

Glendale Unified School District

High School

April 2, 2019

Department: Career Technical Education / Visual and Performing Arts

Course Title: Studio Art Seminar Honors

Course Code: 2214V/2215V

Grade Level(s): 11-12

School(s)  
Course Offered: Hoover High School

UC/CSU Approved  
(Y/N, Subject): Yes, "f" Fine Art credits

Course Credits: 10

Recommended  
Prerequisite: AP Studio Art

Recommended  
Textbook: "Real Artists Don't Starve: Timeless Strategies for Thriving in the New Creative Age" by Jeff Goins

Course Overview: Studio Art Seminar Honors is a course designed to provide students in the Studio Art pathway a fourth year course to work on specific projects and work-based learning opportunities in career training. This course is designed to allow fourth-year studio art students the chance to build their portfolio for college applications, internships, and professional presentation. Assignments will focus on visual problem solving, creative thinking and self-expression. Students will continue development of portfolio by pursuing an area of focus (subject, topic/theme or genre), and continued development of their artistic voice and style in a variety of selected media. This area of focus will be a yearlong, in-depth study. By the end of this course it is expected that students will have a cultivated portfolio that showcases the breadth of their artistic skills and interests, as well as their ability to sustain a more in-depth creative exploration. Students are required to maintain a sketchbook, which will include weekly

drawing assignments and preliminary studies of projects. In addition to creating portfolio artworks, all assignments throughout the course will require students to analyze, critique, and discuss the meaning and purpose of various artworks and how the artists employ the elements of art and principles of design to communicate meaning and feeling. 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. The class will culminate with a gallery showing developed, organized, and executed by the students.

### **First Semester-Course Content**

#### **Unit 1: Portfolio Review/ Proposal Development**

*(6 weeks)*

#### **STANDARDS**

Visual and Performing Arts:

1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 2.1; 2.2; 2.4; 2.5; 2.6; 3.3; 3.4; 4.1; 4.2; 4.3; 4.4; 4.5; 5.2; 5.4

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

A1.1; A1.2; A1.3; A1.7; A1.9; A2.2; A2.3; A2.4; A2.6; A2.7; A2.8; A3.1; A3.4; A4.6; A5.2; A5.3; A5.6; A7.1; A7.5 A8.1

A. Students will meet with teacher for individual review of portfolio, and discuss student interests and areas for further development and study. This discussion will be an opportunity to inform and direct an emphasis for their year-long project (this may be specific subject matter, topic/theme, genre or formal problem that they wish to explore further). After stating the focus and their intent/desired outcomes for this project, students will select media and techniques they will need to learn/improve.

B. Once their project proposal is drafted, students will create an image board and have a formal conference with their teacher for feedback and approval. Once approved, students will create a project calendar of projected dates for completion of the various stages of each artwork: conception/planning/sketching, execution, critique and revision, completed works. Students will also execute the first of the series of art works which will serve as a “thesis statement”, and a spring board point for remaining portfolio works. Students will present their proposal, and initial art work in small groups for critique, the group will offer collaborative analysis and discussion.

Unit 2: **Executing the Series (First Semester Works)**

(6-8 weeks)

STANDARDS

Visual and Performing Arts:

1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 3.3; 3.4; 4.1; 4.2; 4.3; 4.4; 4.5; 5.2; 5.4

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

A1.1; A1.2; A1.3; A1.5; A1.7; A1.8; A2.2; A2.3; A2.4; A2.6; A2.7; A2.8; A2.9; A3.2; A3.4; A4.3; A4.6; A5.2; A5.3; A5.4; A5.6; A7.1; A8.4

- A. The unit provides students with the necessary framework to guide the execution of their subsequent 3-5 artworks. They will meet with their teacher to first review potential techniques that they must practice/master in order to execute the desired style of artwork. After, executing various practice assignments in their sketchbooks each student will then refer to their image board for additional resources to determine the content of their 1st semesters' series of artworks. In these works, students will further examine how the application of elements and principles of design supports individual voice and the clarifies the communication of the intended story/meaning.
- B. Once the sketches have been finalized and approved students may begin the execution of the artworks, applying and expanding upon the concepts developed in their first thesis work. Throughout this each stage of this process students will meet regularly with the teacher for progress critiques. Bi-weekly small group critiques will also be held in order to receive peer feedback. The process will be repeated for artworks 2, 3, 4, etc... As the series develops it is expected that many students will expand or alter the course of their work, thus building acuity, and intentions for this series. Students will participate in a written self-evaluation, classroom critique, and rubric-based assessments to reflect upon their designs.

Unit 3: **Expanding Ideas/ Mentors and Masters**

(4-5 weeks)

STANDARDS

Visual and Performing Arts:

1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 3.3; 3.4; 4.1; 4.2; 4.3; 4.4; 4.5; 5.2; 5.4

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

A1.1; A1.2; A1.3; A1.5; A1.7; A1.9; A2.2; A2.3; A2.4; A2.6; A3.1; A3.2; A3.4; A3.6; A4.4; A5.3; A5.6; A5.7; A7.1; A8.1; A8.4; A8.5

- A. This unit establishes the framework needed for students to further develop an understanding of importance of masters and mentors, and the powerful influence and learning from studying other creatives. Students will research and explore 3 artists as

mentors, and discuss and analyze works of art by these chosen masters to develop a greater understanding of how these artists manipulate the elements and principles of design to communicate a powerful art aesthetic. 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. Students will delve into these artists lives, what influences their artmaking, what if any lasting impact have these artists had on the world of art, and what specific aspects of these artists works are the students intending to emulate? Students will present their findings in both written and visual format.

- B. Students will create a research paper and educate their audience regarding their mentor artists. Students will execute 1-2 artworks that respond to the discoveries made in study of their mentor subjects. Students will narrow and refine the pieces by concentrating on a specific concepts or processes. Influence may come from symbolism, iconography, and content, and/ or technical aspects, and/or application of the elements and principles of art. Students will create a presentation format which includes a written and visual component, as well as participate in a written self-evaluation, classroom critique, and rubric-based assessment to reflect upon their designs.

Unit 4: **Public Art and Competitions –Presentation and Professionalism**

*(4 weeks)*

STANDARDS

Visual and Performing Arts:

1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 3.3; 3.4; 4.1; 4.2; 4.3; 4.4; 4.5; 5.2; 5.3; 5.4

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

A1.1; A1.2; A1.3; A1.7; A1.8; A1.9; A2.2; A2.3; A2.4; 2.6; A3.1; A3.2; A3.4; A4.2; A4.3; A4.4; A5.6; A5.7; A8.4, A8.5

- A. To expand on last year's exploration, this unit provides students with the opportunity to continue to investigate the skill set necessary for understanding the boundaries and standards required for submission in a visual arts competition. Students will survey current available open calls and competitions, local, national, or international, and make application. Competitions may require conformity to a specified theme, or may have a more open-ended constraint, for example acrylic painting in any genre. Students will develop title and artist statement to elaborate on intention and creative interpretation of the theme. Students must consider how does the work relate to the premise, or answer the listed requirements? What materials will best show their personal skill level and convey their message most appropriately?
- B. Students will investigate and participate in a local, national, or international competition by creating a work of art which reflects a given premise or theme. In

considering content, students will explore the relationship between their personal style, potential thematic social issues, and examine how an artist can strike a balance between satisfying personal expression whilst communicating 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 artist's statement which explains the inspiration, and meaning of the work, and how it expresses the given theme. Students will photograph and prepare the photo and the art work for submission. Students will participate in collaborative critique and rubric-based assessments to reflect upon their designs.

## Second Semester-Course Content

### Unit 5: Review and Focus for Semester 2 Body of Work

*(6-7 weeks)*

#### STANDARDS

##### Visual and Performing Arts:

1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 3.3; 3.4; 4.1; 4.2; 4.3; 4.4; 4.5; 5.2; 5.4

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

A1.1; A1.2; A1.3; A1.5; A1.7; A1.8; A2.2; A2.3; A2.4; A2.6; A2.7; A2.8; A2.9; A3.2; A3.4; A4.3; A4.6; A5.2; A5.3; A5.4; A5.6; A7.1; A8.4

- A. Students analyze then synthesize their work from first semester and decide on next steps for their final body of work. Discussions with the teacher review and cement findings. Afterwards the students create an outline and timeline. They make a list of materials and tools required. Class discussions commence where students share their progress and artwork with the class and receive feedback. Decisions are made as to the media and process while fine-tuning the major themes. Midway through the quarter the class will have a critique in which each student displays and presents their work, what their expectations were at the beginning of the process and how their results shifted their art practice. After this mid-point critique each student has a discussion with the teacher to outline next steps and specific goals for the rest of the year.
- B. In response to their previous work and shifting interests, students will choose a piece of their own artwork from 1<sup>st</sup> semester and write a visual analysis examining the conceptual, aesthetic and process-based decisions that went into the work's creation. From this analysis, students generate a new piece of artwork using a different media and/or process, while seeking to maintain the conceptual basis behind the original work. The goals of this assignment are to emphasize critical thinking and analysis of their art work, refine and expand their technical abilities, and demonstrate their capability to communicate an idea, theme or emotion. One-on-one discussions with the teacher and group brainstorming refine each student's ideas and goals. what their expectations were at the beginning of the process and how their results shifted their art practice. Students

will continue to fill out their portfolio by creating an additional 2 works which reflect this new growth and awareness. 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: **Career Development**

*(3 weeks)*

STANDARDS

Visual and Performing Arts:

1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 3.3; 3.4; 4.1; 4.2; 4.3; 4.4; 4.5; 5.2; 5.3; 5.4

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

A1.2; A1.3; A1.5; A1.7; A1.8; A1.9; A2.2; A2.3; A2.4; A2.6; A3.2; A3.5; A4.3; A4.6; A5.2; A5.3; A5.6; A5.7; A7.1; A7.2; A7.3; A7.5; A8.4; A8.6

- A. Where can studying Art or Design take you? What kinds of careers exist for those who study creative subjects at high school? While becoming an architect, fine artist, sculptor or gallery assistant is an option for those who study Art or Design, there are many other careers available for those who are able to envision, design and create beautiful and/ or functional things. Art education propels people towards creative and unexpected destinations – many of which have not even been discovered yet. This unit introduces students to the vast number of related careers available in the arts. Students will hear from professionals in a variety of fields, and prepare formal professional materials necessary for entering the professional world. Summative assessments and written/verbal critique will allow students to analyze and improve their work.
- B. Students will utilize “The Art Careers Project”, to research careers in the creative fields. Students will begin to understand the process of branding oneself by creating a presentation which highlights their personal style, skills, and achievements. Guest speakers will provide students an avenue to delve and question professionals as to what skills they look for in potential employees. Students will create a resume, cover letter, and business, postcard with the intention of presenting this package to a professional organization i.e. a local gallery, advertising agency, interior designer, etc... 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: **Gallery Showing**

*(2-3 weeks)*

STANDARDS

Visual and Performing Arts:

1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 3.3; 3.4; 4.1; 4.2; 4.3; 4.4; 4.5; 5.2; 5.3; 5.4

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

A1.2; A1.3; A1.5; A1.7; A1.8; A1.9; A2.2; A2.3; A2.4; A2.6; A3.2; A3.5; A4.3; A4.6; A5.2; A5.3; A5.6; A5.7; A7.1; A7.2; A7.3; A7.5; A8.4; A8.6

- A. The previous April, students will have visited a both a local museum and gallery exhibitions to both view art and evaluate curatorial strategies, specifically, how the artworks are displayed, their order and grouping, the lighting, the color of the walls and shape of gallery, text and titles, and analysis of the catalog or publications. Afterword a group discussion will underscore the connections and relationships to installing and curating their own exhibition. The students will use their journal and sketchbook entries, and on-site photos contributions to discussions and notes. Written/verbal critique, and public feedback will allow students to analyze and improve their work.
  
- B. Students will select 5-8 of their strongest portfolio works and professionally mount for school gallery display. The students will curate and hang a final group show which will include the organization of a formal opening. Students will be responsible for designing an online and paper invitation, evites, and other social media advertising, snacks, music, awards, and after show dismantling. Students will draft a statement of purpose about their work detailing process, siting influences, concepts, and use of materials. 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: **Final Portfolio Presentation**

(3 weeks)

STANDARDS

Visual and Performing Arts:

1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 3.3; 3.4; 4.1; 4.2; 4.3; 4.4; 4.5; 5.2; 5.3; 5.4

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

A1.2; A1.3; A1.5; A1.7; A1.8; A1.9; A2.2; A2.3; A2.4; A2.6; A3.2; A3.5; A4.3; A4.6; A5.2; A5.3; A5.6; A5.7; A7.1; A7.2; A7.3; A7.5; A8.4; A8.6

- 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. Students will present their artist statement, and online portfolio in conjunction with 3-4 physical works. Students will invite administration, family, and other staff members to their presentation. 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.

Additional Recommended Materials:

- "Color Theory: An Essential Guide to Color from Basic Principles to Practical Application" by Patti Mollica
- "Way of Seeing" by John Berger