

## **ADVANCED STUDIO ART CURRICULUM (2000)**

### **COURSE DESCRIPTION**

This course is designed for serious art students who seek entrance into art schools or professional placement. Each student is required to begin to develop an art portfolio consisting of varying projects in various media. Major projects consist of photography, paintings, sculpture, ceramics, graphics, drawing, and design. Sketchbooks are required. Research projects in conjunction with art production are required. A draft portfolio is the final outcome of the course.

### **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. Establish portfolio requirements through the internet and mail to art schools and universities.
2. Research portfolios of professional and student artists.
3. Identify the elements of art.
4. Demonstrate the principles of design.
5. Visit museums and galleries.
6. Interview a professional artist.
7. Design a functional art gallery.
8. Prepare a show of work to be set-up and displayed in a public setting.
9. Create and maintain sketchbooks as a form of progress and research.
10. Design an art studio for creating works of a single medium.
11. Begin submitting work on a regular basis to the school's web page.
12. Submit work on a regular basis to the district art gallery.
13. Visit virtual galleries on the internet.
14. Plan the direction of their art.

**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. Work as a group to create a single work of art.
2. Create sketches towards a final project.
3. Design “set up” for photographing portfolio projects.
4. Create projects utilizing various media to highlight technical expertise.
5. Practice presentation skills.

6. Create slides for portfolio.
7. Experiment with a variety of tools and materials such as: line technique with brushes, gouges, and pencil.
8. Establish a functional, safe, and effective work area.
9. Meet deadlines.
10. Produce series of works in various media.
11. Create and implement an organized sketch book.
12. Use technology for presentations.
13. Use technology for research.
14. Use technology such as Photoshop, Fractal Design Painter to make fine art.
15. Visitation and workshops by professional artists.

## **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. Design and produce a series of self portraits in various media.
2. Design and produce a series of portraits of historical/contemporary public figures.
3. Design and create a series of works involving motion.
4. Create a series of partials to make a work of art for example, a series of parts of a face.
5. Create landscapes in various media.
6. Create monochromatic works.
7. Create still life in various media and styles from realistic to abstract.
8. Create designs using color as subject.
9. Create value and contour drawings.
10. Practice blind contour drawing.

11. Practice gesture drawing to demonstrate movement and proportion.
12. Practice perspective in drawing, painting, sculpture, and photography.
13. Create landscapes.
14. Create art from life: use models, outdoor work.
15. Use established artists both historical and contemporary as models for style and content.
16. Provide assistance to fellow students to help solve problems.

## **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 book.

2. Evaluate progress towards final portfolio.
3. Participate in weekly critiques.
4. Identify the use of elements of art.
5. Create rubrics for art evaluation.
6. Read and present art criticism as appropriate.
7. Write and present criticism for established art shows.
8. Attend professional art shows and evaluate the work.

## **Culture**

### **Cumulative Progress Indicators**

Students will:

- (1.5.8) Demonstrate knowledge of how dramatists and dramatic 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 theatrical events and dramatic scripts that 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 various periods in history.
2. Research movements in art and present to class.
3. Classify groups of artists to understand their influence on one another.
4. Visit local art studios and artists such as Peter's Valley, Bill Sturm.
5. Discuss the influence of artists on community.
6. Create presentations using appropriate software (such as Power Point and Hyperstudio) for other academic classes such as Global Awareness.

## **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 virtual gallery on school's web page.
2. Maintain school district art gallery at Hudson Maxim.
3. Design and hang art shows.
4. Visit galleries and museums as appropriate.
5. Research and present findings regarding design of art galleries and museums throughout history.
6. Understand the universality of design throughout the ages through research.
7. Identify the principles of design in one another's art work.
8. Apply the principles of design to their own and one another's art work.

**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, portfolios, art shows, production efforts, written critiques, research, tests and formal examinations. The curriculum will be assessed according to student performance on state (HSPA) testing.