

3-Dimensional Design Curriculum



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CTECS - Vision of Graduate

Connecticut Technical Education and Career System

Vision of a Graduate

A CTECS Graduate is...



A Problem Solver



Work Ready



Respectful



Skilled Socially



A Critical Thinker



An Effective Communicator

The Vision of a Graduate (VoG) at the Connecticut Technical Education and Career System (CTECS) embodies our commitment to preparing students for success in Connecticut's workforce.

Developed in collaboration with students, parents, staff, and employers, the VoG ensures that CTECS students are not only job-ready but also equipped to lead, innovate, and adapt in a dynamic world.

As educators, we are dedicated to developing these qualities by providing a comprehensive education that empowers our students to achieve their fullest potential and make meaningful contributions to society.

A Problem Solver

Problem solvers tackle challenges by identifying root causes of issues, brainstorming solutions, implementing effective strategies, and demonstrating adaptability.

- Engage students with open-ended, creative thinking tasks that require both conventional and innovative solutions.
- Facilitate group discussions and collaborative projects.
- Use real-world scenarios and hands-on activities.
- Highlight the importance of effort, persistence, and continuous learning.
- Provide regular feedback and encourage reflection.

Work Ready

To be work-ready includes a combination of technical expertise, soft skills, and personal qualities that ensure a graduate can effectively contribute to the workplace from day one.

- Set high standards for punctuality, responsibility, professionalism, and task completion.
- Use project-based learning and collaborative assignments.
- Emphasize clear written and verbal communication.
- Offer practical exercises like mock interviews and resume workshops.
- Integrate technology and teach digital literacy.

Respectful

Graduates who embody respectfulness emphasize the importance of treating others with dignity, valuing diversity, and fostering an inclusive and positive environment, both personally and professionally.

- Demonstrate personal, interpersonal, and professional skills.
- Show respect for diversity.
- Model respect through active listening and empathy.
- Set clear expectations for respectful interactions.
- Promote collaboration and group discussions.
- Celebrate respectful behavior.
- Address disrespect promptly and constructively.

Skilled Socially

Graduates who are skilled socially are equipped to navigate social environments, build relationships, and contribute positively to their communities and workplaces.

- Show awareness of global responsibility to others and the environment.
- Participate in community involvement.
- Design cooperative group projects and team activities
- Set expectations for respect and give regular feedback.
- Facilitate discussions on inclusivity, kindness, and respect.
- Model positive interactions and recognize strong social skills.

A Critical Thinker

Critical thinkers approach problems systematically by analyzing, evaluating, and synthesizing information to make well-informed decisions and contribute to innovative solutions.

- Encourage critical thinking individually and collaboratively.
- Design lessons that challenge assumptions and explore diverse viewpoints.
- Use open-ended questions, rigorous activities, and cross-curricular projects.
- Integrate project-based learning and real-world problem-solving.
- Offer reflective opportunities like journaling and discussions.
- Cultivate an environment that values curiosity and inquiry.

An Effective Communicator

Effective communicators convey ideas, information, and emotions accurately and persuasively, fostering understanding and collaboration.

- Communicate effectively using oral, written, visual, artistic, and technical modes.
- Include group discussions, presentations, and peer reviews.
- Promote active listening and thoughtful responses.
- Offer clear guidelines and constructive feedback.
- Stress clear, respectful, and purposeful communication.

CTECS Instructional Model

CTECS uses the Marzano Compendium to guide research-based instructional strategies that differentiate learning and promote access, engagement, and success for all students. Teachers apply these strategies to support diverse learners (including multilingual learners, students with disabilities, and students with varied academic or technical backgrounds) through scaffolds, modeling, guided practice, and multiple ways to participate and show understanding. This approach ensures every student can work toward proficiency in the Priority Standards and the competencies outlined in the CTECS Vision of a Graduate.

Feedback	Content	Context
<p>Providing and Communicating Clear Learning Goals</p> <ol style="list-style-type: none"> 1. Providing scales and rubrics 2. Tracking student progress 3. Celebrating success <p>Using Assessments</p> <ol style="list-style-type: none"> 4. Using informal assessments of the whole class 5. Using formal assessments of individual students 	<p>Conducting Direct Instruction Lessons</p> <ol style="list-style-type: none"> 6. Chunking content 7. Processing content 8. Recording and representing content <p>Conducting Practicing and Deepening Lessons</p> <ol style="list-style-type: none"> 9. Using structured practice sessions 10. Examining similarities and differences 11. Examining errors in reasoning <p>Conducting Knowledge Application Lessons</p> <ol style="list-style-type: none"> 12. Engaging students in cognitively complex tasks 13. Providing resources and guidance 14. Generating and defending claims <p>Using Strategies That Appear in All Types of Lessons</p> <ol style="list-style-type: none"> 15. Previewing strategies 16. Highlighting critical information 17. Reviewing content 18. Revising knowledge 19. Reflecting on learning 20. Assigning purposeful homework 21. Elaborating on information 22. Organizing students to interact 	<p>Using Engagement Strategies</p> <ol style="list-style-type: none"> 23. Noticing and reacting when students are not engaged 24. Increasing response rates 25. Using physical movement 26. Maintaining a lively pace 27. Demonstrating intensity and enthusiasm 28. Presenting unusual information 29. Using friendly controversy 30. Using academic games 31. Providing opportunities for students to talk about themselves 32. Motivating and inspiring students <p>Implementing Rules and Procedures</p> <ol style="list-style-type: none"> 33. Establishing rules and procedures 34. Organizing the physical layout of the classroom 35. Demonstrating withitness 36. Acknowledging adherence to rules and procedures 37. Acknowledging lack of adherence to rules and procedures <p>Building Relationships</p> <ol style="list-style-type: none"> 38. Using verbal and nonverbal behaviors that indicate affection for students 39. Understanding students' backgrounds and interests 40. Displaying objectivity and control <p>Communicating High Expectations</p> <ol style="list-style-type: none"> 41. Demonstrating value and respect for reluctant learners 42. Asking in-depth questions of reluctant learners 43. Probing incorrect answers with reluctant learners

Curriculum Introduction

This curriculum document outlines the essential learning for this academic program and provides a clear structure for planning, instruction, and assessment. It includes the components required by NEASC Standard 2.2a, along with elements that reflect the unique nature of CTECS academic programs. The curriculum is organized to show what students learn in each course, how learning progresses across grade levels, and how instruction supports both technical skill development and the CTECS Vision of a Graduate.

Teachers should use this document to:

- Understand the overall structure and expectations of the course sequence
- Reference the Course Map to see the scope and sequence of Priority Standards and the alignment to district assessments
- Use the Priority Standards and Units of Study to guide daily, weekly, and cycle-based planning
- Integrate Big Ideas, Essential Questions, Skills/Learning Outcomes, vocabulary, and resources during lesson design
- Plan and implement formative assessments to monitor progress and guide instruction
- Maintain consistency of technical and artistic practice instruction across campuses while adapting to student needs and industry-based opportunities

Curriculum Components

Course Map

A Course Map serves as the scope and sequence for this course by outlining the progression of instructional units and the standards that guide teaching and assessment. While each campus will have individual student needs and cycle schedules, all instructors are expected to teach the standards outlined in the Course Map. Using the Course Map below, teachers will intentionally plan learning experiences that prepare students to meet the identified standards within the designated assessment windows.

Priority Standards (Units of Study)

Priority Standards identify the most essential learning in the program. They reflect the core competencies and skills that require the greatest instructional focus and appear on program assessments. Priority Standards guide each Unit of Study with big ideas, essential questions, content topics, and skills/learning outcomes aligned to assessments.

Vertical Alignment

Vertical alignment shows how Priority Standards and instructional expectations progress within the program. It provides a clear pathway of skill development, increasing complexity, and technical proficiency across a sequence.

Learning Outcomes

Learning outcomes are what students will know (Concepts) and be able to do (Skills). Concepts identify the major content topics within the Priority Standard (Unit of Study). They appear in the left column of the Learning Outcomes table and follow a similar coding structure as the Priority Standard.

Skills are learning objectives that describe the measurable actions students must be able to perform to demonstrate proficiency. They appear in the right column of the Learning Outcomes table and show the progression of learning evidence in the Priority Standard.

Vocabulary

Essential vocabulary includes the content and academic terms students must understand and use accurately to engage in learning and demonstrate proficiency on assessments. Vocabulary is foundational to communication, and should be a primary initial focus within each unit and taught explicitly through modeling, demonstration, and repeated application.

Resources

Resources include the texts, materials, and digital tools that support learning within each unit to achieve the standards.

Assessment Practices

Teachers use ongoing formative assessments—such as questioning, checks for understanding, performance demonstrations, reflections, and teacher observation—to monitor progress, guide instruction, and support all learners in mastering the Priority Standards.

Each program also includes district assessments, which measure proficiency on the Priority Standards identified in the Course Map. These assessments provide consistent evidence of student learning across campuses and ensure alignment to course expectations and program outcomes. Teachers should reference the Course Map and Units of Study when planning instruction to ensure students have opportunities to practice and demonstrate the skills and knowledge assessed on the district assessments.

Visual Arts Vision

The vision for visual arts in the Connecticut Technical Education and Career System (CTECS) is to empower students through Visual Arts Education to develop the creativity, communication, collaboration, and critical skills needed for success in the 21st century. Through visual art's rich cultural heritage and universal language, students grow as expressive, empathetic, and lifelong learners prepared to thrive in a diverse and evolving world.

Visual Arts Curriculum Philosophy

The CTECS Visual Arts Curriculum 24-25 revision was modeled after CSDE Model Curriculum. The curricula were constructed using the [Connecticut State Department of Education \(CSDE\) K–12 Curricula Design Principles Handbook](#) and the [National Core Arts Standards: A Conceptual Framework for Arts Learning](#) as frameworks to structure and inform the design process in order to ensure access to high quality, high-impact teaching and learning aligned to the content standards adopted by the Connecticut Board of Education to provide CTECS's students access to equitable educational opportunities within a culture of high expectations.

This standards-based curriculum defines what students are expected to learn by course; it provides a roadmap of the essential learning outcomes for mastery by the end of the course. The curriculum combines how teachers will teach to develop skills, content knowledge, and assess students' ability to transfer learning. The structure and organization of curriculum are guided by a curriculum framework that must include standards aligned concepts, skills, high impact instructional methods, high quality materials, and multiple means of assessment aligned to standards.

Aligned Prioritized Standards

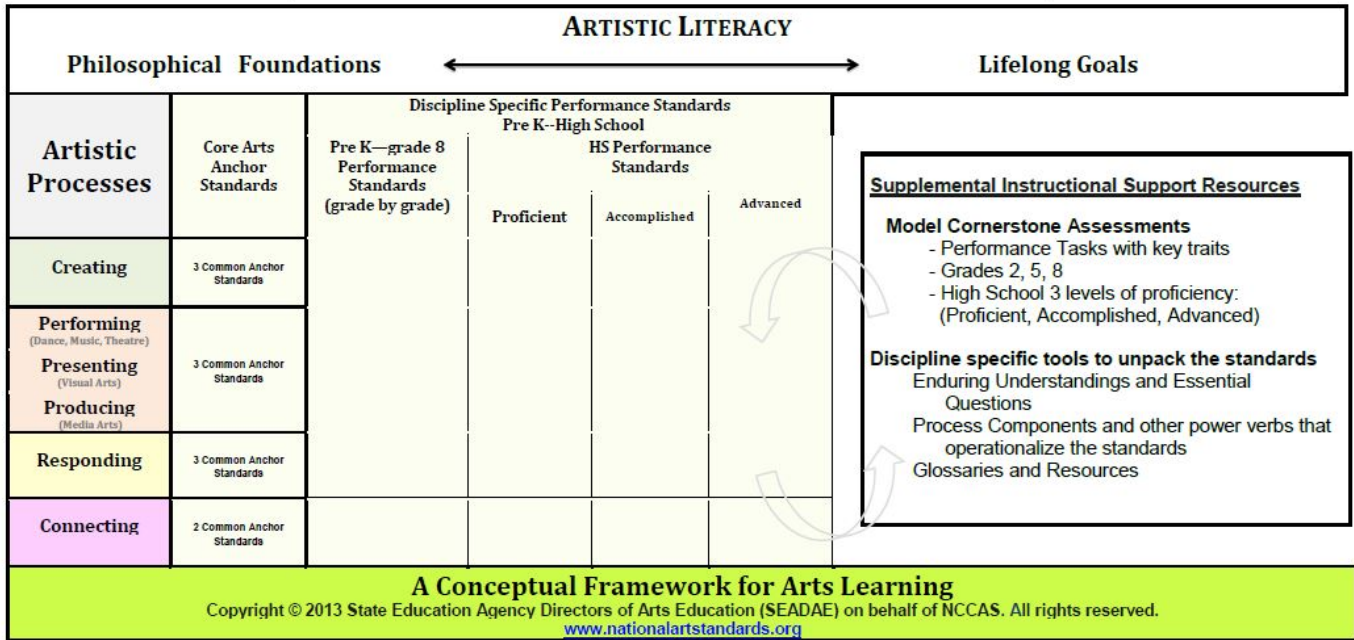
- [CT Arts Standards/National Visual Arts Standards](#)



National Core Arts Standards

DANCE MEDIA ARTS MUSIC THEATRE VISUAL ARTS

Feb. 12, 2014



3-Dimensional Design Curriculum Prioritized Standards by Unit

	Unit 1	Unit 2	Unit 3	Unit 4
Unit Priority Standards	VA:Cr1.1.Ia VA:Pr5.1.Ia VA:Re.9.1.Ia	VA:Cr2.1.Ia VA:Pr4.1.Ia VA:Re.9.1.Ia	VA:Cr3.1.IIa VA:Pr4.1.IIa VA:Re8.1.IIa	VA:Cr3.1.IIa VA:Pr4.1.IIa VA:Re8.1.IIa

3-Dimensional Design Curriculum Unit 1

Priority Standards Addressed in Unit 1	
<p>VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.</p> <p>VA:Pr.5.1.1a Analyze and evaluate the reasons and ways an exhibition is presented.</p> <p>VA:Re.9.1.1a Establish relevant criteria in order to evaluate a work of art or collection of works.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> ● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. ● Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. ● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. ● People evaluate art based on various criteria. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can I utilize the Creative Process to create a successful piece of art? ● How can I use line and value to effectively enhance the visual communication of perception? ● How do artists and designers care for and maintain materials, tools, and equipment? ● How can I communicate my ideas, personal meaning and intentions through drawing / sculpture? 	
Learning Outcomes	
<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
<p>VA:Cr1.1.1a</p> <ul style="list-style-type: none"> ● Creative approaches / strategies ● Ideation / brainstorming ● Design process ● Concept / theme ● Materials (cardboard, foam core, wire, 	<p>VA:Cr1.1.1a</p> <ul style="list-style-type: none"> ● Explore multiple strategies to generate design ideas ● Brainstorm and sketch varied concepts ● Experiment with materials and construction methods

<ul style="list-style-type: none"> ● clay, found objects, etc.) ● Tools (cutting, scoring, joining, modeling tools) ● Elements of art (form, line, shape, space, texture, color, value) ● Principles of design (balance, proportion, scale, rhythm, emphasis, unity, variety) ● Structure ● Function ● Spatial relationships ● Prototype / maquette ● Problem-solving ● Artistic intent 	<ul style="list-style-type: none"> ● Build prototypes or maquettes ● Investigate form, space, and structure ● Apply elements of art and principles of design in early stages ● Combine materials in innovative ways ● Solve structural and design problems creatively ● Reflect on initial explorations to select a direction ● Communicate design intent through preliminary work
<p>VA:Pr.5.1.1a</p> <ul style="list-style-type: none"> ● Exhibition ● Presentation methods (layout, display, lighting, sequencing, labeling, pedestals) ● Curatorial decisions ● Theme / concept ● Audience ● Purpose / intent ● Context (historical, cultural, social) ● Display space (gallery, museum, classroom, digital platform) ● Artifacts / 3-D works ● Spatial arrangement / visual flow ● Preservation / handling considerations ● Interpretation 	<p>VA:Pr.5.1.1a</p> <ul style="list-style-type: none"> ● Analyze how a 3-D exhibition is organized and presented ● Identify curatorial decisions and their purposes ● Evaluate effectiveness of display methods and spatial arrangements ● Explain how presentation influences audience understanding and perception ● Compare different exhibition formats (physical vs. digital) ● Assess how theme and context shape the exhibition ● Support evaluations with visual and contextual evidence ● Reflect on how presentation impacts meaning and viewer experience ● Propose improvements to exhibition design ● Justify conclusions using 3-D design and visual arts vocabulary
<p>VA:Re.9.1.1a</p> <ul style="list-style-type: none"> ● Artwork / collection of works ● Artistic intent ● Craftsmanship / technique ● Form / structure / spatial relationships ● Elements of art (line, shape, form, space, texture, color, value) ● Principles of design (balance, proportion, scale, rhythm, unity, variety, emphasis) ● Style / genre ● Theme / concept 	<p>VA:Re.9.1.1a</p> <ul style="list-style-type: none"> ● Establish clear and relevant evaluation criteria ● Analyze a 3-D work or collection using defined criteria ● Assess craftsmanship, structural integrity, and technical execution ● Evaluate form, spatial relationships, and design choices ● Consider style, theme, and cultural/historical context ● Compare multiple works for strengths,

- Cultural and historical context
- Originality
- Audience
- Visual impact

- differences, and impact
- Justify evaluations using visual and contextual evidence
- Reflect on artistic intent and effectiveness
- Provide constructive feedback
- Revise criteria as needed for clarity and fairness

Academic Vocabulary

- Space, depth, form, content, composition, picture plane, tone, cast shadow, reflected light, highlight, foreground, middle ground, background, horizon line, hatching, cross hatching, stippling, blending, clay, plaster, slip, score, blend, subtraction, manipulation, addition, substitution, relief, casting, assemblage, construction, fabrication, armature, plaster, ceramic, and paper mâché

Content Vocabulary

- **Elements of Art:** Color, Form, Line, Shape, Space, Texture, Value
- **Principles of Art:** Balance, Contrast, Emphasis, Movement, Pattern, Rhythm, Unity/Variety

Resources:

Museum Websites:

- The Wadsworth Atheneum: <https://www.thewadsworth.org/>
- Museum of Modern Art: www.moma.org
- The Metropolitan Museum: www.metmuseum.org
- The Guggenheim: www.guggenheim.org
- Hirshorn Museum: <http://www.si.edu/organiza/museum/hirsh/start.htm>
- Art Institute of Chicago: <http://www.artic.edu>
- The Louvre: <http://www.paris.org.:80/musees/Louvre>
- Whitney Museum: <http://bounty.echonyc.com/~whitney>
- The San Francisco Museum of Modern Art: http://www.sfmoma.org/education/edu_online.htm
- The Aldrich Contemporary Art Museum (Ridgefield CT) <http://www.aldrichart.org/>
- International Sculpture Center <http://www.sculpture.org>
- Boston Sculptors Gallery <http://www.bostonsculptors.com>
- Tate Modern <http://www.tate.org>
- The J. Paul Getty Museum <http://www.getty.edu>
- International Sculpture Center <http://www.sculpture.org>
- National Gallery of Art <http://www.nga.gov/>
- Public Broadcasting Service <http://www.pbs.org>
- Craft in America <http://www.craftinamerica.org>
- Henry Moore <http://www.henry-moore.org>
- Andy Goldsworthy Digital Catalogue <http://www.goldsworthy.cc.gla.ac.uk/>

- The Orange Show <http://www.orangeshow.org/>

Art History Resources: Sculpture specific

KHAN Academy

- <https://www.khanacademy.org/humanities/renaissance-reformation/high-ren-florence-rome/michelangelo/v/michelangelo-piet-1498-1500>
- <https://www.khanacademy.org/humanities/art-1010/post-war-european-art/postwar-art-in-britain/v/barbara-hepworth>
- <https://www.khanacademy.org/humanities/ap-art-history/start-here-apah/why-art-matters-apah/v/describing-sculpture-henry-moore>

Youtube

- <https://www.youtube.com/watch?v=BYIW8XC0MII>
- <https://www.youtube.com/watch?v=upxBGNcryRs>
- https://www.youtube.com/watch?v=_ym83Cvi3wQ
- <https://www.youtube.com/watch?v=r-F4iyv-dS0>

Technology:

- Actively Learn:
 - <https://read.activelylearn.com/#/teacher/catalog> (Access through ClassLink)
- SORA
 - <https://soraapp.com/library/ctecsct> (Access through ClassLink)

Skill Practice:

Ideas for student reflection on their learning (*these suggestions can be used throughout all 4 units)-

- <https://www.responsiveclassroom.org/stop-and-think-teaching-students-to-reflect/>
- <https://www.edutopia.org/article/simple-strategy-encourage-student-reflection-and-improvement/>
- <http://thinkingpathwayz.weebly.com/blog/strategies-to-support-student-self-reflection>

Cross Cycle Tasks:

Suggestions:

- Use EdPuzzles/Google Forms for pre-assessment/questionnaire or survey about upcoming topic.

Last day of the Cycle:

- Students review/critique artwork.

First day of the New Cycle:

- Review of previous work

Assessments:

Visual Arts Model Cornerstone Assessments:

[High School: Proficient](#)

[High School: Accomplished](#)

[High School: Advanced](#)

Formative Assessments:

Suggested:

- Teacher created
- Observation
- Think-Pair-Share
- Exit Tickets
- Classwork utilizing individual skill
- Critiques: whole class/peer-to-peer
- Sketchbook

Summative Assessments:

Suggested:

- [General Class Rubric for Final Assessment](#)

Opportunities for Interdisciplinary Connections:

Artists must connect all disciplines to be successful in our craft. When responding, creating and presenting art we are not just artistic, we are mathematicians, readers, historians, musicians and trades people.

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

- Connecting creative experiences with lived experiences through ourselves and others
- Learning historical context of the piece

Mathematical Practice Standards

- Using perspective, measurements, and proportions.

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

CTE Competency Standards

- Utilizing any projects that are able to link to the objects, tools, or techniques that coincide with the different trades that are taught in any of our schools.
 - Aerospace Manufacturing, Architecture, Automotive Technology, Automotive Collision, Repair and Refinishing, Bioscience and Environmental Technology, Biotechnology, Building and Civil Construction, Culinary Arts, Criminal Justice and Protective Services, Digital Media, Diesel and Heavy-Duty Equipment Repair, Electrical, Graphic Design, Heating, Ventilation and Air Conditioning (HVAC), Health Technology, Hairdressing and Cosmetology, Information Technology, Landscape Design, Installation and Equipment, Masonry, Mechanical Design and Engineering Technology, Precision Machining Technology, Plumbing and Heating, Plumbing Heating and Cooling, Robotics and Automation, Tourism, Hospitality and Guest Services Management, Veterinary Science, Welding and Metal Fabrication.

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

3-Dimensional Design Curriculum Unit 2

Priority Standards Addressed in Unit 2	
<p>VA:Cr2.1.1a Engage in making a work of art or design without having a preconceived plan</p> <p>VA:Pr4.1.1a Analyze, select, and curate artifacts and/or artworks for presentation and preservation.</p> <p>VA:Re9.1.1a Establish relevant criteria in order to evaluate a work of art or collection of works.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> ● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. ● People create and interact with objects, places, and design that define, shape, enhance, and empower their lives . ● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do artists work? ● How do artists and designers determine whether a particular direction in their work is effective? ● How do artists and designers learn from trial and error? ● How do artists and designers care for and maintain materials, tools, and equipment? ● What is the value of engaging in the process of art criticism? 	
Learning Outcomes	
<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
<p>VA:Cr2.1.1a</p> <ul style="list-style-type: none"> ● Spontaneity ● Experimentation ● Process 	<p>VA:Cr2.1.1a</p> <ul style="list-style-type: none"> ● Create 3-D designs without a predetermined plan ● Experiment with materials, techniques,

<ul style="list-style-type: none"> ● Materials (clay, wire, wood, foam, found objects, mixed media) ● Tools (cutting, shaping, assembling, modeling) ● Form / shape / volume ● Space / spatial relationships ● Texture / surface quality ● Balance / stability ● Composition ● Elements of art (line, shape, form, space, texture, color, value) ● Principles of design (balance, proportion, rhythm, emphasis, unity, variety) ● Creative risk-taking ● Discovery / improvisation ● Iteration / revision 	<p>and tools spontaneously</p> <ul style="list-style-type: none"> ● Explore form, space, and volume ● Manipulate materials to produce texture, structure, and shape ● Respond to unexpected outcomes during the creative process ● Make iterative adjustments as the work develops ● Reflect on discoveries and incorporate them into the design ● Take creative risks to explore new ideas ● Identify successful visual, structural, or conceptual outcomes ● Describe how the process influenced the final 3-D design
<p>VA:Pr4.1.1a</p> <ul style="list-style-type: none"> ● Artifact / 3 -D artwork / sculpture ● Curation / curatorial practice ● Selection criteria ● Presentation methods (layout, display, pedestals, lighting, labeling) ● Preservation / conservation techniques ● Display space (gallery, museum, classroom, digital platform) ● Theme / concept ● Audience ● Context (historical, cultural, personal) ● Portfolio ● Documentation (labels, artist statements) ● Condition / structural integrity ● Materials / media ● Spatial arrangement 	<p>VA:Pr4.1.1a</p> <ul style="list-style-type: none"> ● Apply selection criteria to choose works for display ● Curate artworks around a theme or purpose ● Organize and arrange works for visual coherence and accessibility ● Prepare artifacts for safe handling and preservation ● Design effective display layouts (physical or digital) ● Write or prepare labels and artist statements ● Justify curatorial choices using 3-D design and visual arts vocabulary ● Evaluate presentation effectiveness for an audience ● Reflect on preservation and exhibition decisions
<p>VA:Re.9.1.1a</p> <ul style="list-style-type: none"> ● Artwork / collection of works ● Artistic intent ● Craftsmanship / technique ● Form / structure / spatial relationships ● Elements of art (line, shape, form, space, texture, color, value) ● Principles of design (balance, proportion, scale, rhythm, unity, variety, emphasis) 	<p>VA:Re.9.1.1a</p> <ul style="list-style-type: none"> ● Establish clear and relevant evaluation criteria ● Analyze a 3-D work or collection using defined criteria ● Assess craftsmanship, structural integrity, and technical execution ● Evaluate form, spatial relationships, and design choices ● Consider style, theme, and

- Style / genre
- Theme / concept
- Cultural and historical context
- Originality
- Audience
- Visual impact

- cultural/historical context
- Compare multiple works for strengths, differences, and impact
- Justify evaluations using visual and contextual evidence
- Reflect on artistic intent and effectiveness
- Provide constructive feedback
- Revise criteria as needed for clarity and fairness

Academic Vocabulary

- Space, depth, form, content, composition, picture plane, tone, cast shadow, reflected light, highlight, foreground, middle ground, background, horizon line, hatching, cross-hatching, stippling, blending, clay, plaster, slip, score, blend, subtraction, manipulation, addition, substitution, relief, casting, assemblage, construction, fabrication, armature, plaster, ceramic, and paper mâché

Content Vocabulary

- **Elements of Art:** Color, Form, Line, Shape, Space, Texture, Value
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Resources:

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- Museum of Modern Art: www.moma.org
- The Metropolitan Museum: www.metmuseum.org
- The Guggenheim: www.guggenheim.org
- Hirshorn Museum: <http://www.si.edu/organiza/museum/hirsh/start.htm>
- Art Institute of Chicago: <http://www.artic.edu>
- The Louvre: <http://www.paris.org.:80/musees/Louvre>
- Whitney Museum: <http://bounty.echonyc.com/~whitney>
- The San Francisco Museum of Modern Art: http://www.sfmoma.org/education/edu_online.htm
- The Aldrich Contemporary Art Museum (Ridgefield CT) <http://www.aldrichart.org/>
- International Sculpture Center <http://www.sculpture.org>
- Boston Sculptors Gallery <http://www.bostonsculptors.com>
- Tate Modern <http://www/tate.org>
- The J. Paul Getty Museum <http://www.getty.edu>
- International Sculpture Center <http://www.sculpture.org>
- National Gallery of Art <http://www.nga.gov/>
- Public Broadcasting Service <http://www.pbs.org>
- Craft in America <http://www.craftinamerica.org>

- Henry Moore <http://www.henry-moore.org>
- Andy Goldsworthy Digital Catalogue <http://www.goldsworthy.cc.gla.ac.uk/>
- The Orange Show <http://www.orangeshow.org/>

Art History Resources: Sculpture specific

KHAN Academy

- <https://www.khanacademy.org/humanities/renaissance-reformation/high-renaissance/florence-rome/michelangelo/v/michelangelo-piet-1498-1500>
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- <https://www.youtube.com/watch?v=GlmHJPCFzj8>
- <https://www.youtube.com/watch?v=gj64ilqcZ0Q>
- <https://www.youtube.com/watch?v=eVFD-okZTBA>

Technology:

- **Actively Learn:**
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- **SORA**
 - <https://soraapp.com/library/ctecsct> (Access through ClassLink)

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Ideas for student reflection on their learning (*these suggestions can be used throughout all 4 units)-

- <https://www.responsiveclassroom.org/stop-and-think-teaching-students-to-reflect/>
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Cross Cycle Tasks:

Suggestions:

- Use EdPuzzles/Google Forms for pre-assessment/questionnaire or survey about upcoming topic.

Last day of the Cycle:

- Students review/critique artwork.

First day of the New Cycle:

- Review of previous work

Assessments:

Visual Arts Model Cornerstone Assessments:

[High School: Proficient](#)

[High School: Accomplished](#)

[High School: Advanced](#)

Formative Assessments:

Suggested:

- Teacher created
- Observation
- Think-Pair-Share
- Exit Tickets
- Classwork utilizing individual skill
- Critiques: whole class/peer-to-peer
- Sketchbook

Summative Assessments:

Suggested:

- [General Class Rubric for Final Assessment](#)

Opportunities for Interdisciplinary Connections:

Artists must connect all disciplines to be successful in our craft. When responding, creating and presenting art we are not just artistic, we are mathematicians, readers, historians, musicians and trades people.

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

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Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

- Connecting creative experiences with lived experiences through ourselves and others
- Learning historical context of the piece

Mathematical Practice Standards

- Using perspective, measurements, and proportions.

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

CTE Competency Standards

- Utilizing any projects that are able to link to the objects, tools, or techniques that coincide with the different trades that are taught in any of our schools.
 - Aerospace Manufacturing, Architecture, Automotive Technology, Automotive Collision, Repair and Refinishing, Bioscience and Environmental Technology, Biotechnology, Building and Civil Construction, Culinary Arts, Criminal Justice and Protective Services, Digital Media, Diesel and Heavy-Duty Equipment Repair, Electrical, Graphic Design, Heating, Ventilation and Air Conditioning (HVAC), Health Technology, Hairdressing and Cosmetology, Information Technology, Landscape Design, Installation and Equipment, Masonry, Mechanical Design and Engineering Technology, Precision Machining Technology, Plumbing and Heating, Plumbing Heating and Cooling, Robotics and Automation, Tourism, Hospitality and Guest Services Management, Veterinary Science, Welding and Metal Fabrication.

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
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- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

3-Dimensional Design Curriculum Unit 3

Priority Standards Addressed in Unit 3

VA:Cr3.1.IIa

Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.

VA:Pr4.1.IIa

Analyze, select, and critique personal artwork for a collection or portfolio presentation.

VA:Re8.1.IIa

Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

Big Ideas:

- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Questions:

- How do artists and designers determine goals for designing or redesigning objects, places, or systems?
- How does collaboratively reflecting on a work help us experience it more completely?
- Why do people value objects, artifacts, and artworks, and select them for presentation?
- What is the value of engaging in the process of art criticism?
- How does art preserve aspects of life?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
<p>VA:Cr3.1.IIa</p> <ul style="list-style-type: none"> ● Constructive critique ● Peer feedback ● Reflection ● Revision / refinement ● Personal artistic vision ● Work in progress ● Materials and media (clay, wire, wood, foam, mixed media, found objects) ● Tools and techniques (cutting, shaping, joining, modeling, assembling) ● Form / shape / volume ● Space / spatial relationships ● Texture / surface quality ● Elements of art (line, shape, form, space, texture, color, value) ● Principles of design (balance, proportion, rhythm, unity, variety, emphasis) ● Craftsmanship / technical skill ● Composition 	<p>VA:Cr3.1.IIa</p> <ul style="list-style-type: none"> ● Participate in constructive peer critique ● Reflect on feedback and personal artistic vision ● Reengage with works in progress ● Revise and refine designs for improved expression and craftsmanship ● Apply elements of art and principles of design in revisions ● Experiment with materials and techniques to enhance form, texture, and spatial relationships ● Make intentional choices to strengthen visual and conceptual impact ● Compare revisions to prior iterations for improvement ● Justify artistic decisions and changes using appropriate vocabulary ● Document and communicate the evolution of the work
<p>VA:Pr4.1.IIa</p> <ul style="list-style-type: none"> ● Personal artwork ● Portfolio / collection ● Selection criteria ● Curation / presentation methods ● Theme / concept ● Audience ● Artistic intent ● Composition / form / structure ● Materials and techniques ● Elements of art (line, shape, form, space, texture, color, value) ● Principles of design (balance, proportion, rhythm, unity, variety, emphasis) ● Critique / feedback ● Visual coherence / flow ● Documentation (labels, artist statements) 	<p>VA:Pr4.1.IIa</p> <ul style="list-style-type: none"> ● Analyze personal 3-D artworks for strengths and areas of improvement ● Apply selection criteria to choose pieces for a collection or portfolio ● Critique personal work for artistic and technical effectiveness ● Organize works around a theme or concept ● Reflect on audience experience and visual coherence ● Prepare artworks for presentation, including labeling and documentation ● Justify curation choices using 3-D design vocabulary ● Revise or refine works based on self-evaluation ● Communicate artistic intent through selected pieces ● Assess overall impact of the portfolio or collection

VA:Re8.1.IIa

- Artwork / 3-D design work
- Collection of works
- Contextual information (historical, cultural, social, personal)
- Artistic intent
- Theme / concept
- Style / genre
- Materials and techniques
- Elements of art (line, shape, form, space, texture, color, value)
- Principles of design (balance, proportion, rhythm, unity, variety, emphasis)
- Audience / viewer perspective
- Symbolism / meaning
- Interpretation
- Critique / analysis

VA:Re8.1.IIa

- Identify relevant contextual information for an artwork or collection
- Analyze how context informs meaning and interpretation
- Construct interpretations of artworks using historical, cultural, and social data
- Connect artistic choices to personal, cultural, or historical context
- Compare works to contextual models or references
- Reflect on how context influences viewer perception
- Support interpretations with evidence from contextual research
- Explain relationships between form, materials, and context
- Apply critical thinking to evaluate the impact of context on meaning
- Communicate interpretations using appropriate 3-D design and art vocabulary

Academic Vocabulary

- Space, depth, form, content, composition, picture plane, tone, cast shadow, reflected light, highlight, foreground, middle ground, background, horizon line, hatching, cross-hatching, stippling, blending, clay, plaster, slip, score, blend, subtraction, manipulation, addition, substitution, relief, casting, assemblage, construction, fabrication, armature, plaster, ceramic, mold, angle, and paper mâché

Content Vocabulary

- **Elements of Art:** Color, Form, Line, Shape, Space, Texture, Value
- **Principles of Art:** Balance, Contrast, Emphasis, Movement, Pattern, Rhythm, Unity/Variety

Resources:**Museum Websites:**

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- Hirshorn Museum: <http://www.si.edu/organiza/museum/hirsh/start.htm>
- Art Institute of Chicago: <http://www.artic.edu>

- The Louvre: <http://www.paris.org.:80/musees/Louvre>
- Whitney Museum: <http://bounty.echonyc.com/~whitney>
- The San Francisco Museum of Modern Art:
http://www.sfmoma.org/education/edu_online.htm
- The Aldrich Contemporary Art Museum (Ridgefield CT) <http://www.aldrichart.org/>
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Art History Resources: Sculpture specific

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Sculpture

- <https://www.youtube.com/watch?v=XkueS09XEFE>
- <https://www.youtube.com/watch?v=rEgKqC8IL8w>
- <https://www.youtube.com/watch?v=q34tLTpg3N4>
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3-Dimensional Design Curriculum Unit 4

Priority Standards Addressed in Unit 4

VA:Cr3.1.IIa

Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.

VA:Pr4.1.IIa

Analyze, select, and critique personal artwork for a collection or portfolio presentation.

VA:Re8.1.IIa

Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

Big Ideas:

- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Questions:

- How do artists and designers determine goals for designing or redesigning objects, places, or systems?
- How does collaboratively reflecting on a work help us experience it more completely?
- Why do people value objects, artifacts, and artworks, and select them for presentation?
- What is the value of engaging in the process of art criticism?
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Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
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VA:Re8.1.IIa

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- Interpretation
- Critique / analysis

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- Art Institute of Chicago: <http://www.artic.edu>

- The Louvre: <http://www.paris.org.:80/musees/Louvre>
- Whitney Museum: <http://bounty.echonyc.com/~whitney>
- The San Francisco Museum of Modern Art:
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Resources:

<https://www.sculpey.com/blogs/blog/6-things-to-avoid-when-baking-polymer-clay#:~:text=Because%20polymer%20clay%20is%20a,is%20usually%20caused%20by%20underbaking.>

Art History Resources: Sculpture specific

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Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

CTE Competency Standards

- Utilizing any projects that are able to link to the objects, tools, or techniques that coincide with the different trades that are taught in any of our schools.
 - Aerospace Manufacturing, Architecture, Automotive Technology, Automotive Collision, Repair and Refinishing, Bioscience and Environmental Technology, Biotechnology, Building and Civil Construction, Culinary Arts, Criminal Justice and Protective Services, Digital Media, Diesel and Heavy-Duty Equipment Repair, Electrical, Graphic Design, Heating, Ventilation and Air Conditioning (HVAC), Health Technology, Hairdressing and Cosmetology, Information Technology, Landscape Design, Installation and Equipment, Masonry, Mechanical Design and Engineering Technology, Precision Machining Technology, Plumbing and Heating, Plumbing Heating and Cooling, Robotics and Automation, Tourism, Hospitality and Guest Services Management, Veterinary Science, Welding and Metal Fabrication.

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers