COURSE TITLE:

STUDIO ART
GRADES 11-12

LENGTH:

FULL YEAR

SCHOOLS:

RUTHERFORD HIGH SCHOOL
RUTHERFORD, NEW JERSEY

DATE:

SPRING 2015

Rutherford High School
Rutherford, NJ
STUDIO ART
Spring 2015

1.   **INTRODUCTION/OVERVIEW/PHILOSOPHY**

This course is designed for students who wish to continue to develop painting skills by working with acrylics and would like to be introduced to high and low relief sculptural forms. During the second half of the course, students will be able to further develop painting and sculptural skills and pursue portfolio development, under contractual agreements. Emphasis is on identifying individual needs and producing art pieces that will result in a strong, competitive portfolio. Preparation of portfolios will include mounting, matting, and photographing the art pieces for a slide portfolio.

This course is well suited for the student who:

- has taken several semester art courses, and/or
- is pursuing art in higher education, or
- wishes to work in an art-related entry level job, or
- has been identified as being gifted and talented

2.   OBJECTIVES

A. NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR VISUAL AND PERFORMING ARTS

For a complete copy of the NJ Core Curriculum Content Standards for Visual and Performing Arts, Technology, and 21st Century Life and Careers, please visit the following website:

http://www.state.nj.us/education/cccs/

STANDARD1.1

THE CREATIVE PROCESS: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

STANDARD 1.2

HISTORY OF THE ARTS AND CULTURE: All students will understand the role, development, and influence of the arts throughout history and across cultures.

STANDARD 1.3

PERFORMING: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

STANDARD 1.4

AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

TECHNOLOGY

STANDARD 8.1

TECHNOLOGY: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

21st CENTURY LIFE and CAREERS

STANDARD 9.2

CAREER AWARENESS, EXPLORATION, AND PREPARATION:
Review career goals and determine steps necessary for attainment

CAREER READY PRACTICES

CRP1: Act as a responsible and contributing student
CRP2: Apply appropriate academic and technical skills
CRP3: Attend to personal health and well-being

B.   **COURSE OUTLINE**

All standards cited in course outline are through Grade 12.

First Quarter

- Set assignments to demonstrate the following acrylic techniques:

    o set up a primary palette
    o use of media and gels
    o washes
    o pure color (hard edge & taping)
    o wet on wet
    o underpainting (glazing)
    o texturing (palette knife, scumbling)

- Complete two acrylic paintings on two of the following surfaces:

    o water color paper
    o board (i.e., bristol, chip)
    o masonite

- o canvas board
- o stretched canvas
- o stretched fabric
- o miscellaneous (i.e., wood, metal, wall)

Second Quarter

- Basic Concepts of Additive Sculpture:

  - o elements of sculpture: lift, weight, base assembling
  - o three-dimensional drawing: overall, top, side cut-away view
  - o basic geometric forms
  - o free forms
  - o exercises and final project
  - o modulars - toothpick, craftsticks, straws – exercises in basic form construction
  - o modeling - paper mache, styrofoam
  - o low relief
  - o high relief

Third and Fourth Quarters – Guided Portfolio and/or Individual Project Development

- **Aspiring college art majors will:**

  - o assess portfolio needs in conjunction with the Art Department faculty
  - o develop a series of teacher/student contracts designed to produce a series of portfolio-quality art pieces designed to meet the needs of each student's portfolio
  - o mat, mount, and/or frame each piece of art for a high-quality presentation
  - o produce a sequentially laid-out portfolio and document it with 35 mm color slides that will be properly labeled

- **All other students will develop a minimum of two teacher/student contracts for projects to be completed from among the following areas:**

  - o advanced painting techniques
  - o advanced sculpture techniques
  - o carving application
  - o assemblage
  - o use of stretched watercolor paper and/or blocks
  - o air brush

- o   mixed media
- o   advanced drawing
- o   collage
- o   computer graphics
- o   Photography (**if completed Photography 1**)

- **Careers – infused throughout the course**

  - o   use of the library
  - o   career education program activities
  - o   board displays
  - o   speakers
  - o   field trips (i.e., museum trips)
  - o   Higher Education Admissions catalogs
  - o   The Consortium of East Coast Art Schools Guide to Portfolio Development

- **Materials and Tools**

  - o   water color sets and tubes
  - o   tempera
  - o   brushes (water color, tempera, oil, acrylic, air brush)
  - o   palette knives
  - o   painting surfaces (boards, papers, canvas, Masonite)
  - o   mixed combinations
  - o   acrylics
  - o   paper, boards (corrugated, chip, mat), toothpicks, straws, wire, fabric, craftsticks, plasticine, wood, plaster, Pariscraft, stone, wax, glue
  - o   glue gun, carving tools, vises, C-clamps, X-acto knives, scissors, rasps, saws, hammer, drill and drill bits, plaster tools, sandbags
  - o   matboard, acetate, mat cutting equipment, color slide film, and related photo equipment

Student Outcomes:

The student will be able to demonstrate the following:

- Advanced two-and three-dimensional painting skills
- A continuation of water color and tempera skills and techniques into acrylic media
- A continued understanding of advanced painting surfaces
- A continued application of the element of design
- A continued application of the principles of design

- Painting from observation
- A series of acrylic techniques
- The ability to participate in a group and/or solo exhibit
- A continued awareness of careers
- A continued awareness of appreciation of painting as related to traditional and contemporary periods of art
- Transformation of a three-dimensional drawing into a sculpture
- Application of additive, subtractive and modeling techniques
- Proper application of materials based on properties and physical qualities of the material
- An awareness of traditional and contemporary sculpture forms
- Production of a series of portfolio-quality art pieces based on the individual needs of the student
- Completion of one or more individualized teacher/student contracts

3.   PROFICIENCY LEVELS

Studio Art is an elective course open to students in Grades 11-12 upon successful completion of Basic Drawing & Design 1, as well as one other art department course.

4.   METHODS OF ASSESSMENT

- **Student Assessment**

   The teacher will provide a variety of assessments, including:

   o Teacher observation
   o Individual and group critique
   o Completed projects
   o Display of students' work

- **Curriculum/Teacher Assessment**

  There will be an ongoing self and department assessment to
  determine the effectiveness of all aspects of the art
  program, including:

  - Teacher/departmental meetings
  - Teacher observations
  - Completed projects
  - Art displays
  - Self evaluations/PDP
  - Supervisor evaluations
  - Suggestions for changes to supervisor

5.   GROUPING

There is a prerequisite of Basic Drawing & Design 1, and any <u>one</u> of the
following courses: Basic Drawing and Design 2, Painting, Ceramics 1, 2,
Photography 1, 2, Art by Computer Design. Studio Art is an elective
course for students in Grades 11-12.

6.   ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

Studio Art is a one-year elective course.

7.   RESOURCES

Periodicals:

- <u>American</u> <u>Artist</u>
- <u>Art</u> <u>and</u> <u>Man</u>
- <u>American</u> <u>Craft</u>
- <u>Art</u> <u>in</u> <u>America</u>
- <u>Art</u> <u>Now</u>
- <u>Arts</u> <u>Magazine</u>
- <u>Arts</u> <u>News</u>

Other:

- Resource books
- College catalogues

- Resource A.V. materials (i.e., Janson Slide Series)
- Career Education packet
- Museum lists

8.   METHODOLOGIES

- Individual critiques
- Group critiques
- Teacher observation
- Tests
- Written reports
- Oral reports
- Contracts

9.   SUGGESTED ACTIVITIES

- Preliminary sketch
- Check work in progress
- Final project
- Due dates
- Originality
- Student involvement in learning process
- Use of elements and principles of design related to composition
- Mastering of techniques of media and use of tools

10.   DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
  - word walls
  - sentence frames
  - think-pair-share
  - cooperative learning groups
  - teacher think-alouds

11.   INTERDISCIPLINARY CONNECTIONS
This course reinforces concepts taught in:
- Social Studies
- Humanities Seminar
- Mathematics
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.12
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.12
- Presentation and exploration of related career possibilities 9.2.12
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2
- Emphasis on importance of proper nutrition for student learning CRP3

12.   PROFESSIONAL DEVELOPMENT

As per the PDP/100 hour statement, the teacher will continue to improve expertise through participation in a variety of professional development opportunities.

13.   CURRICULUM MAP – STUDIO ART

Class	September	October	November	December	January
Studio Art	• Portfolio Intro: Goals and objectives • Sketchbook 6HR, minimum • Teacher based projects • Student based projects • B/W self portrait • Nine object Design • Project marker • B/W variations on simple forms	• Acrylics Intro: Panel • Control technique • Grid • Hard-edge and painterly methods • Design 14x18 for hard-edge final painting color • Scheme choice	• Portfolio Day prep • Painting critiques • Design for foamcore relief • Sculpture project: white and space • Finalize quarter1 sketchbook	• Color self-portraits: emphasize emotional content • 3-D designing for 6x3x3 carving wax • Interior space project introducing time and perspective • Intro of contract format for 3rd and 4th quarters	• Completion of 3 assigned projects and photos for slide portfolio • Sketchbook collection for end of sem.1 • Complete contract forms to individualized student portfolios for sem 2

Class	February	March	April	May	June
Studio Art semester 2	• Sketchbook assignments for quarter • Review and organize individual contracts • Number of projects/grade quality • Class individualized by week #2 • Weekly check-ups	• Continue on individual contract work: set due dates	• Completion of individual contracts • Sketchbooks due • Start contract work for Q.4 • Meet subject and media needs individually	• Art show prep • Scholarship prep • Continue work on individual contracts • Student art show	• Prep for final exam • Finals and completion of contracts • Return all work