

Glendale Unified School District

High School

May 1, 2018

Department: Career Technical Education / Visual and Performing Arts

Course Title: Studio Art 1-2

Course Code: 2156V/2157V

Grade Level(s): 9-12

School(s)

Course Offered: Hoover High School

UC/CSU Approved

(Y/N, Subject): Y, Fine Art "f"

Course Credits: 10

Recommended

Prerequisite: This course is a recommended prerequisite for Advanced Studio Art 3-4; AP Studio Arts; Advanced Studio Art 5-6; Digital Arts 1-2, Animation 1-2; and other Art classes

Recommended

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

Course Overview: Studio Art 1-2 is the introductory course for the Arts, Media and Entertainment industry sector and Design, Visual and Media Arts pathway. Students will develop fundamental 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. This class is project based and hands on. Students show what they have learned by making successful artworks, and learning the process of academic language, and evaluation utilizing the Elements and Principle of Art Making, i.e. What makes a successful work of Art?

First Semester-Course Content

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

Elements and Principles: Line/Shape/Space (flat)

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4; 2.2; 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; A3.4; A5.6; A8.4

- A. Drawing is a critical skill that is applicable to all visual art areas. Observational drawing can be used to understand natural and abstracted artificial forms to be used later in original content. 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. This unit focuses on establishing 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 large variety of objects. Emphasis will be placed on the diversity of line, how line transforms to communicate shape, and how shapes occupy both negative and positive space. A rubric will be used for assessing craftsmanship and conceptual clarity, while verbal critique will offer collaborative analysis and discussion.

Unit 2: Drawing Fundamentals / Understanding Form– Observational/ Conceptual (4 weeks)

Elements and Principles: Form/ Value/ Space (dimensional)/ Texture

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4; 2.2; 2.4; 2.5; 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; A3.4; A5.6; A8.4

- A. This unit provides students with the necessary framework and skill set for understanding three-dimensional representation in 2D space. Students will explore art historical and contemporary drawing methods and masters for achieving the illusion of 3D forms.
- B. Students will observe and study the effects of light and shadow and overlapping of objects to create the illusion of 3-dimensions. Students will explore monochromatic materials to create a series of realistic renderings utilizing traditional modeling

techniques. Students will explain the effects of manipulating value to create the illusion of 3D form. Students will participate in collaborative critique and rubric-based assessments to reflect upon their designs.

Unit 3: **Intro to Color Theory/ Understanding Color**

(4 weeks)

Elements and Principles: Color/ Value/ Texture

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 begin an understanding of the color wheel, color theory, and color vocabulary through use of primary, secondary, and tertiary color drawing media, and collage. Students will explore the impact of color and how color choices, i.e. color compliments, influence the art aesthetic, and the intended message of the work. Students will study artists throughout the ages that have utilized color theory to manipulate space, emotional responses and color as symbolism.

- C. Utilizing color pencil, students will practice several skill building assignments including creation of a color wheel guide where they will experiment with pure hues, tints, and shades, and color layering. Students will then create several complimentary color art works out of collage materials, and other mixed media utilizing the color wheel to inform color selection. Students will participate in a written self-evaluation, and rubric-based assessments to reflect upon their designs.

Unit 4: **Perspective Drawing/ Understanding Space**

(4-5 weeks)

Elements and Principles: Space/ Perspective

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 and skill set for understanding three-dimensional representation in 2D space. Students will explore historical methods for achieving the illusion of space and study both Renaissance and contemporary masters to acquire how a variety of art forms employ such tools.

- B. Students will use traditional perspective drawing techniques to create a realistic rendering of a proposed structure within an established environment. Students will

explain and articulate the concept, purpose, and significance of the structure within an actual environment. Students will apply traditional drawing skills to a variety of media and participate in a written self-evaluation, collaborative critique and rubric-based assessments to reflect upon their designs.

Second Semester-Course Content

Unit 5: **Graphic Design/ Understanding Art As Communication** (4 weeks)

Elements and Principles: Line/ Shape/ Form/ Color/ Value/ Space/Emphasis

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 familiarized with the basics of graphic design and how the elements of art and principles of design can be used to create meaning. Students will learn about common techniques used in fine art, print, and digital media, as well as proper techniques on how to effectively communicate ideas using images and text. Students will study the master works of Pop Artists, and commercial product design. 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 study the fine artists who have utilized packaging, labeling, commercial and graphic design to create dynamic art works. Students will apply the elements and principles of design to observe a still life object and produce a sculptural drawing/ painting which illustrates the connection between fine art and commercial design. Students will manipulate imagery and text to create visually engaging artwork. A rubric will be used for assessing proficiency and students will participate in a written self-evaluation verbal critique with peer input.

Unit 6: **Allegory in Painting/ Landscapes, Cityscapes, Waterscapes, Desert** (4-5 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 review their knowledge of color wheel, color vocabulary and color theory; and demonstrate the acquired skill of accurate color mixing of hues, tints, tones, and shades, by mixing the primary, secondary, tertiary, black and white colors. Students will explore color symbolism, and observe how color choices can express emotion, and influence the feeling of the art work. Students will experiment with a variety of painting tools to practice their understanding of how texture, color theory, and space can generate movement, and the illusion of depth. Students will develop an understanding of how artists throughout the ages have manipulated color in landscape paintings to achieve the desired effects. 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 learning how to mix colors by painting a color wheel using the primary colors and black and white, students will apply this knowledge in a series of landscape paintings, both monochromatic and full spectrum. Inspired by master works both past and present, students will manipulate imagery both real and imagined, and create visually engaging artwork which reflects their understanding of the applied elements and principles, and atmospheric perspective. Students will work from onsite observations, as well as gathered 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 7: **Self-Portraits/ Realism to Abstraction**

(4-5 weeks)

Elements and Principles: 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 periods, media, and styles of self-portraits through history. Through visual media and lecture, students will analyze how artists have effectively applied the elements and principles of design to present themselves through self-portrait study. Students will discuss the varying medium choices, how those materials communicate feeling, tone, and emotion. Students will create their own 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 be guided through a series of instructions on how to correctly measure and set up the proportions of the face. Students will use mirrors to observe their reflections, and record line, value, texture, etc....to create their own image. After a realistic interpretation has been drafted, students will have the option of morphing or juxtaposing/ abstracting the parts of the face. Using mixed media, 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: **Non-objective Focus/ 2D Meets 3D**

(4-5 weeks)

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

STANDARDS

Visual and Performing Arts

Standards 1.1; 1.2; 1.4; 1.5; 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 observe images and study the history of abstraction and the artists who shaped this vast movement. Lecture will focus on the contrast/ compare analysis of abstraction vs. traditional realist genres. Students will observe and analyze formal and expressionist forms of abstract work, and the artists (both historic and contemporary) who were, and are at the forefront of these movements. Utilizing mixed materials, students will create an abstracted art work which bridges both 2D and 3D abstracted art forms. 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. Inspired by the works of Frank Stella, Elizabeth Murray, Vasily Kandinsky, contemporary artist Crystal Wagner, and others, students will create either a freestanding, or wall projected, mixed material abstract sculpture. Students will problem solve the importance of choice in effectively applying the elements and principals of design to define, and create a successful abstract art work. After creating a 2D plan, students will select a variety of medium and transform their 2D plan, into a 3D sculptural form. Wall sculptures will be displayed as if they are interconnected and will have the appearance of a gigantic, 3D wall mural. 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.

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 schooling and career options in the arts. Students will learn about what skills are needed and what the day to day activities of a person in a particular art field may entail. For those students who plan to continue in the VME pathway, this knowledge will be used to begin the creation of a portfolio, which can be digitized, and utilized throughout the students' career in VME pathway. Students will also learn about pricing associated with original and mass-produced art work, and how to determine market values. Artists' websites will be accessed and analyzed for user-friendly effectiveness. Students will also learn about display, photography and documentation of art work. Presentations from local creatives and art schools will be included throughout the course.

- B. Students will enjoy a series of guest lectures/ presentations from creatives in the Los Angeles area. Students will collect business cards from these creatives, and from other local businesses and people, and use these as design inspiration. Students will then design their own personal logo, and business card. 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.