

STUDIO ART

LENGTH OF TIME: one semester, every other day for 90 minutes

GRADE LEVEL: 9-12

COURSE STANDARDS:

Students will:

1. Explore an overview of Pop art of the 1960 –1990 and make connections to American culture and its diverse society of the time. National Visual Art Content Standard 3,4, and 5.PA Academic Standard 9.2.12 A-L
2. Discover the artist Andy Warhol, his photography techniques, and apply his techniques to today's digital photography by creating a painting. National Art Content Standards 1, 2, and 4; Pennsylvania Academic Standard for Arts and Humanities 9.1.12A,B,D, 9.2.12 A,F,I,J,L; 9.3.12 A,E,F.
3. Gain knowledge of and emulate contemporary artists such as Roy Liechtenstein, Robert Rauchenburg and create works of art that exemplify their style through drawing, painting, or digital design. National Art Content Standards 1,2,4; Pennsylvania Academic Standard for Arts and Humanities 9.2.12 A-F, I, J,L; 9.3.12 A,E,F.
4. Investigate the work of women artists such as Faith Ringgold and Miriam Schapiro, Barbara Kruger, and emulate their work and key concepts by creating drawings, paintings or digital images that exemplify their art. National Art Content Standards 1, 2; and 3 Pennsylvania Academic Standard for Arts and Humanities 9.1.12 A, B, C, F; 9.3.12 B, 9.2.12 A, E, F; 9.4.12 A.
5. Understand the concepts of the physics of light and exemplify these concepts by creating a still life of reflective objects. . National Art Content Standards 1, 2, Pennsylvania Academic Standard for Arts and Humanities 9.1.12 A,B, C,E; 9.3.12 A; 9.4.12 A.
6. Make connections between 2-dimensional and 3-dimensional space by drawing a fantasy chessboard using math concepts. . National Art Content Standards 1, 2; and 6. Pennsylvania Academic Standard for Arts and Humanities 9.1.12 A,B,C.
7. Learn how to critique and evaluate works of art. . National Art Content Standards 1 and 2. Pennsylvania Academic Standard for Arts and Humanities 9.2.12 A-E, 9.3.12 A,B.
8. Critique and assess their artwork and the artwork of others. . National Art Content Standards 1, 3, and 5. Pennsylvania Academic Standard for Arts and Humanities 9.3.12 A-D; 9.4.12 A, B, C, E.
9. Learn the elements and principles of design and how to apply them to design, drawing, painting, and digital artwork. . National Art Content Standards 1, 2; Pennsylvania Academic Standard for Arts and Humanities 9.1.12 A-E; 9.2.12 B, 9.2.12 D; 9.4.12 A

RELATED PA ACADEMIC STANDARDS FOR ARTS AND HUMANITIES

- 9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts
- A. Elements and principles in each Art Form
 - B. Demonstration of Dance, Music, Theatre and Visual Arts

- C. Vocabulary Within each Art Form
- D. Styles in Production, Performance and Exhibition
- E. Themes in Art Forms
- F. Historical and Cultural Production, Performance and Exhibition
- 9.2 Historical and Cultural Contexts
 - A. Context of Works in the Arts
 - B. Chronology of Works in the Arts
 - C. Styles and Genre in the Arts
 - D. Historical and Cultural Perspectives
 - E. Historical and Cultural Impact on Works in the Arts
 - F. Vocabulary for Historical and Cultural Context
 - G. Geographic regions in the arts
 - H. Pennsylvania artists
 - I. Philosophical context of works in the arts
 - J. Historical differences of works in the arts
 - K. Traditions within works in the arts
 - L. Common themes in works in the arts
- 9.3 Critical Response
 - A. Critical Processes
 - B. Criteria
 - C. Classifications
 - D. Vocabulary for Criticism
 - E. Types of Analysis
 - F. Comparisons
- 9.4 Aesthetic Response
 - A. Philosophical Studies
 - B. Aesthetic Interpretation
 - C. Environmental Influences
 - D. Artistic Choices

National Visual Arts Standards:

1. Understand and apply visual arts media, techniques and processes.
2. Use knowledge of visual arts structures and functions.
3. Choose and evaluate a range of subject matter, symbols and ideas.
4. Understand the visual arts in relation to history and cultures.
5. Reflect upon and assess the characteristics and merits of their work and the work of others.
6. Make connections between visual arts and other disciplines.

PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Demonstrating the ability to think and respond creatively (Course Standard 1,2,3)
2. Demonstrating the ability to respond critically to work of art, in writing and orally, using the critical analysis format (Course Standard 1,5,6,7);

3. Developing art works that are sculptural in nature that include subtractive and additive concepts (Course Standard 2,3,4);
4. Demonstrating the ability to meet all expectations, criteria, and objectives for each lesson at a proficient level (Course Standard 2,3,4);
5. Demonstrating excellent craftsmanship and precise technical skills (Course Standard 2,3,4);
6. Developing a vocabulary related to sculptural processes and their properties as applicable in each unit of study (Course Standard 1,5,6,7);
7. Demonstrating manipulative and organizational skills in art performance appropriate for his or her level (Course Standard 2,3,4,5);
8. Applying knowledge of art criticism aesthetics, studio, and art history in the creation and discussion of the artwork (Course Standard 1,5,6,7);
9. Maintaining a portfolio of work completed for each unit of study (Course Standard 2,3);
10. Completing self-assessment (performance, creative growth and development, problem solving ability, and craftsmanship of work) (Course Standard 1,7,8,11)
11. Participating in additional assessments will include quizzes, test, class work, homework, journals, class participation, and teacher observation/assessment (Course Standard 1,7,8,11,12);
12. Demonstrating effective use of class time (Course Standard 9).

DESCRIPTION OF COURSE:

This course is designed to promote self-sufficiency, student ownership and college preparation. Students will write a class proposal stating their goals for the course, along with defining their art focus and the projects they intend to produce. Throughout the course the students will focus on various elements and principles and apply it to their work.

TITLES OF UNITS:

1. Research and write studio art proposal- Week 1
 2. Proposal project 1- Preliminary Sketches focus- Week 2-4
 3. Proposal project 2- Conceptual focus- Week 5-7
 4. Proposal project 3- Composition focus- Week 8-10
 5. Proposal project 4- Development focus- Week 11-13
 6. Proposal project 5- Media focus- Week 15-17
 7. Proposal project 6- Technique focus- Week 18-19
 8. Portfolio presentation development- Week 20
- (Project quantity and timeframe will vary to change depending on the student focus)

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Cooperative learning
2. Group activities
3. Classroom climate influence learning
4. Individual activities
5. Self-directed learning
6. Demonstrations
7. Research

8. Writing
9. Reading
10. Projects

MATERIALS:

1. History of Art; Janson, H.W.; Harry N. Abrams, Inc., New York, 1986
2. Art Through the Ages; Kleiner, Fred S., Mamiya, Christin, J., Tansey, Richard G.; Harcourt College Publishers, Fort Worth, Texas, 2001
3. Teacher made resources
4. Student made resources
5. Videos
6. Reference books
7. On-line resources
8. Computer programs such as Adobe CS II,
9. Applicable computers that will support software and students digital artwork.
10. Various drawing and painting materials; for both acrylic painting and watercolor painting; paper, brushes, paint, supplies for drawing; drawing pencils, drawing paper, pens, colored pencils, markers, printing ink, printing paper, and printing plates (various materials)

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Guest speakers such as artists and others in the visual art profession
2. Teachers from other disciplines
3. Museum/gallery visitations

PORTFOLIO DEVELOPMENT:

1. Students will enter written critiques or research project into their portfolios.
2. Students will enter various photographs of their artwork into their portfolios.

METHODS OF EVALUATION:

1. Teacher assessment
2. Student assessment
3. Worksheets
4. Problem-solving activities using rubrics
5. Individual projects
6. Group participation and group projects
7. Rubrics

INTEGRATED ACTIVITIES:.

-Reading activities will focus on artists, techniques, processes, in addition to various art history movements.

-Writing activities will include critiques, reports and artist's statements.

-Math activities regularly applied throughout projects will incorporate measuring and calculating size and proportions.