

ADVANCED STUDIO ART II CURRICULUM (2000)

COURSE DESCRIPTION

This course is designed as a continuation of Advanced Art Studio I. Students hone their skills to produce a portfolio acceptable to art colleges and schools. Using their portfolios, students are required to apply to an art school, university, or a professional art studio to continue their involvement in art. By the end of the year, students will have produced enough work of quality to have a one man/woman show in the district art gallery at Hudson Maxim School. Students participate in art shows outside of the school district.

Core Curriculum Content Standards (New Jersey State Department of Education)

- (1.1) All students will acquire knowledge and skills that increase aesthetic awareness in visual arts.
- (1.2) All students will refine perceptual, intellectual, physical, and technical skills through creating visual arts.
- (1.3) All students will utilize arts elements and arts media to produce artistic products.
- (1.4) All students will demonstrate knowledge of the process of critique.
- (1.5) All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishment throughout the ages and which continue to shape contemporary visual arts.
- (1.6) All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

SCANS Cross-Content Workplace Readiness Standards (New Jersey State Department of Education)

- (2) All students will use information, technology, and other tools.
- (3) All students will use critical thinking, decision-making, and problem-solving skills.

- (4) All students demonstrate self-management skills.
- (5) All students will apply safety principles.

Aesthetic Awareness

Cumulative Progress Indicators

Students will:

- (1.1.4) Demonstrate an understanding of different aesthetic philosophies through the evaluation and analysis of artistic styles, trends, and movements in visual arts.

- (2.6) Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.

- (2.7) Use technology and other tools to solve problems, collect data, and make decisions.

- (2.8) Use technology and other tools, including word processing, spreadsheet and presentation programs, and print or graphic utilities, to produce products.

- (2.9) Use technology to present designs and results of investigations.

- (3.3) Formulate questions and hypotheses.

- (3.5) Use the library media center as a critical resource for inquiry and assessment of print and non print materials.

- (3.7) Conduct systematic observations.

- (3.8) Organize, synthesize, and evaluate information for appropriateness and completeness.

- (3.10) Monitor and validate their own thinking.

- (3.11) Identify and evaluate the validity of alternative solutions.
- (3.12) Interpret and analyze data to draw conclusions.
- (3.13) Select and apply appropriate solutions to problem-solving and decision-making situations.
- (4.10) Apply study skills to expand their own knowledge and skills.

Suggested activities may include but are not limited to:

1. Research the work of various artists.
2. Visit art galleries, studios, and museums.
3. Interview artist and/or gallery manager in area of interest.
4. Create a path through which they hope to continue their work in art.
5. Continue entering work in sketch books.
6. Write critiques of art shows attended.
7. Research galleries and museums on the internet.
8. Manipulate images as they appear on the computer through scanning or the internet.
9. Study trends and styles and expand upon them to create a final work of art.
10. Maintain district art gallery at Hudson Maxim School.
11. Demonstrate use of the elements of art in their own and fellow students' work.

Technical Skills

Cumulative Progress Indicators

Students will:

- (1.2.4) Demonstrate originality, technical skills, and artistic expression in the creation, production, and performance of visual arts.

- (2.2) Select the appropriate tools and technology for specific activities.
- (2.9) Use technology to present designs and results of investigations.
- (2.10) Discuss problems related to the increasing use of technologies.
- (3.6) Plan experiments.
- (3.14) Evaluate the effectiveness of various solutions.
- (3.15) Apply problem solving skills to original and creative/design projects.
- (4.1) Set short and long term goals.
- (4.2) Work cooperatively with others to accomplish a task.
- (4.3) Evaluate their own actions and accomplishments.
- (4.9) Use time efficiently and effectively.
- (4.11) Describe how ability, effort, and achievement are interrelated.
- (5.1) Explain how common injuries can be prevented.
- (5.3) Demonstrate principles of safe physical movement.
- (5.4) Demonstrate safe use of tools and equipment.

Suggested activities may include but are not limited to:

1. Maintain an organized portfolio.
2. Select appropriate presentation methods.
3. Finalize design for final portfolio.
4. Create slides as appropriate for art work.
5. Refine technical skills with tools, materials, and media.
6. Select an area of interest in which to specialize.

7. Practice interviewing skills for college/workplace entrance.
8. Meet deadlines.
9. Maintain sketch book in order to have a continuing art dialog with teacher.
10. Use appropriate technology for presentations.
11. Burn portfolio on CD to be presented on Internet and /or other settings.
12. Continue use of appropriate software such as Photo Shop, Bryce 3-D, and Fractal Design Painter to create art.

Production

Cumulative Progress Indicators

Students will:

- (1.3.3) Demonstrate an understanding of technology, methods, materials, and creative processes commonly used in visual arts.
- (2.1) Understand how technological systems function.
- (2.2) Select appropriate tools and technology for specific activities.
- (2.9) Use technology to present designs and results of investigations.
- (3.1) Recognize and define a problem, or clarify decisions to be made.
- (3.2) Use models, relationships, and observations to clarify problems and potential solutions.
- (3.3) Formulate questions and hypotheses.
- (3.4) Identify and access resources, sources of information, and services in the school and the community.
- (3.13) Select and apply appropriate solutions to problem-solving and decision-making situations.
- (3.14) Evaluate the effectiveness of various solutions.

- (3.15) Apply problem solving skills to original and creative/design projects.

- (4.1) Set short and long term goals.
- (4.2) Work cooperatively with others to accomplish a task.
- (4.3) Evaluate their own actions and accomplishments.
- (4.5) Provide constructive criticism to others.
- (4.9) Use time efficiently and effectively.

Suggested activities may include but are not limited to:

1. Develop a plan to create one large sized, major project per marking period. Each project is specific to student's area of interest and is developed in conjunction with teacher.
2. Continue to maintain sketch book.
3. Maintain school district gallery.
4. Maintain high school's virtual gallery on district web site.
5. Produce art in traditional and contemporary styles.
6. Use technology to create art.
7. Create art from life models such as natural settings for landscapes, still life, models etc.
8. Collaborate with peers to solve problems that may arise in production of art.
9. Collaborate with peers to determine goals for production of art.
10. Establish independent style and artistic vision.

Process of Critique

Cumulative Progress Indicators

Students will:

- (1.4.3) Evaluate and interpret works of the visual arts orally and in writing, using appropriate terminology.
- (3.2) Use models, relationships, and observations to clarify problems and potential solutions.
- (3.3) Formulate questions and hypotheses.
- (3.7) Conduct systematic observations.
- (3.10) Monitor and validate their own thinking.
- (3.11) Identify and evaluate the validity of alternative solutions.
- (3.12) Interpret and analyze data to draw conclusions.
- (4.3) Evaluate their own actions and accomplishments.
- (4.4) Describe constructive responses to criticism.
- (4.5) Provide constructive criticism to others.

Suggested activities may include but are not limited to:

1. Evaluate sketch books with partners.
2. Evaluate final portfolio.
3. Create rubric for evaluation of portfolio.
4. Read and present art criticism and professional art journals as appropriate.
5. Write gallery guides for others.
6. Participate in weekly critiques.
7. Attend juried art shows and evaluate the work.
8. Visit colleges and other schools during portfolio review days.

Culture

Cumulative Progress Indicators

Students will:

- (1.5.8) Demonstrate knowledge of how artists and art works connect with political, social, cultural, and historical events.
- (1.5.9) Analyze and evaluate how various artists and cultural resources influence student work.
- (1.5.10) Create artistic events communicate personal opinions, thoughts, and ideas.
- (2.4) Develop, search, and manipulate databases.
- (2.10) Discuss problems related to the increasing use of technologies.
- (3.9) Identify patterns and investigate relationships.
- (3.15) Apply problem solving skills to original and creative/design projects.
- (4.6) Describe actions which demonstrate respect for people of different races, ages, religions, ethnicity and gender.
- (4.7) Describe the roles people play in groups.
- (4.10) Apply study skills to expand their own knowledge and skills.
- (4.11) Describe how ability, effort, and achievement are interrelated.

Suggested activities may include but are not limited to:

1. Create representational art from selected periods in history that is commensurate with student's interest and style.
2. Visit exhibits that are multicultural in nature.
3. Produce art that has a social/cultural message/theme.
4. Visit professional studios and museums.
5. Complete research project utilizing Internet focusing on art as revealing a specific country's culture.
6. Continue to create art presentations for social studies and science classes.

Design

Cumulative Progress Indicators

Students will:

- (1.6.4) Identify, plan and provide solutions to design problems of space, structures, objects, sound, and/or events in a public or private environment.
- (2.2) Select the appropriate tools and technology for specific activities.
- (2.7) Use technology and other tools to solve problems, collect data, and make decisions.
- (2.9) Use technology to present designs and results of investigations.
- (3.1) Recognize and define a problem, or clarify decisions to be made.
- (3.2) Use models, relationships, and observations to clarify problems and potential solutions.
- (3.3) Formulate questions and hypotheses.
- (3.4) Identify and access resources, sources of information, and services in the school and the community.
- (3.13) Select and apply appropriate solutions to problem-solving and decision-making situations.
- (3.14) Evaluate the effectiveness of various solutions.
- (3.15) Apply problem solving skills to original and creative/design projects.

Suggested activities may include but are not limited to:

1. Maintain galleries both real and virtual.
2. Design and participate in art shows.
3. Visit galleries and museums.
4. Design gallery using appropriate software.

5. Identify the principles of design in one another's work.
6. Design and create final portfolio.
7. Design and execute one man/woman art show. Include guest list, invitations, opening event etc.

INSTRUCTIONAL STRATEGIES

- **Demonstrations**
- **Field trips**
- **Participation in Teen Arts activities/museum shows/contests**
- **Collaborative learning**
- **Presentations: traditional, power point**
- **Jigsaw**
- **Gallery**
- **Independent projects**
- **Portfolio compilation**
- **Fractal Design Painter (computer fine art graphic program)**

EVALUATION/ASSESSMENT

All students will be evaluated according to multiple indicators, such as: sketch books, portfolio development, art shows, production efforts, written critiques, research, tests and formal examinations.