

**ART STUDIO I, 2-D CURRICULUM
(TWO DIMENSIONAL)
(2000)**

COURSE DESCRIPTION

Students are exposed to a wide variety of drawing tools, technique, and media. Emphasis is on developing representational and compositional skills. Students receive extensive training in applying the elements and principles of two dimensional color and design. Finally, drawing, design, and color are integrated into a variety of projects. Exposure to the work of historical and contemporary artists is related to specific studio activities.

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. Create a classroom file of historical painting styles; use copies of art works found on-line.
2. Research particular artists and periods in art history. Work in small groups to make presentations to the class.
3. Visit museums on-line to make personal observations. Study a particular movement in art as it relates to the media or skill being taught in class; such as Degas' impressionism for classwork in pastels.
4. Model established artists' styles in own work.
5. Through scheduled and directed assignments, prepare systematic observations in a sketchbook. Use as a resource for developing subject matter for class projects.
6. Use software, such as Fractal Design Painter, to create a basic landscape of contours and shapes. Experiment with different colors and textures to create contrasting moods. Use chosen result as a basis for classroom project.
7. Prepare classroom presentation of current projects; sign, mat (or mount), and hang work. Make observations of individual's projects.
8. Create a a file of completed projects, and periodically make observations. Identify personal styles and imagery as they begin to emerge.
9. Visits to Museums and galleries.
10. Participate in the display of student work in the district art gallery at Hudson Maxim School.
11. Participate in the display of work for Teen Arts.

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. Follow classroom schedules; use time efficiently and meet deadlines.
2. Use class grading system to estimate grades. Provide teacher with a self evaluation of performance.
3. On a rotating schedule, work cooperatively to accomplish daily clean-up; each student taking turns to maintain community equipment.

4. Identify safety concerns with equipment and substances as required; participate in class review of safety for each new material.
5. Prepare a linear design to be used for a color or value problem. Brainstorm ideas, creating a series of thumbnail sketches. Evaluate ideas, and select one to develop as a final project sketch.
6. Use the computer to experiment with variety in a design; switching colors, shapes, textures, or position of elements.
7. Prepare sketchbook assignments; where line and shading techniques are practiced regularly, and where development of skills can be assessed.
8. Practice contour drawing skills from direct observation; refine ability to see detail, and control line quality.
9. Create a value scale; work to control shading techniques, and recognition of a full range of values.
10. Practice color mixing of tints and shades for all primary and secondary colors.
11. Prepare detailed drawings utilizing 1 pt. and 2 pt. perspective.
12. Create a series of sketches detailing the human form. Practice using the formulas for facial and idealized body proportions.
13. Draw from still-life; selecting a point of view, a focal point, and utilizing the principles of design.
14. Develop skills with pen and ink media, by creating value and pattern exercises.
15. Produce a linoleum cut edition of single color prints, demonstrating correct carving and inking techniques, as well as an understanding of "sameness".
16. Demonstrate ability to utilize technology as it may assist individual work.

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. Contour line drawings from direct observation.
2. Figure drawing from live models in charcoal or conte' crayon.
3. Choose a point of view and draw a section of the classroom in contour line; use as much detail as can be identified.

4. Create a pencil drawing in 2 pt. perspective and value, as it relates to a light source.
5. Work up a still-life drawing on medium value paper, creating the light and dark values using white and black charcoal pencil; include a variety of smooth, textured, natural, and man-made surfaces, as well as drapery.
6. Utilizing knowledge of pen and ink techniques, choose appropriate subject matter for a pen and ink drawing, Work up preliminary sketches, and carefully execute final project.
7. Create an edition of single color linoleum block prints. Incorporate the concepts of reversal, positive/negative space, characteristic carved textures and "sameness". Correctly sign and number the edition.
8. Create an artist's proof print.
9. Build a hinge mat for a print project.
10. Create color studies using craypas on a toned background. Select warm/cool, or analagous color schemes.
11. Design and create a painting project incorporating a spectrum-like element; utilizing a systematic placement of shades and tints from each of the primary and secondary colors.
12. Design and execute an acrylic painting as a group project. Use the computer to design, combine, or alter images, to come up with a class composition. Cut the image into squares (or shapes), giving one to each student; reproduce square in acrylics on gessoed, coresponding square section of the class project. Re-assemble squares to form class painting.
13. Work in transparent watercolor to create landscape painting. Explore a variety of techniques.
14. Explore color and shading techniques using colored pencil.
15. Combine media to create a project.
16. Design and execute a project around words, using calligraphy.

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. Upon completion of each project, display work on the bulletin boards, and conduct a classroom critique.
2. Identify art elements and design principles verbally in art work.
3. Research and write reviews of a particular art work.
4. Draw conclusions from assessments of sketchbook assignments.
5. Help fellow students with constructive evaluations and observations.
6. Develop a healthy respect for the diversity, and variety of individual styles, or solutions to art problems.
7. Daily discussions of on going projects.

8. Review of work on display in display cases, library, or district art gallery.

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. Research information about the life of a particular artist, relating to a class project. Study environmental and historical influences.
2. In small groups research a period in art, each group studying a particular artist. Create a presentation for the class.

3. Construct a classroom timeline, pinpointing dates and names of artistic periods in art.
4. Discuss and list possible influences characterizing our lives today. How might our art take its' place historically?
5. Interview an older generation (grandparent) member about a type of utilitarian object design, or graphics. Bring in sample of items if available.
6. Create art work relating to Lake Hopatcong historically.
7. Visit local historical site to create on-location sketches.
8. Use historical material as subject matter for art work.
9. Visit museums.

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. Use thumbnail sketches, and rough draft sketching techniques, to brainstorm and define project ideas.
2. Use knowledge of design elements to plan projects.
3. Design art work inspired by nature.
4. Use technology to manipulate elements in a design.
5. Analyze compositional elements in historical paintings and art work.
6. Create patterns using geometric shapes and motifs.
7. Use sketchbook ideas to plan projects.
8. Emulate styles and design ideas of past and contemporary artists.
9. Paint negatively in watercolor to preserve the white of the paper for highlights.
10. Select a point of view using a small mat to experiment with placement of subject, or focal point, in a rectangular space. Use photos as well as sections of the room.
11. Help set up displays in classroom, display case, or district art gallery.

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.