

# Studio Art 3-D

## Creating CR

### 1 Students will generate and conceptualize artistic ideas and work. CR.1

- 1 I can use multiple approaches, including sketching and/or journaling, to gain inspiration for new three-dimensional artwork(s). CR.1.1
- 2 I can discuss the use of a sketchbook and/or journal as a means of formulating original ideas for new three-dimensional artwork(s) including as a prompt, a collaboration with others, a source of inspiration, or an innovative way of thinking. CR.1.2
- 3 I can use a sketchbook and/or journal to generate and develop ideas and record my imagination as a collection of observations, thoughts, examples, and knowledge in the form of written notations and drawn renderings. CR.1.3

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### 2 Students will organize and develop artistic ideas and work. CR.2

- 1 I can discuss the use of a sketchbook and/or journal as a means of developing three-dimensional artwork(s) including as a process to interpret ideas toward a final product, as a method of expressing one's personal artistic journey over time, and to develop observations, thoughts, examples, and knowledge in the form of written notations and drawn renderings. CR.2.1
- 2 I can apply the elements of art and principles of design in three-dimensional artistic compositions. CR.2.2
- 3 I can create three-dimensional artwork that displays the complexity of composition and/or spatial tension. CR.2.3
- 4 I can participate in innovative and risk-taking processes that use analogous thinking to develop three-dimensional artwork(s). CR.2.4
- 5 I can explore media experiences to solve problems encountered in three-dimensional artistic work. CR.2.5
- 6 I can conduct research to inform and support artistic vision. CR.2.6
- 7 I can practice safety, proper technique, and conservation in the use of tools, materials, and equipment in the creation of three-dimensional artwork(s). CR.2.7

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### 3 Students will refine and complete artistic work. CR.3

- 1 I can discuss the use of a sketchbook and/or journal as a final artistic product. CR.3.1
  - 2 I can refine three-dimensional artwork(s) to reflect personal visual voice. CR.3.2
  - 3 I can refine three-dimensional artwork(s) to exhibit increasing growth and artistic maturation. CR.3.3
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## Presenting PR

### 4 Students will select, analyze, and interpret artistic work for presentation. PR.4

- 1 I can identify my own three-dimensional artwork(s) for traditional or digital exhibition to meet specific criteria. PR.4.1
  - 2 I can assemble a traditional or digital portfolio of original threedimensional artwork(s) as a reflection of my own personal growth. PR.4.2
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### 5 Students will develop and refine artistic techniques and work for presentation. PR.5

- 1 I can prepare my own three-dimensional artwork(s) for the process of exhibition. PR.5.1
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### 6 Students will convey meaning through the presentation of artistic work. PR.6

- 1 I can use innovative and imaginative ways to exhibit or present original three-dimensional artwork(s). PR.6.1
  - 2 I can evaluate the manner in which subject matter, influences, symbols, and images are conveyed in the presentation of original three-dimensional artwork(s) and the works of others. PR.6.2
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## Responding RE

### 7 Students will perceive and analyze artistic work. RE.7

- 1 I can discuss various influences such as context, human experiences, aesthetic characteristics, and environments reflected in three-dimensional art. RE.7.1
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### 8 Students will interpret intent and meaning in artistic work. RE.8

- 1 I can interpret the artist's intent and meaning in three-dimensional student artwork(s) and works of art in terms of history, culture, and aesthetics. RE.8.1
  - 2 I can discuss varied subject matter, signs, symbols, icons, and ideas in three-dimensional student artwork(s) and works of art from a variety of perspectives including history, culture, aesthetics, media, styles, and techniques. RE.8.2
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### 9 Students will apply criteria to evaluate artistic work. RE.9

- 1 I can establish and apply criteria to evaluate three-dimensional student artwork(s) and works of art. RE.9.1
  - 2 I can assess varied criteria used when evaluating threedimensional student artwork(s) and works of art. RE.9.2
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## Connecting CN

### 10 Students will synthesize and relate knowledge and personal experiences to make art. CN.10

- 1 I can relate knowledge of media, styles, and techniques to my own three-dimensional artwork(s). CN.10.1
- 2 I can describe the influence of personal connections on my own three-dimensional artwork(s). CN.10.2

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**11 Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.** **CN.11**

- 1** I can discuss various purposes for creating three-dimensional art in the context of self, family, community, and social and global perspectives. **CN.11.1**
- 2** I can discuss recurring themes, concepts, form, and function in three-dimensional art that span cultures, times, and places. **CN.11.2**
- 3** I can discuss social and global impacts of three-dimensional art. **CN.11.3**