

Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE

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| Course Title: Art Foundations | Course Number: 5213 |
| Department: Art | Grade(s): 9-12 |
| Level(s): Academic | Credit: 1 |
| Course Description Art Foundations students will study and apply the art elements and design principles. Students will work under the direction of their teacher to create two and three dimensional projects. Students will be required to create and respond to works of art that express concepts, ideas, and feelings. Students will work with a variety of art media that explore techniques used in professional art. Students will measure their degree of success in their own projects by stated objectives. Students will be introduced to career opportunities that utilize art skills. (Required for advancement to other art courses.) | |
| Required Instructional Materials Slides and slide projector | Completion/Revision Date Approved by Board of Education May 16, 2005 |

Mission Statement of the Curriculum Management Team

The mission of the Art and Music Curriculum Management Team is to ensure that the K-12 curriculum provide educational experiences that foster creative expression, develop the full range of students' abilities in music and the visual arts, and develop in students the ability to make informed aesthetic choices. The Wallingford graduate will possess an appreciation of the importance of the arts in relation to history, cultures, and our society.

Enduring Understandings for the Course

- Art is a form of visual communication.
- Artists use elements of art and principles of design to organize visual communication.
- Art elements and design principles can be used intentionally to elicit a specific response from a viewer.
- Art media, techniques and processes work together to create works of art.
- Art media, techniques and processes should be used in a safe and responsible manner.
- Artists get inspiration from many sources.
- Art reflects the time period, culture, geography, and status of a region's inhabitants.
- Artists of different cultures express meanings and ideas in different ways.
- Art elicits personal responses.
- Using visual art terminology allows us to communicate our personal response to artwork.
- The process of sharing and reflecting enables one to better understand and appreciate art.
- There are a multitude of career opportunities that utilize art skills.

LEARNING STRAND

1.0 Art Elements and Design Principles

ENDURING UNDERSTANDINGS

- Art is a form of visual communication.
- Artists use elements of art and principles of design to organize visual communication.
- Art elements and design principles can be used intentionally to elicit a specific response from a viewer.

ESSENTIAL QUESTIONS

- How are art elements and design principles used to organize and express ideas?
- How are art elements and design principles used to manipulate the viewer's response?

LEARNING OBJECTIVES The student will:

- 1.1 Demonstrate an understanding of the art elements and design principles in the creation of original works of art.
 - Art Elements
 - Line
 - Shape
 - Value
 - Form
 - Texture
 - Color
 - Space
 - Design Principles
 - Balance
 - Pattern
 - Repetition
 - Rhythm
 - Movement
 - Emphasis
 - Unity
- 1.2 Create original works of art using art elements and design principles.
- 1.3 Evaluate their compositions well as the work of their peers.

INSTRUCTIONAL SUPPORT MATERIALS

- Art Department Book List
- Slides/Color Transparencies
- Laptop Computers with LCD Projectors
- Art Posters
- Color Wheel

SUGGESTED INSTRUCTIONAL STRATEGIES

- Lecture
 - Introduction and explanation of projects including history, techniques, etc.
- Reading assignments
 - Handouts
- Class discussion
 - Analysis of a piece of art
- Small group discussion/cooperative learning
 - Analysis of a piece of art
- Modeling/Demonstration of Techniques
 - Teacher/student examples
 - Videos
 - Blending, watercolor, brush, clay techniques
 - Safety
 - Use of grid
 - Use of color wheel
- Problem Solving
 - Use organic and geometric shapes to create balanced compositions
 - Recreate actual textures two dimensionally
 - Use color schemes such as complimentary, monochromatic, cool, warm, etc. to create works of art

- Group projects
 - Compilation projects – each student completes section to create whole (Warhol, Nevelson 3-D)
- Video with follow up discussions
 - Art history
 - Art techniques
 - Animation (techniques and application of art skills and professions)
- Research
 - Artists
 - Art movements
 - Art careers
- Critiques
 - Written, spoken
 - Formal, informal
 - Self, peer, group

SUGGESTED ASSESSMENT METHODS

- Quizzes/tests
- Sketchbooks/Journals
- Projects
- Oral presentations
- Writing assignments
- Peer evaluations
- Teacher observation of group activity
- Homework
- Participation
- Self-evaluations
- Rubrics
- Critiques

LEARNING STRAND

2.0 Art Media and Techniques

ENDURING UNDERSTANDING(S)

- Art media, techniques and processes work together to create works of art.
- Art media, techniques, and processes should be used in a safe and responsible manner.
- Artists get inspiration from many sources.

ESSENTIAL QUESTION(S)

- How do artists use tools and techniques to express their ideas?
- Why do artists choose particular tools, techniques, and materials to express their ideas?
- Are some media better than others for communicating particular ideas or emotions?
- What are the safe and responsible uses of materials?
- Why should you use materials responsibly?

LEARNING OBJECTIVES – The student will:

2.1 Recognize various art media such as:

- Range of graphite
- Charcoal
- Pen and ink
- Cut paper
- Tempera
- Colored pencil
- Oil pastel
- Pastel
- Relief printing
- Wire

2.2 Practice techniques using a multitude of art media such as:

- Sketching
- Thumbnails
- Contour drawing, blind contour
- Gesture
- Calligraphy, sumi, lettering
- Negative space drawing
- Shading, subtractive shading
- Hatching, cross hatching, stippling
- Reflections
- Blending
- Wash
- Simple color mixing
- Collage

2.3 Apply media, techniques and processes with sufficient skill.

2.4 Demonstrate the appropriate, safe and responsible use of art media.

INSTRUCTIONAL SUPPORT MATERIALS

- Art Department Book List
- Slides/color transparencies
- Laptop Computers with LCD Projectors
- Art posters
- Color wheel

SUGGESTED INSTRUCTIONAL STRATEGIES

- Lecture
 - Introduction and explanation of projects including history, techniques, etc.
- Reading assignments
 - Handouts
- Class discussion
 - Analysis of a piece of art
- Modeling & Demonstration of Techniques
 - Teacher/student examples
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- Group projects
 - Compilation projects – each student completes section to create whole (Warhol, Nevelson 3-D)
- Video with follow up discussions
 - Art History
 - Art Techniques
 - Animation (techniques and application of art skills and professions)
- Research
 - Artists
 - Art movements
 - Art careers – painting restoration, muralist (Tromp L'oeil)
- Critiques
 - Written, spoken
 - Formal, informal
 - Self, peer, group

SUGGESTED ASSESSMENT METHODS

- Quizzes/tests
- Sketchbooks/journals
- Projects
- Oral presentations
- Writing assignments
- Peer evaluations
- Teacher observation of group activity
- Homework
- Participation
- Self-evaluations
- Rubrics
- Critiques

| <u>LEARNING STRAND</u> | |
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| 3.0 Art History | |
| <u>ENDURING UNDERSTANDING(S)</u> <ul style="list-style-type: none"> • Art reflects the time period, culture, geography, and status of a region's inhabitants. • Artists of different cultures express meanings and ideas in different ways. | <u>Essential Questions</u> <ul style="list-style-type: none"> • What is art? • Why is art created? • In what ways have artistic traditions, cultural values, and social issues influenced and/or given rise to new traditions/artistic expression? • What can artworks tell us about a culture or society? • Do artists have a responsibility to society? |
| <u>LEARNING OBJECTIVES</u> – The student will: <ul style="list-style-type: none"> 3.1 Recognize that specific artists illustrate different elements and principles of design. (such as line-Picasso, Calder; shape-Matisse; color-Kandinsky) 3.2 Analyze and interpret artworks using art elements and principles of design. 3.3 Analyze and interpret artworks in terms of form, cultural and historical context and purpose (such as Dadaism began during WWI, which rebelled against traditional values or Cubism evolved in response to the Industrial Revolution). 3.4 Analyze common characteristics of visual arts among historical and cultural groups (such as Egyptian artifacts, Native American crafts or Australian Aborigine bark paintings). 3.5 Identify the historical, cultural, and aesthetic influences when apparent within their artwork (such as Artists respond to other works of art in their own art; ex. Picasso and Matisse or Artists respond to social and political stimuli in their work; ex. propaganda posters, and advertising in the 20th century). | <u>INSTRUCTIONAL SUPPORT MATERIALS</u> <ul style="list-style-type: none"> • Slides • Slide projector • Laptops with LCD projector • Art Department Book List • Art Posters • Art Postcards <u>SUGGESTED INSTRUCTIONAL STRATEGIES</u> <ul style="list-style-type: none"> • Lecture <ul style="list-style-type: none"> ○ Introduction and explanation of history, cultures, etc. • Reading assignments <ul style="list-style-type: none"> ○ Handouts • Class discussion <ul style="list-style-type: none"> ○ Analysis of a piece of art ○ Compare & contrast artwork • Cooperative learning <ul style="list-style-type: none"> ○ Compare & contrast a work of art • Oral presentations <ul style="list-style-type: none"> ○ Student presents an artist • Group projects <ul style="list-style-type: none"> ○ Group of students present an art movement to the class • Museum field trip <ul style="list-style-type: none"> ○ Wadsworth, Yale or Met. visits ○ See an artist's body of work in person • Guest speaker <ul style="list-style-type: none"> ○ Museum curators, artists, designers • Team teach <ul style="list-style-type: none"> ○ Social Studies ○ English ○ Music |

- Video with follow up discussion
 - Art History
 - Artists
- Research
 - Artists
 - Art movements
- Art careers – art historian, museum curator, educator, art restoration

SUGGESTED ASSESSMENT METHODS

- Quizzes/tests
- Sketchbooks/journals
- Projects
- Oral presentations
- Writing assignments
- Peer evaluations
- Teacher observation of group activity
- Homework
- Participation
- Self-evaluations
- Rubrics
- Critiques

LEARNING STRAND

4.0 Art Criticism

ENDURING UNDERSTANDINGS

- Art elicits personal responses.
- Using visual art terminology allows us to communicate our personal response to artwork.
- The process of sharing and reflecting enables one to better understand and appreciate art.

ESSENTIAL QUESTIONS

- How can we read and understand a work of art?
- What can we learn from studying art?
- How can reflecting on your own work help you improve as an artist?
- If art is personal, how is it critiqued?
- Why do we need visual art terminology when responding to art?

LEARNING OBJECTIVES – The student will:

- 4.1 Identify devices the artist used to express his or her ideas.
 - Art elements
 - Media & techniques
- 4.2 Relate a work of art to his or her personal experience.
- 4.3 Appreciate the artist’s intent in a work of art.

INSTRUCTIONAL SUPPORT MATERIALS

- Art Department Book List
- Slides/color transparencies
- Laptop computers with LCD projectors
- Art posters
- Art postcards

SUGGESTED INSTRUCTIONAL STRATEGIES

- Lecture
 - Introduction and explanation of history, cultures, etc.
- Reading assignments
 - Handouts
- Class discussions
 - Analysis of a piece of art
 - What is the artist trying to communicate?
 - Compare & contrast artwork
- Written response
 - Is this work of art successful based on the stated aesthetic criteria?
 - Why or why not?
 - What does this work of art remind you of?
 - Free writing regarding a work of art
 - Journal and sketchbook responses to works of art
- Debate
 - Is this work of art successful based on the stated aesthetic criteria?
 - Why or why not?
- Cooperative learning
 - Why is this piece of art considered Impressionist? Groups are formed, a consensus is reached and presented.

- Oral presentations
 - Personal responses to works of art
 - Interpretations of works of art
- Museum field trip
 - View and examine masterworks in person
- Team teach
 - English
- Video with follow up discussions
 - Art history, artists
- Research
 - Artists
 - Art movements
 - Art careers – art critic, museum curator, educator
- Critique
 - Why is this piece of art considered successful? Groups are formed; a consensus is reached and presented.

SUGGESTED ASSESSMENT METHODS

- Quizzes/tests
- Sketchbooks/journals
- Projects
- Oral presentations
- Writing assignments
- Peer evaluations
- Teacher observation of group activity
- Homework
- Participation
- Self-evaluations
- Rubrics
- Critiques

LEARNING STRAND

5.0 Art Careers

ENDURING UNDERSTANDINGS

- There are a multitude of career opportunities that utilize art skills.

ESSENTIAL QUESTIONS

- How can art knowledge and experience prepare you for a career?
- What types of careers exist that utilize art skills?

LEARNING OBJECTIVES – The student will:
5.1 Recognize opportunities for careers in art.
5.2 Understand how art skills can be applied to other disciplines, careers or daily life.

INSTRUCTIONAL SUPPORT MATERIALS

- Guest speakers
- Magazines
- Laptop computers with LCD projectors
- Art posters

SUGGESTED INSTRUCTIONAL STRATEGIES

- Lecture
 - Introduction and explanation of career opportunities.
- Reading assignments
 - Handouts
- Class discussion
 - How skills can work in art careers and other related disciplines
- Oral presentations
 - About an art career
- Field Trip
 - Museum – curator, docent
 - Studio
 - Firm – architectural, advertising
 - Typesetting studio
- Guest speakers
- Video with follow up discussions
 - Animation and mixed media
- Research
 - careers

SUGGESTED ASSESSMENT METHODS

- Projects
- Oral presentations
- Writing assignments
- Homework
- Participation
- Rubrics