and have all materials. (pencil, notebook, and agenda)
- Be dressed appropriately for this class. Close toed shoe are suggested. Safety Glasses worn when needed. Please leave hats in your locker.
- Have cell phone and other personal electronic devices put away during instruction, videos, group activities, and class discussions.
- Be organized and prioritize

Responsible

- Be responsible for your work, your time, and the work space around you.
- Comply with teacher request without arguing
- Treat equipment and supplies with care and adhere to all safety expectations. Ask for permission to use equipment and materials that are not typically used within the unit. Please do not use any equipment when teacher is not present.
- Keep all food/ drink in the cafeteria or poolside. Water is permitted if kept in closable bottle.
- Use technology/ devices appropriately.

Inclusive

- Help others when needed but allow them to do the work.

- Allow others to speak. Respect presenter.
- Mustangs Stand UP for others
- Collaborate with classmates

Dignified

- Respect others work, space, and time.
- Help keep the entire classroom and studio space clean, safe, and functional for everyone.
- Respect others viewpoints and beliefs that may differ from your own.
- Use appropriate language for the classroom. Avoid words that can be hurtful, threatening, or demeaning. Use words that are tasteful.
- Resolve conflicts with maturity

Empowered

- Be an active listener during demonstrations, discussions and critiques
- Do your own work. Be innovative. Be creative. Create with quality.
- Participate in class and give consistent effort
- Foster a positive environment
- Ask questions when you need help

Late Work and Make-Up Plan for Absences:

If you are absent, it is your responsibility to contact the teacher upon returning from an absence to retrieve all missing work and to schedule time to make up studio time and assignments. The best time to discuss missing work is from 7:05-7:30 (this morning time allows the teacher to discuss missing work without compromising the instructional time of others). Students can also make up missed studio/ class work during certain periods of the day if the teacher using the room gives consent. Students who are absent have one week beyond the absence to make up missing work. This will mean that you need to arrange time to come into the art room to use the equipment/materials. Depending on what you miss, you may need to talk to Mr. Lammer about checking out equipment. No equipment may leave the room without prior permission. Some equipment cannot be checked out due to the nature of the item or for safety concerns. If you waste class time you will not be allowed to come into the art room for additional time. Additional time is for students who need it, not wasting it. Assignments need to be completed and turned in by the due date or it will be considered late. Special circumstances/ any extensions will need to be discussed with the teacher. Since the teacher will need adequate time to finalize grades at the end of the semester no assignments will be accepted near the end of the semester without teacher approval. The teacher will provide due dates. Students will need to plan accordingly.

CLASSROOM PROCEDURES:

Beginning of class:

Please take your seats at the beginning of class. Be here before the bell rings because I like to start right away. If you are not in the door by the time the bell rings you may be counted absent/tardy. Please listen for your name to be called and answer by either raising your hand, saying "here" or you will be marked absent.

Restroom/ Drink/Offices

Passes are required to leave the classroom. Students will need to have passes filled out in their agenda and signed by the teacher in order to leave the classroom (restrooms, water fountain, office, etc.). No agenda...no leaving! Failure to have your agenda signed before you leave may result in an unexcused absence and referral to the office. Date, time out, destination, and teacher signature required.

Leaving Early/ Arriving Late:

If you arrive to class late (pass or no pass) or you are leaving class early (athletics, nurse, other activities), please sign in or out on the clipboard located near my desk. Failure to sign in or out could result in it being

recorded as an unexcused absence in PowerSchool. If you are just going to the restroom or getting a drink you are only required to have your agenda. You need not sign out on the sign in/ sign out sheet.

Clean Up Procedures

We usually need about 5 to 10 minutes to clean up, depending on what you are doing in class. Please do not clean up earlier than expected. Before leaving we need to make sure that the room is ready for the next class. Before lining up at the door, make sure...

- All tools, materials, and equipment is properly put away
- Tables are clean with no debris on them.
- Sinks are wiped down and organized
- All other equipment wheels, pugmill/ clay mixer, torch stations, etc. are properly closed down
- Floors are clean and void of any debris
- 7th Period stack chairs on top of tables

Problems or Concerns:

Please feel free to bring any questions or concerns to me. I may not be able to help, but I can try. If someone or something is bothering you, I would like to know about it. I will handle these problems in a discrete respectful manner according to school policy. Sometimes I may not see or hear everything that goes on in and outside of the classroom, so I need you to bring those concerns to me. You can contact me directly in person, via email, or phone. If you wish to leave your concern anonymously you may put a letter in my mailbox in the main office.

Individual Interventions, Strategies, & Consequences

If a student is unable to participate in the classroom environment due to individual behavioral circumstances, the following actions will be taken.

First Offence: There will be a Student/ Teacher Conference. Student may be asked to wait out in the hallway. Teacher will contact parent/guardian if necessary.

Second Offence: Student will be asked to leave the classroom and spend the remainder of the class in the AP office. Teacher will document the behavior with the AP office. Teacher will contact parent/guardian.

Third Offence: Student will be asked to leave the classroom and spend the remainder of the class in the AP office. The teacher will fill out a referral with the AP office. Students will be expected to establish a behavioral contract before returning to class.

Some offences may be handled differently due to the significance of the individual actions.

Plagiarism

Plagiarism is stealing someone else's work and is not allowed at Hempstead, please refer to the Plagiarism Policy on pages 32-33 in student handbook.

Grading Plan:

What is graded?

- Unit Projects
- Design Assignments/ Homework
- Semester Exam

How is it graded?

- A (Exceeding/Extending) = 100-90%
 - Exceeding is going above and beyond the required skills/criteria expected of a student and distinguishing one's self as mastering not only the medium but the concept/idea behind the work being made.





- B (Meeting/Achieving) = 89-80%
 - Demonstrating the required skills/criteria in each assignment.
- C (Meeting/Basic) = 79-70%
 - Demonstrating the basic understanding on required skills/criteria in each assignment. Student has met most requirements for each project
- D (Approaching) = 69-60%
 - Student has not yet demonstrated basic understanding of the required skills/criteria. Student has met some requirements for each project.
- F (Beginning/Little Evidence) = 59-1%
 - Student demonstrates little or no evidence of required skills/criteria. Student has not yet met the basic requirements of each project.
- F (No Evidence) = 0

Work is missing. Student needs to complete and turn in assignment.

The learning targets/criteria for each assignment/project will be discussed and available on project rubrics. You will be aware of what is expected for each unit as concepts are taught and may help define the criteria for which you will be graded. Learning targets will enable you to reflect on and assess your artwork and will be used as a guide during critiques. Points will reflect how well the student demonstrates the learning targets/criteria. The semester exam may include concepts from all units. A study guide will be provided.

Some assignments and formative assessments may be included in PowerSchool but are not necessarily calculated into the grade. Items that are not part of the grade are marked with an ✘. These assignments are necessary for students to complete upon the desired due date because they are an essential part of the learning.

Communication Plan:

Grades and due dates will be available for viewing in PowerSchool. Due dates are subject to change. Grades are updated as project and rubrics are completed. Late work will be graded and updated based on teachers availability or next opportunity to grade. Some items may be marked with a  (Collected),  (Late),  (Missing), or  (Score is exempt from final grade) to help communicate to student/parent. If you have any questions please feel free to contact me via email or by phone.

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