

Art Foundations

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Introductory level art course. Students engage in the artistic process using a variety of both 2D and 3D art mediums: drawing, painting, printmaking, sculpture, etc. There is a strong focus on the fundamentals of drawing in order to build a good foundation in the creation of art. Students will develop critical skills in art appreciation, communication, and problem solving that will translate into other disciplines, life in and out of the classroom, and future career choices. Students will self-reflect and self-evaluate their work. Artworks are created for display inside the school and community. All work is kept in both a physical and digital portfolio.

Graduation Standards

A | Disciplinary Literacy - Visual Arts: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes

B | Creation, Performance, and Expression - Visual Arts: Students create, express, and communicate through the art discipline.

C | Creative Problem-Solving: Students approach artistic problem solving using multiple solutions and the creative process.

D | Aesthetics and Criticism: Students describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

E | Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and other disciplines, goal-setting, and interpersonal interaction.

Unit 1	Elements of Art & Principles of Design
Summary	Students develop an authentic understanding that the art elements (line, shape, color, form, texture, space, value) are important because they are the building blocks of composition. Students will also learn how they can organize their elements through the principles of design. Once they have a good understanding of the elements, they can begin to consciously think about movement, rhythm, balance, variety, contrast, unity, repetition, and emphasis. These lessons develop both their understanding and their skills and will take their work to the next level. Students will participate in a peer critique.
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> Students evaluate all the features of composition. (MLR A2) <ul style="list-style-type: none"> a. Evaluate Elements of Art: color, form, line, shape, space, texture, and value. b. Evaluate Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity. Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (MLR B2) Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1) Students analyze and evaluate art forms. (MLR D1) Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation. (MLR E4)

	<ul style="list-style-type: none"> Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (MLR E5)
Unit 3	Contour Drawing
Summary	Students will develop drawing skills using a variety of techniques (blind contour, continuous contour, nondominant hand, etc.). Drawing from observation is the focus of this unit as students draw a variety of subject matter using pencil, marker, ink and nontraditional art materials. Students will also familiarise themselves with the grid method of drawing. We will debate the ethical use of the grid method and why it is sometimes controversial among professional artists. Students will use their new skills and knowledge to develop original artwork. Students will reflect on their creative process and participate in a peer critique.
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (MLR A3) Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (MLR B1) Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (MLR B2) Demonstrate sophisticated use of media, tools, techniques, and processes. <ul style="list-style-type: none"> Demonstrate knowledge of visual art concepts. (MLR B3) Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1) Demonstrate an understanding of the difference between a personal opinion and an informed judgment. (MLR D1) Students analyze skills and concepts that are similar across disciplines. (MLR E2) Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (MLR E5)
Unit 3	Shattered Values
	Students will explore mark making with a variety of materials to create value scales in multiple techniques. We will explore abstraction through drawing and create an original artwork that demonstrates understanding of value.
	<ul style="list-style-type: none"> Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (MLR A3) Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (MLR B1) Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (MLR B2) Demonstrate sophisticated use of media, tools, techniques, and processes. <ul style="list-style-type: none"> Demonstrate knowledge of visual art concepts. (MLR B3) Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1) Demonstrate an understanding of the difference between a personal opinion and an informed judgment. (MLR D1) Students analyze skills and concepts that are similar across disciplines. (MLR E2) Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (MLR E5)
Unit 4	Mixed Media Portraits

Summary	Students will explore color theory through colorful media through a series of exercises that examine the color wheel, color schemes and colored pencil and watercolor techniques. Students will manipulate the elements and principles to create an original portrait or series of original portraits. Students will reflect on their creative process and participate in a peer critique.
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> • Students evaluate all the features of composition. (MLR A2) • Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (MLR A3) • Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (MLR B1) • Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (MLR B2) • Students create a body of original artwork. (MLR B3) <ul style="list-style-type: none"> ○ Demonstrate sophisticated use of media, tools, techniques, and processes. ○ Demonstrate knowledge of visual art concepts. • Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection. (MLR B4) • Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1) • Students analyze and evaluate art forms. (MLR D1)
Unit 5	Sculpture and Balance
Summary	Students will explore the history of temporary sculpture. Students will develop a concept for temporary sculpture and work through the creative process to install the sculpture. Students will also learn digital means (photography/videography) of capturing temporary works of art. Students will reflect on their creative process and participate in a peer critique.
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> • Students research and explain how art and artists reflect and influence culture and periods of time. (MLR A1) • Students evaluate all the features of composition. (MLR A2) • Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (MLR A3) • Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection. (MLR B4) • Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (MLR C1) • Students analyze and evaluate art forms. (MLR D1) <ul style="list-style-type: none"> ○ a. Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy. ○ b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or nonprint sources. ○ c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment. ○ d. Research and explain how art and artists reflect and shape their time and culture. • Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures. (MLR E1)
<u>Summative Assessments Retake</u>	

- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

Make-up Work

Upon their return to school from an absence, it is the student's responsibility to secure make-up work from their teacher. The due date of the missed work will be one additional class period for each day of absence from that class or at the discretion of the teacher.

Grading of Formative Assessments

- Formative assessments will count as 30% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.