

Glendale Unified School District

High School

June 19, 2018

Department: Career Technical Education/Visual and Performing Arts

Course Title: Honors Studio Art 3-4

Course Code: 2158V/2159V

Grade Level(s): 10-12

School(s)

Course Offered: Hoover High School

UC/CSU Approved

(Y/N, Subject): Y, Visual & Performing Arts ("f") / Interdisciplinary Arts

Course Credits: 10

Recommended

Prerequisite: *This course is a recommended prerequisite for AP Studio Arts; Advanced Studio Art 5-6*

Recommended

Textbook: The Visual Experience ISBN: 978-08719-2627-2
History of Art for Young People ISBN: 0-8109-4150-3

Course Overview: Honors Studio Art 3-4 is the concentrator course for the Arts, Media and Entertainment Industry sector and Design, Visual and Media Arts pathway. Honors Studio Art 3-4 is the advanced multi-media course for the Arts, Media and Entertainment industry sector and Design, Visual and Media Arts pathway. Students will develop mastery of skills in the areas of drawing, painting, sculpture and design. This course will prepare them for more advanced study in the areas of drawing and painting, illustration, animation, digital and mixed media arts. As well, students will begin portfolio development for a future AP Studio courses and college portfolio submission. This class is project based and hands on. Emphasis is placed on understanding of critique processes, evaluation utilizing the Elements and Principle of Art Making, research of art historical figures, and

professionalism of finish product. i.e. What are the components of a viable work of Art?

First Semester-Course Content

Unit 1: Review Drawing Fundamentals - Observational/Conceptual (4 weeks)

Elements and Principles: Line/ Shape/ Illusion of Form/ Color/ Value/ Texture/ Space

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.3; 1.4; 1.6; 2.1; 2.2; 2.4; 4.1; 4.2

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway

Standards A1.2; A1.3; A1.7; A2.3; A2.4; A3.4; A5.6; A8.4

- A. Drawing is a critical skill that is applicable to all visual art areas, therefore we begin the advanced semester with review of observational and drafting skills, and color theory. Observational drawing is the key to understanding organic and geometric form and is the foundation of all the visual art forms. Drawing is also a powerful tool used in the conceptualization of ideas, sequences, etc. Drawing is the foundation and for understanding and communication of the inspiration and planning phases in the arts. Students will study the master draftsman Renaissance through contemporary periods. This unit focuses on review of drawing proficiency for illustrating concepts that are applicable to a variety of art and design fields.
- B. Students will create drawings from careful observation of a personal selection of objects. Emphasis will be placed on diversity of line, shape, value, implied texture, color, composition and space. A rubric will be used for assessing craftsmanship and conceptual clarity, while verbal critique will offer collaborative analysis and discussion.

Unit 2: Public Art and Competitions - Intro. to Presentation and Professionalism (5 weeks)

PTA National Reflections Art Competition

Elements and Principles: Line/ Form/ Value/ Space/ Color/ Value/ Texture /Balance

Movement/ Pattern/ Contrast/ Rhythm/ Emphasis/ Unity

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4; 2.2; 2.4; 2.5; 4.1; 4.2; 4.3

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway

Standards A1.2; A1.3; A1.7; A2.3; A2.4; A3.2; A3.4; A4.2; A4.4; A5.6; A8.4

- A. This unit provides students with and introduction to the necessary framework and skill set for understanding the boundaries and standards required for submission in a visual arts competition. Students will explore a specified theme and create an original work inspired by that theme. Student achievement will be celebrated and awarded at a district level, and potentially state, and national levels. Judges consider title and artist

statement to learn more the original work and creative interpretation of the theme. Students must consider how does the work relate to the theme? What is their personal connection to the theme? What materials will best show their personal skill level and convey their message most appropriately.

- B. Students will participate in the PTA National Reflections Competition by creating a work of art which reflects a given, yearly theme. In considering content, students will explore the relationship between art and social issues and examine how art can communicate universal message. Students will select a preferred media and create an art work (drawing, painting, collage, digital, sculpture) for submission to the competition. Students will develop an artists statement which explains the inspiration, and meaning of the work, and how it expresses the given theme. Students will mount the art work for submission and participate in collaborative critique and rubric-based assessments to reflect upon their designs.

Unit 3: **Visual Communication with Color**

(4-5 weeks)

Elements and Principles: Color/ Value/ Contrast/ Texture/ Emphasis/ Unity

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 2.1; 2.2; 2.4; 2.5; 3.3; 5.1; 5.4

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway

Standards A1.2; A1.3; A1.7; A2.3; A2.4; A2.6; A3.4; A5.6; A8.4

- A. This unit establishes the framework needed for students to further develop an understanding of color theory, and how the manipulation of color combinations can create powerful impact on design. Students will explore the masters, i.e. The Fauves, Joseph Albers, Van Gogh, Warhol, Mondrian, et al, and develop a greater understanding of the impact of color choices, i.e. color compliments, and how this influences the art aesthetic, the manipulation of space, symbolism, abstraction, and the intended emotional message.
- B. Utilizing knowledge of color theory, students will create a portrait illustrated from either observation or images, or both; paying homage to a person of importance in their lives. The portrait must also include symbolism and iconography that relates to this individual (i.e. Frida Kahlo and her monkeys). This portrait must be executed with at least one painting media: acrylic, tempera, gouache or oil paints, but may also include material(s) of the student's choice, i.e. collage, mix materials, additional paints, etc. Students will participate in a written self-evaluation, classroom critique, and rubric-based assessments to reflect upon their designs.

Unit 4: **Cubism/ Abstraction/ Geometry and Architecture**

(4-5 weeks)

Elements and Principles: Line/ Space/ Shape/ Value/ Contrast/ Pattern/ Balance/ Emphasis (Scale)/ Rhythm

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4; 2.1; 2.2; 2.4; 3.3; 4.5; 5.1

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway

Standards A1.2; A1.3; A1.7; A2.3; A2.4; A2.6; A3.4; A5.6; A8.4

- A. The unit provides students with the necessary framework for understanding of relationship of geometric line and shape to architectural form and space. Students will study master architects, painters and sculptors who have utilized geometry as the inspiration and foundation of their practice (Bernini, Pei, Gehry, Picasso/ Braque, Archipenko, Nevelson). In this way, students will broaden an understanding of manipulating perspective, both flat and dimensional, in the art making process. Students will explore historical methods for achieving the illusion of space and study both conventional realism and contemporary simplification to acquire how a variety of art forms employ such tools.
- B. Students will venture outdoors and carefully observe the structures on campus. A series of observational studies will be made of buildings and related architectural details (windows, stairs, fences, railings, etc.). These drawings will be simplified into overlapping squares, rectangles, circles, arches, parallel and perpendicular lines. Students will choose their most successful working drawing and using black and white tempera paint, transform it into a monochromatic art work. Students will differentiate areas of the structure by manipulating color value contrasts, line, and scale. Students will participate in a written self-evaluation, collaborative critique and rubric-based assessments to reflect upon their designs.

Second Semester-Course Content

Unit 5: **The Politics of Art/ Understanding Art as Communication**

(5 weeks)

Elements and Principles: Shape/ Form/ Color/ Space/ Texture/ Pattern/ Emphasis/ Unity

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4; 2.1; 2.2; 2.4; 2.5; 3.3; 4.2; 4.5; 5.1

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway

Standards A1.2; A1.3; A1.7; A2.3; A2.4; A2.6; A3.4; A5.6; A8.4

- A. Students will become familiar with art as a political tool, and how the elements of art and principles of design can be used to powerfully influence an audience. Students will study contemporary masters who have used both 2D and 3D surfaces, as well as happenings or performance art forms, to communicate message and meaning. Examples of social and/ or personal themes may be but not limited to: racism, sexism,

homelessness, fear of war, clean air/ water/ soil, extreme poverty, genocide, or any number of pressing social issues. Students will choose a topic of social and/ or personal importance to speak about, research the subject, and develop a plan to express the issue with visual a representation.

- B. Students will be given a cigar box (or like) to create a 3D art work. Research and planning will include a materials list needed to create the imagery and objects needed for a successful sculpture. Students will gather, fabricate, and organize items both recognizable and symbolic, which communicate the objective of the art work. Informational research and artist statement as response and intention will be created to help direct the outcome. Project based assignments will allow students to design concepts around summative assessments and written/verbal critique will allow students to analyze and improve their work.

Unit 6: **Inspired Artwork and Research Project**

(5 weeks)

Elements and Principles: Color/ Value/ Contrast/ Space/ Texture/ Movement/ Unity

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4; 2.1; 2.3; 2.4; 2.5; 3.3; 4.2; 4.5; 5.1

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway

Standards A1.2; A1.3; A1.7; A2.3; A2.4; A2.6; A3.4; A5.6; A8.4

- A. Students will research an artist or artistic movement of inspiration, interest, or curiosity. Lecture will provide a foundation for a long and rich history of artists looking to masters and mentors for guidance and motivation. Students will research a brief history of their subject's lives, focusing on key pieces of information which helped to form the artists creative vision and direction. In addition, students will create a work of art which reflects the elements and principles which are evident in the works of their chosen artist and/ or movement. For example: Van Gogh- Texture, Color, Rhythm; Motherwell- Shape, Contrast, Emphasis. Written and project-based assignments will allow students to design concepts around summative assessments and written/verbal critique will allow students to analyze and improve their work.
- B. After completed research assignment and visual investigation of a chosen artist, students will create a work of art which is inspired by their muse. The media and application of materials must bare relation with this artist of inspiration but should NOT be a direct replication or plagiarized work. Students will create a PowerPoint or google slides presentation and orally report and educate the audience about their chosen artist. As well, students will present the accompanying artwork and discuss the relationship to their chosen artist in terms of execution. A rubric will be used for assessing proficiency and students will participate in a written self-evaluation, and verbal critique with peer input.

Unit 7: **Self-Portraits/ Contemporary Abstraction**

(4-5 weeks)

Elements and Principles: Color/ Emphasis, Texture, Contrast, Pattern

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4; 2.1; 2.3; 2.5; 3.3; 4.1; 4.2; 4.5; 5.1

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway

Standards A1.2; A1.3; A1.7; A2.3; A2.4; A2.6; A3.4; A5.6; A8.4

- A. Students will study media and styles of modern and contemporary self-portraits in which the artists have effectively depicted themselves with regards to exaggeration, and abstraction. Through visual motivation and lecture, students will analyze how artists have effectively applied the elements and principals of design to represent themselves in abstract terms, in a self-portrait study. Students will discuss the varying medium choices, how those materials communicate feeling, tone, emotion, which can emphasize the abstraction. Students will create their own abstracted self-portrait study. Project based assignments will allow students to design concepts around summative assessments and written/verbal critique will allow students to analyze and improve their work.
- B. Students will use mirrors to observe their reflections, and photos to create a realistic interpretation of their image. After has been drafted, students will utilize line, value, texture, etc....morph or juxtapose/ abstract the parts of the face. Using student driven choice of materials, students will create a self-portrait study. Students will work from onsite observations, as well as photographic inspirational images. A rubric will be used for assessing proficiency and students will participate in a written self-evaluation, and verbal critique with peer input.

Unit 8: **Portfolio Presentation**

(4-5 weeks)

Elements and Principles: Color, Space, Form, Rhythm, Movement, Pattern, Unity, Balance

STANDARDS

Visual and Performing Arts

Standards 1.3; 2.2; 2.3; 3.1; 3.3; 3.4; 4.2; 4.5; 5.1; 5.4

CTE Arts Media and Entertainment Arts - A. Design, Visual and Media Arts Pathway

Standards A1.2; A1.3; A1.7; A2.3; A2.4; A2.6; A3.4; A5.6; A8.4

- A. Students will receive an overview of the different programs available for creating an online portfolio (Google Slides, Weebly, WordPress for tech savvy students, etc....) Lecture presentation and student research will investigate the many types of offerings and organization techniques employed in artists websites. Discussions will center around analysis of user friendly effectiveness, consistency, flow, clarity of artists voice. Students will choose several models as guidelines and select a program to create an online portfolio. Students will also learn about display, photography and

documentation of art work. Project based assignments will allow students to design concepts around summative assessments and written/verbal critique will allow students to analyze and improve their work

- B. Students will gather all art work from present, and past art classes, or self-generated works. With individual and peer assessment, students will choose a minimum of 10 works of art to begin an online portfolio. All work will be professionally photographed and manipulated to upload onto the chosen format. Students will organize the images into a unifying flow, and draft and upload a personal artist's statement to complete the narrative. Project based assignments will allow students to design concepts around summative assessments and written/verbal critique will allow students to analyze and improve their work.