

Creating 3D Art

Munsell

Month of May

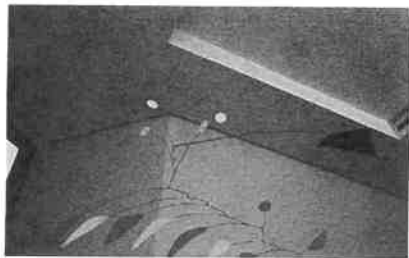
## Epting, William

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**From:** Munsell, Victoria  
**Sent:** Friday, April 24, 2020 1:15 PM  
**To:** Holmes, Susan; Epting, William; Molinaro, Cari  
**Subject:** Creating 3D ART - May Assignments  
**Attachments:** Chapter 9 Worksheet.docx; 3D1 - Assignment 4 Q4.docx

Assignment 3: Read chapter 9 and complete worksheet (worksheet is attached to this email)  
Chapter 9 reading material is here:

<https://drive.google.com/file/d/1Rs2Fn4YMZ9kBnx9VHhUWB6a9uHREAwM6/view?usp=sharing>



READ Chapter 9.pdf

drive.google.com

Assignment 4: Artist Response (Attached to this email)

-Victoria Munsell  
ART TEACHER

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Name: \_\_\_\_\_

Due Date: May 1, 2020

Teacher's name: Ms. MUNSELL

Total Possible Points: 10

Class: Creating 3D ART

20% Assignment Grade

Period: \_\_\_\_\_

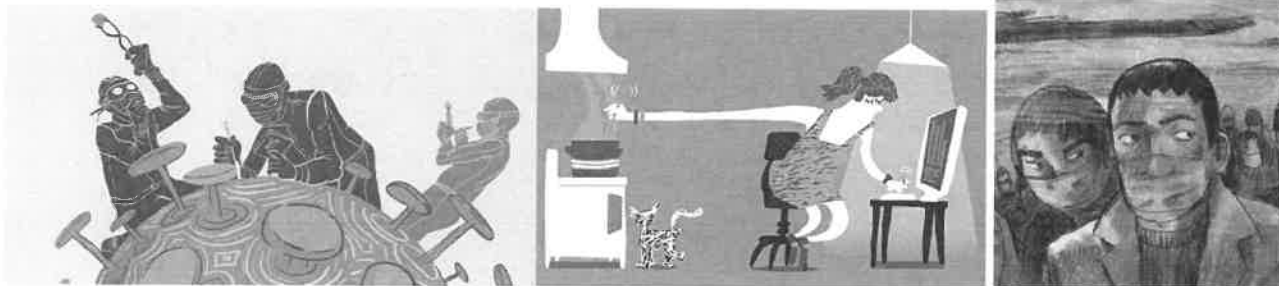
## Chapter 9: Analyzing What You See

*Read chapter 9 and answer the questions as you go*

1. What is the difference between *describing* and *analyzing* an artwork?
  
  
  
  
  
  
  
  
  
  
2. Define *composition*
  
  
  
  
  
  
  
  
  
  
3. Who composes works of art?
  
  
  
  
  
  
  
  
  
  
4. Define *dominance*
  
  
  
  
  
  
  
  
  
  
5. Give two examples of relationships that can be found in an artwork.

Name: \_\_\_\_\_  
Teacher's name: Ms. MUNSELL  
Class: Creating 3D ART  
Period: \_\_\_\_\_

Creating 3D ART  
**Artist Response**  
**Assignment #4**



**Overview and Purpose:** You are currently living an important part of history! Years from now, the COVID-19 pandemic will be in history books and you will be able to say, "I was there when it happened!" For this project, you are to create a visual work of art reflecting the current event. What is your intake on how people are handling the pandemic? What problems or solutions do you think there are? What do you think about America's response to the outbreak? How has your schedule changed? Do you feel like life will return to "normal" or do you feel like there will be major changes? If so, what? When will this pandemic end? How will it go on?

- Don't write about it! Draw illustrations as a response!
- You can use 2D OR 3D techniques, meaning you can draw on a piece of paper or make a sculpture using the supplies you have at home.
- Remember, you are an artist! How you respond is entirely up to you. You can make a negative or positive visual response. If you are having a hard time deciding, reach out to me and we can discuss it!

**Objective:** Students will learn that expression in artworks can sometimes be found in the presentation of the subject matter. Students will explore how lines and shapes can express emotions. Students will communicate a variety of emotions using line, shape and values to create form.

**Materials:**

- 8"x11" paper or larger (You can use any type of paper)
- Any medium (pencil, pen, cardboard, paper, color pencil, toothpicks, etc.)
- Other supplies you can find at home– BE CREATIVE!

**Submitting Your Work:**

- Take a photo of your finished work
  1. Go outside when it's sunny or cloudy (NOT RAINY)
  2. Put the image on the ground
  3. Take a photo directly above the artwork or take multiple photos around the sculpture
  4. Use editing tools to crop the image
- Email me the image at [Munsellv@leonschools.net](mailto:Munsellv@leonschools.net)
- If you cannot email me, drop off the artwork at the school's main office. Write your full name, class period, class name (Creating 3D ART) and teacher's name (Ms. Munsell)

**Grading:** See rubric below

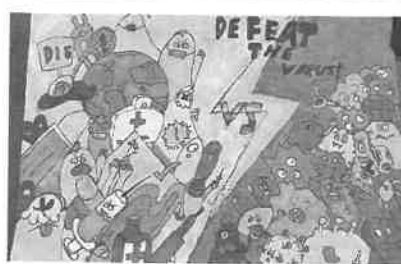
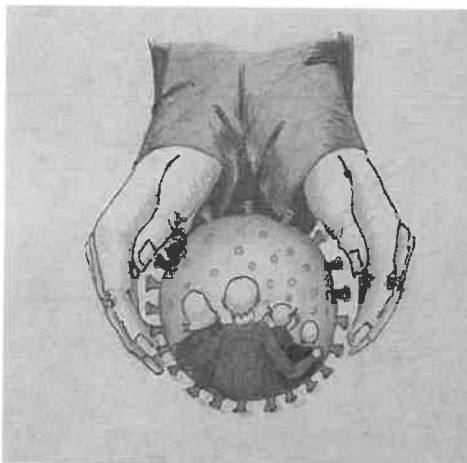
**Grade 1: Progress Picture**

- Due: May 8, 2020
- Email a photo of your progress.
- 100 points: 20% Assignment grade

**Grade 2: Final Work**

- Due: May 15, 2020
- Turn in the final/complete work
- 100 points: 65% Project grade

## Examples



### Creating 3D ART Rubric

CATEGORY	25 Points	15 Points	10 Points	0-5 Points	Teacher Score
<b>Design/Composition</b>	The design is well thought out. Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with great skill.	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with fair skill.	Student tries to apply design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) but the overall result is not pleasing.	The student does not appear to be able to apply most design principles to his/her own work.	
<b>Creativity</b>	The artwork reflects an exceptional degree of student creativity in their creation and/or display.	Some of the artwork reflects student creativity in their creation and/or display.	The artwork reflects little student creativity in their creation and/or display.	The student did not make or customize any of the forms on the artwork.	
<b>Use of Materials</b>  Select and use tools, materials, processes, and techniques safely to solve specific visual problems	Artwork is expressive and detailed. Value, form, and texture are used to add interest to the artwork. Student has great control and is able to experiment a little.	Artwork is expressive and somewhat detailed. Little use has been made of value, form, and texture. Student has basics but had not "branched" out.	Artwork has few details. It is primarily representational with very little use of value, form, and texture. Student needs to improve control.	The Artwork lacks almost all detail OR it is unclear what the artwork is intended to be. Student needs to work on control.	
<b>Craftsmanship</b>  Plan personal artworks inspired by universal themes that reflect aspects of daily life	The artwork shows that the creator took great care in their work. The artwork is neat, looks carefully planned, and thoughtfully executed.	The artwork shows that the creator took some care, however work would benefit from more care and planning.	The artwork does not appear to have been done with care. It appears that minimal planning was done. Craftsmanship needs a bit of work or may be incomplete.	The artwork shows no evidence of care or craftsmanship.	

**Final Score:** \_\_\_\_\_