



Curriculum Proposal for Board of Education Curriculum Committee

Guidelines for Curriculum Proposal

Please provide clear, concise, and thorough statements for each of the following that apply.

- A. Current Curricular Description**
- B. Standards for Learning**
- C. Expected Student Learning Outcomes**
- D. Time Requirements**
- E. Personnel Requirements**
- F. Facilities/Equipment Requirements**
- G. Teaching Strategies and/or Methodologies**
- H. Material/Textbook Needs**
- I. Costs**
- J. Schedules**
- K. Evaluation Procedures**
- L. Follow-up**
- M. Other Staff Affected**

Building Administrator: Dr. Carmen Maring

Date: 12/8/25

Dept./Gr. Level Chair: Sarah LeBoeuf-Brown

Date: 12/8/25

Other Staff Affected:

Proposal must be submitted to the Director of Curriculum & Instructional Technology

2 weeks prior to presentation before the Board of Education Committee

Proposal / Course Title: **3-Dimensional Art**

Staff Member Requesting: Sarah LeBoeuf-Brown

Department/Grade Level: Art/7/8

THIS IS A PROPOSAL FOR (italicize all that apply):

New Course

Course Content Change

Instructional Methods Change

Textbook Review or Change

Other

Number of Classes: 1 section, elective

Total Number Students: Maximum of 30 per course per trimester

Total Number of Teachers: 1

Requirements (facilities, materials, textbooks, anticipated costs, equipment):

A. Current Curricular Description

This course is designed as a 12-week introduction to 3-dimensional art and sculpture. Students will experience a wide variety of materials and techniques that move beyond 2-dimensional art in order to explore the art elements of volume, form, space, and texture. The course emphasizes creative problem solving, skill development, and making connections between both historical and contemporary 3-dimensional art. Projects may include (but are not limited to) working with ceramics, paper mache, wearables, fiber, and recycled/found materials.

B. Standards for Learning

VA:Cr2.1.7a Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

VA:Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.

VA:Cr2.3.7a Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

VA:Cr2.3.8a Select, organize, and design images and words to make visually clear and compelling presentations.

VA:Cr3.1.7a Reflect on and explain important information about personal artwork in an artist statement or another format.

VA:Cr3.1.8a Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

VA:Pr6.1.7a Compare and contrast viewing and experiencing collections and exhibitions in different venues.

VA:Pr6.1.8a Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

VA:Re8.1.7a Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.

VA:Re8.1.8a Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

VA:Cn10.1.8a Make art collaboratively to reflect on and reinforce positive aspects of group identity.

C. Expected Student Learning Outcomes

Upon successful completion of this course, students will be able to:

Demonstrate competence in at least four distinct 3D art media. Possible examples include ceramics, fiber, paper mache, recycled/found objects and wearables.

Develop original and expressive 3D forms based on a combination of thematic prompts and personal interests.

Articulate and apply the Elements of Art (e.g., form, space, texture) that are specific to three-dimensional artwork and sculpture

Participate effectively in critiques, providing constructive feedback on peers' work and reflecting verbally and/or in writing on their own artistic process and growth.

Identify and discuss major movements and artists in sculpture and 3D art and connect these works to cultural and historical contexts.

D. Time Requirements

This course would run for a 12 week trimester, meeting every day for 57 minute long class periods. This would accumulate to approximately 57 hours.

E. Personnel Requirements

This course requires one instructor who is certified in the Visual Arts.

F. Facilities and Equipment Requirements

This course requires access to a kiln as well as adequate storage space for 3-D work. The classroom should include sinks as well as proper ventilation.

Other materials needed will include basic 3D tools including (but not limited to) wire cutters, needle felting mats/needles, scissors, X-acto knives, cardboard knives, pliers and clay tools.

Technology required for this course is document camera, projector and computer for presentations and demonstrations.

G. Teaching strategies and methodologies

This course would be taught by a combination of the following:

Demonstration: In-person step-by-step instruction for each new technique and media (modeling). This ensures thorough understanding of media and techniques as well as safety.

Studio Practice: Significant hands-on time for students to apply techniques to their projects (practice).

Inquiry-Based Learning: Introducing thematic prompts that require students to research and problem-solve in order to find the most appropriate materials and techniques. This also encourages students to combine thematic prompts with their interests and identity.

Critique and Self-Reflection: Formal and informal class critiques (gallery walks and small-group discussions) where students analyze and evaluate their own work as well as the work of their peers based on the Elements and Principles of Design.

Differentiation: Offering varied project complexity and media choices to accommodate diverse skill levels and learning styles.

H. Materials and Textbook needs

Anticipated consumable materials for this course include (but are not limited to) the following: clay, glaze, masking tape, hot glue sticks, cardboard, flour (for papier mache paste), cotton cord, wool roving, fabric, yarn, paint, Sharpie Markers, .

Additional non-consumable materials largely pre-exist in the GLMS Art room.

No textbooks will be needed for this course.

I. Costs

As this course relies largely on consumable art materials, a minimum of \$200/year is suggested to supplement the existing GLMS Art yearly budget.

J. Schedules

The following schedule would be recommended:

Approximately 3 weeks (5 days/ week) spent each on a minimum of four different projects (each of a different media). Projects may overlap to allow for drying and firing time.

K. Evaluation Procedures

Evaluation procedures would be based on the following:

Project Rubrics : These would be designed to assess the application of technical skills, adherence to the elements of art and craftsmanship.

Sketchbook/Process Work: This would evaluate the documentation of idea development, material exploration, planning sketches, and written reflections on the artistic process.

Critique/Reflection : This would evaluate the quality of participation in group critiques, ability to analyze peer work, and reflect on and articulate personal growth and challenges within each project.

L. Follow up

No follow-up would be required for this course.

M. Other staff affected

No other staff will be affected by the introduction of this course.