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| Course Name | 3-D Design | Grade Level | High School |
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| Standards | Grade Level Expectations |
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| 1. Observe and Learn to Comprehend | 1. Visual art has inherent characteristics and expressive features 2. Historical and cultural context are found in visual art 3. Art and design have purpose and function |
| 2. Envision and Critique to Reflect | 1. Reflective strategies are used to understand the creative process 2. A personal philosophy of art is accomplished through use of sophisticated language and studio art processes 3. Interpretation is a means for understanding and evaluating works of art |
| 3. Invent and Discover to Create | 1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas 2. Assess and produce art with various materials and methods 3. Make judgments from visual messages |
| 4. Relate and Connect to Transfer | 1. The work of art scholars impacts how art is viewed today 2. Communication through advanced visual methods is a necessary skill in everyday life 3. Art is a lifelong endeavor |

| Colorado 21 st Century Skills | Creative Process in Visual Art | Studio Thinking |
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| <p>Critical Thinking and Reasoning: <i>Think Deep, Think Different</i> Information Literacy: <i>Untangling the Web</i> Collaboration: <i>Working Together, Learning Together</i> Self-Direction: <i>Owning Your Learning</i> Invention: <i>Creating Solutions</i></p> | | <p>Develop Craft: <i>Learning to use materials, tools and techniques</i> Engage and Persist: <i>Learning to embrace problems and not give up</i> Envision: <i>Imagine the possible next steps; see what is not there</i> Express: <i>Convey an idea, feeling, personal meaning</i> Observe: <i>Seeing things that otherwise might not be seen</i> Reflect: <i>think, talk and evaluate your work and the work of others</i> Stretch and Explore: <i>Reach beyond one's perceived capacities</i> Understand Art World: <i>Learn about contemporary and past art(ist)</i></p> |

| Lesson Titles / Description | Lesson Length | Sequence |
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| <p>Home Sweet Home - In the first lesson students will explore the relationship between building design, environment and culture. Exploration will involve researching architecture styles in relationship to history, place and climate. Students will consider climate and design a dwelling responding to its location. The emphasis is a on creating a two-dimensional rendering that places a structure in the environment.</p> | 5 weeks | 1 |
| <p>Redesign in Action - In the second lesson students will explore the relationship between building design and function and reinvention. Exploration will involve researching how space functions and how and why those function might change over time. Students will take an existing building in their city and “reinvent” it using Photoshop, CAD, FloorPlanner.com, SmartDraw.</p> | 5 weeks | 2 |

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| <p>Metropolis - In the third lesson students will explore the relationship between building design and the larger space of the city. Exploration will involve how cities are planned (urban planning). Students will take examine their city (or another city of their choice), and reconsider its design to function more effectively.</p> | 5 weeks | 3 |
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| <p>Unit: Focusing Lens/Lenses: Timeless, Transferrable and Universal (I.E. Beliefs/Values, Identity, Relationships, Tension/Conflict, Freedom, Design, Aesthetic, Patterns, Origins, Transformation, Change, Influence, Collaboration, Intention, Play/Exploration, Synergy/Flow, Choices, Balance, Inspiration, System, Structure/Function, Reform)</p> | Relationship | <p>Unit: Prepared Graduate Competencies</p> | <p>Comprehend: Analyze, interpret, and make meaning of art and design critically using oral and written discourse Comprehend: Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives Reflect: Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts Reflect: Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas Create: Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research Create: Develop and build appropriate mastery in art-making skills, using traditional and new technologies and an understanding of the characteristics and expressive features of art and design Create: Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies Transfer: Recognize, compare, and affirm that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives Transfer: Recognize, demonstrate, and debate philosophic arguments about the nature of art and beauty (aesthetics) Transfer: Recognize, demonstrate, and debate the place of art and design in history and culture</p> |
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| <p>Unit: Standards and Grade Level Expectations (Unit must have all standards; NOT all GLEs.)</p> | <p>(Visual Arts Standard # - Name; GLE #, # and #)</p> <p>Comprehend</p> <ol style="list-style-type: none"> 1. Visual art has inherent characteristics and expressive features 2. Historical and cultural context are found in visual art 3. Art and design have purpose and function <p>Reflect</p> <ol style="list-style-type: none"> 1. Reflective strategies are used to understand the creative process 3. Interpretation is a means for understanding and evaluating works of art |
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| | <p>Create</p> <ol style="list-style-type: none"> 1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas 2. Assess and produce art with various materials and methods 3. Make judgments from visual messages <p>Transfer</p> <ol style="list-style-type: none"> 2. Communication through advanced visual methods is a necessary skill in everyday life 3. Art is a lifelong endeavor |
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| <p>Unit: Inquiry Questions (Engaging-Debatable: In art, what does it mean when something is beautiful? How can something be so ugly it is beautiful?)</p> | <p>(3-5 questions; at least 2 from each lesson)</p> <ol style="list-style-type: none"> 1. Why are some buildings considered ugly; others beautiful; and still others ordinary? 2. Why are some buildings preserved while others are destroyed? 3. Why would an architect “hide” a building’s purpose and function? 4. Why would the plans for a building change during its construction? 5. Where do architects get their inspiration for buildings? |
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| Unit Strands | Comprehend/Reflect/Create/Transfer |
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| <p>Unit: Concepts: Timeless, Transferrable and Universal (I.E. Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, Observation)</p> | Structure, Environment, Expressive Features, Materials, Space, Culture, Planning, Design, Function |
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For each statement you create below align with Standard (S), Grade Level Expectation (GLE), and Evidence Outcome (EO). Include Numeracy, Literacy and Technology, when appropriate, at the end of the alignment.) : It would be written as S.#-GLE.#-EO(s)._,_-GLE.#-EO(s)._,_ (Literacy/Technology) or separate with ; and begin with new standard. Refer to Inquiry Questions, Relevance and Application and Nature of Statement when writing statements.

| Enduring Understandings: My students will UNDERSTAND... (Timeless, Transferrable and Universal. Shows a relationship between two or more concepts.) | Conceptual Guiding Questions | Factual Guiding Questions |
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| 1. Artists and architects intentionally use expressive features to design | 1. How do artists use an understanding of | 1. What expressive features and |

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| architecture that reflects cultural values and experiences | culture and environment to inform building design? 2. How does a building's purpose determine its design? | characteristics of art are commonly used in building design and construction? 2. How do (the Gothic, Modern, and Post-Modern) styles of architecture reflect the time and culture they were created? |
| 2. Form in architecture is determined by environment and function | 1. Why should building design evolve over time to reflect changes in environment and function? 2. Why do some cities "work" better than others? | 1. How has building design evolved over time to reflect changes in environment and function? (Consider green building, co-op housing, planned communities, etc.) |
| 3. Artists and architects design space using expressive features that <i>hide or emphasize</i> materials and function | 1. Why should architects and designers consider the aesthetics of the materials they choose for their buildings? 2. What happens when the materials used in a building "look good" but don't work? Is this important? | 1. How do flying buttresses, cantilever overhangs, floating windows reflect a "philosophy" of architecture? 2. Why was "integrity of material" important to the Bauhaus architects and designers? How was this reflected in their architecture? |
| 4. Planning in architecture involves consideration of materials, function and culture to create structures that effectively organize space for occupants/users | 1. How could a structure define a space but not have a function? 2. Should an architect or designer purposely make a space uncomfortable for the occupants? Explain. | 1. What architectural styles in the U.S. "revisited" earlier architectural approaches? |
| 5. Structural design considers a building's function while incorporating expressive features to make space aesthetically pleasing | 1. Why are public and private spaces designed differently? 2. Why should public spaces be aesthetically pleasing? | 1. How is urban planning related to land use and transport planning? |

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| Critical Content: My students will KNOW... (NOT Timeless, Transferrable and Universal. Factual information in the unit [topics] that students must know.) | Key Skills: What my students will be able to DO... (Timeless, Transferrable and Universal. What students will do AND be able to transfer to new learning experiences as a result of learning the unit.) |
| 1. Functionality of ornamentation is determined by materials, expressive features and the intent of the architect/designer. For example: International style emphasizes volume over mass, balance over symmetry, no applied ornamentation; Arts and Crafts emphasizes simple form, quality of materials, natural motifs. Both reflected the "human condition". | 1. Describe and discuss relationships between style, time and culture in architecture. 2. Attribute specific architects to historical and contemporary architectural monuments; comparing and contrasting their work. |

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| <p>2. Buildings are designed for specific functions: government, education, medical, commercial, residential, recreation.</p> <p>3. Noted architects such as: Frank Lloyd Wright, Louis Sullivan, Richard Meier, Le Corbusier, Antonio Gaudi, Michael Graves, Frank Gehry.</p> <p>4. Form follows function.</p> <p>5. Key architectural elements such as: arch, vault, column, façade, post and lintel.</p> <p>6. Noted architectural styles such as: Non-western, Colonial, Gothic, Revival, Arts and Crafts, Modern, Post-Modern, Deconstructionist.</p> <p>7. Planning involves knowledge of construction techniques, materials and user feedback.</p> <p>8. Architectural plans drawn to scale show flow and movement between living/working spaces, exits, windows, utilities (HVAC).</p> <p>9. Building plans such as government, house, library, castle, hospital, fortress, Office building, school, etc.</p> <p>10. Urban planning is the integration of the disciplines of land use planning and transport planning.</p> <p>11. Urban planning approaches such as: synoptic; incrementalism; mixed scanning model; transactive; bargaining.</p> | <p>3. Design an item demonstrating a relationship between form and function.</p> <p>4. Create plans for a structure with a specific purpose.</p> <p>5. Identify plan views for their intended function.</p> <p>6. Critique successful and failed city plans; providing justification for conclusions.</p> <p>7. Create a city plan.</p> |
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| Vocabulary | Architecture, Planning, Human Condition, Urban, International Style, Mass, Balance, Symmetry, Applied Ornamentation, Form, Function, Arch, Vault, Column, Façade, Post and Lintel, Synoptic, Incrementalism, Mixed Scanning Model, Transactive |
| Literacy Integration | Word wall, Artist Statement, Critique |