

\* **Subject Area:** Visual & Performing Arts

\* **Category:**

\* **Grade Level  
for which this  
course has been  
designed:**

9  10  11  12

\* **Unit Value:** 1.0 (one year, 2 semesters, or 3 trimesters equiv.)

\* **Is this course classified as a Career Technical Education:** No

#### \* **Brief Course Description**

Studio Art is a multi-culture art class which coordinates 2-D and 3-D studio work with cultural studies. Selected cultures of Meso-American, Middle Eastern, Asian, and 16th-19th Century Europe will be introduced to produce art projects that relate to each unique culture. The art elements and principles of design composition serve as a foundation for each unit covered. Attention is given to visual studio work, language and culture studies, and knowledge of and appreciation for various art forms.

#### **Pre-Requisites**

#### **Co-Requisites**

#### **Context for Course (optional)**

#### **History of Course Development (optional)**

#### **Textbooks**

**TEXTBOOK 1**

\* **Title:** Art Talk

\* **Edition:** 2005

\*  
**Publication Date:** 2005

\*  
**Publisher:** Glencoe

\*  
**Author(s):** Dennis Forbes

**URL Resource:**

\* **Usage:** Primary Text

Read in entirety or near entirety

**Supplemental Instructional Materials**

Art Talk Historical & Cultural Heritage Activities

**\* Course Purpose**

By the end of this one year course, students will have developed an appreciation for the art of various cultures and will have applied creative expression and foundational techniques in a variety of media to several 2- and 3- dimensional studio art pieces inspired by the various cultures. Students will understand the role of visual arts throughout history and among world cultures. They will develop skills to analyze and make informed judgments about artists and their work, as well as their own work and that of their peers. They will gain insight into the integration of art across subject areas and will explore career opportunities.

available in the visual arts.

### \* Course Outline

#### I. Artistic Perception

##### A. Introduction to Art

1. what is art, why art?
2. language of art
- 3 elements and principles of art and design
4. media and processes of art

##### B. Methods of critique

1. four steps of criticism
2. using a rubric

#### II. Aesthetic Valuing

##### A. Critical methods

- a. describing
- b. analyzing
- c. interpreting
- d. judging

##### B. Communication of ideas

- a. personal beliefs
  - b. cultural traditions
  - c. social political context
- ##### C. Assessment: self and peer

- a. classroom critiques
- b. self evaluations

#### III. Creative Expression – Media

##### A. Media

1. drawing
  1. pencil (graphite and colored), charcoal, pastel, ink, markers
  2. painting
    1. tempera, watercolor
    3. three-dimensional
      1. papers: construction, tissue, novelty
      2. found objects
      3. clay
      4. technology

1. photography
2. film
3. computer software

#### IV. Creative Expression - Elements

##### A. Line

1. types and applications
2. expressive line: line quality

##### B. Shape

1. positive vs. negative
2. geometric vs. organic
3. basic shapes as image components

##### C. Form

1. Geometric vs. organic

##### D. Value

1. shading
2. creating contrast - using the gray scale
- 3 techniques for creating value
  1. hatching/crossing hatching
  2. blending
  3. stippling

##### E. Space

1. creating the illusion of space in 2D works
  1. aerial perspective
  2. linear perspective
  3. size, placement, overlapping, recession
2. positive and negative
3. space in and around form

##### F. Color

1. the attributes of color
2. color theory
3. color schemes
4. color mixing
5. psychology of color

## G. Texture

1. actual vs. visual
2. simulated vs. visual
3. techniques with various media

## V. Creative Expression - Principles

### A. Balance

1. symmetrical, asymmetrical, radial
2. positive and negative space
3. using the elements to achieve balance

### B. Contrast

1. using the elements to achieve contrast
2. high and low contrast
3. variety versus homogeneity

### C. Dominance

1. creating dominance
2. the importance of dominance in a composition

### D. Emphasis

1. creating a focal point- color dominance and visual emphasis
2. focusing on specific elements to create emphasis

### E. Movement

1. achieving action in a composition
2. using repetition and pattern to create movement

### F. Repetition

1. effects of repetition
2. pattern- planned, random, and radial
3. motifs

### G. Rhythm

- 1 regular, irregular, and progressive
2. using repetition and variety to create rhythm
3. rhythm in realism versus abstraction

### H. Subordination

1. background elements
2. use of negative space

### I. Variation

1. combining elements in different ways to create interest
2. thinking "outside of the box"

## J. Unity

1. achieving harmony and balance
2. interaction of elements in a composition

## VI. Historical and Cultural Context

### 1. Art history

- a. vocabulary – subject matter, medium, style and techniques, movements and periods
- b. interpretation
- c. historical relevance of developments in art and modern applications
- d. research related to specific artists and movements

### 2. Art of other cultures

- a. purposes of art
- b. selected cultures

#### 1. Prehistoric

#### 2. Asian

#### 3. Middle East

#### 4. Africa

#### 5. Early Americas

#### 6. Modern Europe

## K. Careers in Art

### 1: Careers in Two-Dimensional Art

- a. Graphic designers
- b. illustrators
- c. illustrators

### 2. Careers in Three-Dimensional Art and Education

- a. Architects
- b. Interior designers
- c. Museum curators

## \* Key Assignments

Students will read all chapters and do all assignments in the Art Talk Historical and Cultural Heritage Activities. They will do written tests or alternate approved essays for Chapters 1 and 2 and 14 (Intro to Art, Criticism, and Careers in Art)

demonstrating knowledge of the concepts.

They will do additional research and art projects quarterly, researching a specific period of art and creating a personal art portfolio of 3 or pieces demonstrating knowledge of the art period: types of media, style, cultural influences, and purposes/uses of art. They will present these projects in written and oral form.

#### \* **Instructional Methods and/or Strategies**

1. Reading and discussion and written response
2. Demonstration
3. Individual and instructor student critiques
4. Students are required to do complete and document at least 4 hours weekly of research and/or studio art.

#### \* **Assessment Methods and/or Tools**

1. Written workbook activities
2. Chapter tests
3. Quarterly research/portfolio projects
4. Instructor/student critiques

#### \* **Artistic Perception**

Students will research and write about and apply knowledge of the visual arts from various historical periods through quarterly projects.

#### \* **Creative Expression**

Students will create a portfolio of artwork demonstrating their creative interpretations based on the styles, media, and/or themes of various historical time periods.

#### \* **Historical and Cultural Context**

Students will study several periods of art history and will research four periods on depth and create projects/portfolios based on that research.

**\* Aesthetic Valuing**

Students will complete textbook assignments related art criticism and apply this knowledge in textbook assignments and through regular assessment of their own portfolios.

**\* Connections, Relationships, and Applications**

Students will complete the textbook reading and chapter tests related to careers in the arts.

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