

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

**COURSE DESCRIPTION**

Students expand upon the drawing and painting skills developed in Art Studio I-2D. In addition to reviewing basic representational and compositional skills, a more in-depth exploration of techniques and media will characterize project work. An emphasis will be placed on personal development and direction. Students will integrate the influences of historical and contemporary artists into the preparation of classwork.

**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 personal file of historical artist's styles, as it relates to projects and individual work.
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 Monet for impressionist color.
4. Model established artists' styles in own work.
5. Through scheduled and directed assignments, prepare systematic observations in a sketchbook. Use as a resource, and log of personal subject matter for class projects.
6. Use software, such as Fractal Design Painter, to design and experiment with elements in a composition.
7. Prepare classroom presentation of completed projects; sign, mat (or mount), and hang work.
8. Participate in a class show of work in the hall display case; as a group effort, select work and hang show to represent class ( mid-year ).
9. Create a file of completed projects, and periodically make observations. Identify personal styles and imagery as they begin to emerge.
10. Visits to museums and galleries.
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 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 material.
5. Use planning techniques; brainstorm ideas, create series of thumbnail sketches, evaluate ideas, and prepare rough drafts.
6. Use the computer to experiment with variation in a design or composition.
7. Prepare sketchbook assignments; where line and shading techniques are practiced regularly, and where development of skills can be assessed.
8. Review and demonstrate skills of; contour line drawing, shading techniques, 1 and 2 pt. perspective, as well as color mixing skills for tints and shades, of primary and secondary colors.
9. Review and demonstrate compositional skills; selection of point of view, focal point, use of negative space, and utilizing the principles of design.
10. Use pen and ink techniques to create scratchboard or drypoint etching.
11. Make studies of the human form using correct proportions.
12. Demonstrate the skills required to produce an edition of prints.
13. Demonstrate the ability to utilize technology as it may assist individual work.
14. Mount or mat all completed projects.
15. Paint monochromatically in watercolor to create still-life, and control brush strokes, and value.

**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 drawing from direct observation; projects can be produced in black sharpie marker, pencil, or charcoal. Drawing spaces may be shaded, filled with color, texture, or collage.
2. Figure drawing from live models in charcoal or conte' crayon. Can work up a project incorporating the human form, combining a variety of views, and adding outside elements.
3. Have class work outdoors to produce a contour line drawing of the outside of the high school building. Choose a point of view, a focal point, and consider perspective, negative space, detail, and a variety of lines.

4. Create a surrealist colored pencil drawing using multi-pt. perspective. Use the imagination to create a dream-like environment containing a quantity of hard edge objects.
5. Work up still-life drawing on medium value paper (color or neutral), develop the high and low end values using white and black charcoal pencil. Create a class chosen, theme grouping of objects as subject matter (toys, artist's supplies, kitchen items, etc.). Include hard and soft (drapery, egg, etc.) objects, as well as natural and man-made items.
6. Create color studies using craypas on an toned background; explore triadic color schemes.
7. Create a group monochromatic painting from a black and white photo; cut the photo into rectangular sections and have each student reproduce their section in acrylics on the corresponding gessoed piece of a larger painting. Provide a basic line drawing as a guide, and have students mix and blend values. Can be re-assembled to explore abstraction, playing with positioning sections, and possibly adding a different element square to mix and offset subject.
8. Using personal subject matter from sketchbook assignments, develop a composition to use for an acrylic painting on a canvas panel. Prepare a rough draft value study to grid, and use as a reference. Complete the painting on an easel, with appropriate painting equipment.
9. Work in graphic design; creating logo design, and package design.
10. Design a project using lettering skills, and/or calligraphy. Combine imagery and words.
11. Create a project in scratchboard, using appropriate compositionary skills. Design rough draft using sharpie marker; explore positive/negative space, and texture techniques.
12. Create an edition of prints using the drypoint etching technique.
13. Using the monotype technique, create an artist's proof. ( Experiment with combining a light monotype under a drypoint. )
14. Design and execute a reduction linoleum cut print edition; plan color from bottom to top in successive printings, work on registration and consistency of prints. Sign and number the edition.
15. Work up a project using pastels; study portraiture, landscape, and work from life.
16. Create watercolor painting using a primary based palette, and using tube paints. Explore technique choices in depth.
17. Combine media to create a project.

## **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 projects, display work in room, and conduct 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, through regular class discussions.
7. Ongoing critical discussions.
8. Review of work on display in 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 and times 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. Upon completion of research, about a select group of artists with distinct styles in portraiture, (Vangogh, Renoir, etc.) have students render their own self-portraits emulating the style of a particular artist. (craypas)
4. Create a project depicting a genre scene for life today. Refer to Renoir's "Boating Party", and make a comparison to a boating party on Lake Hopatcong; etc.
5. Create art work relating to Lake Hopatcong historically.
6. Visit local historical site to create on-location sketches.
7. Collect historical photos and research, to prepare illustration of social or cultural significance.
8. Utilize the internet to do research.
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 refine 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 and designs using geometric shapes and motifs.
7. Use sketchbook ideas to plan projects.
8. Emulate styles and design ideas of past and contemporary artists.
9. Use compositional skills to design a 2-dimensional space.
10. Help set up displays in classroom, display case, and 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.