

FOUNDATIONS OF ART (Unleveled) 918

2.5 credits

This course is open to any student interested in learning about the creative process, including tools, techniques, and the concepts traditionally used in art-making. Along with these basic skills, students are encouraged to seek personal solutions to the artistic challenges presented. The areas of drawing: collage, printmaking, and sculpture may be cover. Foundations of Art is a studio-based course and has no pre-requisite.

Welcome to Foundations of Art

Students enrolled in this course will have the opportunity to explore visual art through a hands-on studio based learning environment. Students will use problem solving skills to develop their artwork and critique their work and works of others based on the Elements and Principles of Design.

Course Objective:

Students will be able to:

- Learn art concepts through the Elements of Art and the Principles of Design.
- Explore a variety of art materials, mediums, techniques, and styles.
- Develop knowledge of art history and art appreciation.
- Create projects that yield individual results, creativity, and personal interpretation.
- Improve and develop artistic skills.

Grading:

Projects and all in-class work are worth 60% of the overall grade.

Each project has a worth of 40 points, and it is graded using the school wide rubric, as well as this 40 point rubric designed to focus on the Visual Arts.

Project Rubric

- | | |
|-------------|---|
| (10 points) | Objective: Did the student follow the objective of the project? |
| (10 points) | Composition: Composition based on: foreground, middle ground, background, rule of thirds, and division of space. |
| (10 points) | Color and Value: Student uses full range of value or hue, based on the 10 step value bar. Uses color and mixes color correctly and has the ability to interpret a color scheme using the color wheel. |
| (10 points) | Growth: Student shows an effort to create something or depict something that is challenging to them. The work is unique and demonstrates devoted time. |

Classroom Expectations:

Effort and Attitude go hand in hand.

Be prepared to learn today.

Use both sides of your brain, both right and left.

Be prepared to describe, analyze, interpret, evaluated anything you observe.

Units:

Perspective Drawing and Observational Contour line Drawing

Sketchbooks, creating the sketchbook and drawing in their sketchbooks
 Value Grid Drawing
 Paper Mosaics
 Mandala's
 Artist trading cards
 Iconic Pop Art paintings on canvas board using acrylic paint
 The color wheel

Scope and Sequence

Milton High School: Foundations of Art

Objectives/Concepts	Topics/Content Delineation	Assessment Ideas What will students do to demonstrate their learning?
<p>Develop confidence and skill in manipulating visual symbols and images. <i>(MA Standard 2.15: Create artwork that demonstrates understanding of the elements and principles of design in establishing a point of view, a sense of space, or mood.)</i></p> <p>Demonstrate an understanding of contour line drawing through direct observation. <i>(MA Standard 3.8: Create representational 2D artwork from direct observation and from memory that convincingly portrays 3D space and the objects and people within that space.)</i></p> <p>Generate a Value grid drawing using a scale-to-scale format to enlarge a visual image. <i>(MA Standard: 1.14: Demonstrate the mastery of tools and techniques in one medium. 1.10: Use electronic technology for reference and for creating original work.)</i></p> <p>Explore texture by using different media through historical and cultural contexts in which art is created. <i>(MA Standard 1.11: Explore a single subject through a series of works, varying the medium or technique. 1.12: Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials, and tools.)</i></p> <p>Design a composition depicting the illusion of space using either: one-point, two-point, and three point perspective. <i>(MA Standard 2.14: Review systems of visualizing information and depicting space and volume, for example, scale and vanishing point, linear, atmospheric, and isometric perspective; and create works using these systems.)</i></p>	<p>Personal expression and encounters with art, why artists use sketchbooks, elements and principles of design, composition, layout and techniques to create an aesthetically pleasing collage. Foreground, background, middle ground, overlapping, shapes, space, and focal point.</p> <p>Sensory Perception for Art: Contour line Shoe Drawing Line, Shape Form, Blind contour line, Modified contour line, Cross contour line, Gesture drawing, Foreground, Middle ground and Background, and Composition.</p> <p>Art Makers' Roles and Influences: Value Grid Study Value scale, Pencil softness and hardness, Types of pencils and techniques and uses, Grid format, Two dimensional versus three- dimensional, Scale, Pattern, Space, and Contrast.</p> <p>Historical and Cultural Contexts of Art: Pen & Ink and Scratchboard Animal Stamp Design Mark-Making, Texture, Stipples or dots, Crosshatching, Straight lines, vertical and horizontal, Contour lines, Scribbles, Combined crosshatching, scribbles and stipples, Positive and Negative Space.</p> <p>Organization of Visual Elements in Art Making: Perspective One point, two point, three point, parallel lines, eye level, horizon line,</p>	<p>Collaged sketchbook front and back cover Written artist statement Written Art Critique: Edward Hopper, Faith Ringgold, Picasso <i>21st Century Skills: Inventive Thinking. Creativity: bring something into existence that is genuinely new and original, either to the individual or the culture.</i></p> <p>Contour Line Shoe Drawing Modified & blind Contour Line drawing with pair and share Written Art Critique: Janet Fish, Matisse, Right Side of the brain Class Critique and Presentation: Take a Walk in Our Shoes! <i>21st Century Skills: Risk-taking and Inventive Thinking: willing to make mistakes and take risks.</i></p> <p>Value Grid Drawing Scaled Grid on photograph or magazine image Written Art Critique: Chuck Close, and MC Escher <i>21st Century Skills: Adaptability/Managing Complexity: handle multiple goals, tasks, and inputs while understanding and adhering to organizational constraints on time and resources.</i></p> <p>Triptych: Drawing, pen and ink, and scratchboard Written Artist Statement: compare and contrast variety of media and techniques used to create three pieces of work, 24 boxes of texture Written Art Critique: MC Escher, Durer, and Dorothea Lange <i>21st Century Skills: Multi-Cultural Awareness and Digital Age Literacy's</i></p>

<p>Construct a language of visual symbols within a circular Mandala form to represent one's identity through personal reflection and representation. Create work responding to issues or ideas that are: social, cultural, political, or artistic. <i>(MA Standards 2.13: Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the composition of others. 3.9: Create work that explores the abstraction of ideas and representations. For example, students make images that represent abstract concepts, such as respect for human rights, empathy, solitude, community, and identity.</i></p>	<p>vanishing point, three point, depth, height, width.</p> <p>Personal Expression in Art Making: Construct a language of visual symbols to represent one's identity, Observe work from various cultures: Tibetan Monks, Color Theory, Composition, Line, shape, form, texture, emphasis, focal point.</p>	<p>Design a city, a series of buildings, or a room/space that serves a particular purpose in the future Written Art critique: Michelangelo, Brunelleschi, Piero Della Francesca, and Andrea Mantegna, Renaissance Period <i>21st Century Skills: High Productivity, Prioritize, Planning, and Managing for Results.</i></p> <p>I Create, Therefore I am: The Mandala Power Point on cultures that create Mandala's Written Art Critique: Tibetan Monks, Navajo sand painters, current artists using issue of identity: Banksy, Barbara Kruger, Romare Bearden, and Soriada Martinez. <i>21st Century Skills: Multicultural Awareness, Digital Literacy, Risk Taking, Higher-Order Thinking and Sound Reasoning, Social and Civic Responsibility.</i></p>