

FOUNDATIONS IN ART

Description

This full year introductory course provides students with the opportunity to develop and express many different ideas relating to an understanding of the elements and principles of Art. Students will build skills with a variety of media and processes, including drawing, painting, design, printmaking and sculpture. Students are required to complete homework assignments in a sketchbook.

Course Overview

Course Goals

Students should:

- integrate creativity in all units.

Essential Questions

- What is art and what inspires people to create art?
- What is the value of creative thought and activity over a lifetime?
- How is value observed and depicted?
- How does mark making convey thought?
- How is one's sense of design and visual literacy developed?
- What is the role of color in creative expression?
- How does thought become form?
- How can technology enhance the creative process?

Assessments

Common Assessments

Skill Assessments

Content Outline

- I. [Unit 1](#) - Principles of Creativity
- II. [Unit 2](#) - Value
- III. [Unit 3](#) - Drawing
- IV. [Unit 4](#) - Design
- V. [Unit 5](#) - Color
- VI. [Unit 6](#) - 3-Dimensional form in clay
- VII. [Unit 7](#) - Art and Technology

Standards

[Connecticut SDE Arts Curriculum Framework](#)

Connecticut State Standards are met in the following areas:

- *Media*
- *Elements and Principles*
- *Connections*
- *Analysis, Interpretation and Evaluation*
- *History and Cultures*

Grade Level Skills

Students will:

- Skills Matrix

Pacing Guide

Pacing Guide									
1st Marking Period			2nd Marking Period			3rd Marking Period			4th Marking Period
September	October	November	December	January	February	March	April	May	June
Unit 1	Unit 2		Unit 3	Unit 4		Unit 5	Unit 6		Unit 7
<u>Principles of Creativity</u>	<u>Value</u>		<u>Drawing</u>	<u>Design</u>		<u>Color</u>	<u>3-Dimensional form in clay</u>		<u>Art and Technology</u>
embedded	6weeks		8 weeks	6 weeks		8 weeks	6 weeks		2 weeks

Unit 1 - Principles of Creativity, Creativity is depicted in this document as a unit of study, in practice it is embedded in all units [top](#)

Standards

Media

Students will understand, select and apply media, techniques and processes.

Students will:

- conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes.

Unit Objectives

Students will be able to:

- brainstorm a variety of ideas and approaches.
- generate “new” ideas.
- develop solutions which extend and expand an original idea.

Essential Questions

- What is art and what inspires people to create art?
- What is the value of creative thought and activity over a lifetime?

Focus Questions

- What role does creativity play in producing art?
- How does creativity effect the ways in which we problem solve?
- What does it mean to brainstorm ideas?

Assessment

- Imaginary drawing

Skill Objectives

Students will:

- demonstrate a variety of solutions.

Unit 2 - Value, 6 weeks [top](#)

Standards

Elements and Principles

Students will understand and apply elements and organizational principles of art.

Students will:

- apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems.

Unit Objectives

Students will be able to:

- define value.
- recognize and define concepts related to value (contrasts, highlights, shadows).
- interpret form with value from observation.
- relate value to color.

Essential Question

- How is value observed and depicted?

Focus Questions

- How do artists use value to create three dimension on a two dimensional surface?
- How can value be rendered?
- What is a value scale and how is it used in the language of art?

Assessments

- Value Design
- Pencil Enlargement

Skill Objectives

Students will:

- select and use the appropriate pencil and use the correct amount of pressure to create the desired effect.
- use a full range of values to define form and unify a composition.
- observe and render value in a variety of media.

Unit 3 - Drawing, 8 weeks [top](#)

Standards

Media

Students will understand, select and apply media, techniques and processes.

Students will:

- apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized.

Unit Objective

Students will be able to:

- recognize an artist’s use of line and its function in a particular piece of art.

Essential Question

- How does mark making convey thought?

Focus Questions

- What are the various types of “lines” that artists use to describe the form?
- How do we use value to define form?
- How do we create the illusion of distance on the two dimensional surface plane?

Assessments

- Still Life
- City Street
- Contour drawing
- Gesture drawing
- Perspective drawing
- Calligraphic line
- Pen and Ink
- Observational Drawing

Skill Objectives

Students will:

- draw from observation.
- use line and texture in drawing.
- draw using 1 pt. perspective.
- create the illusion of a 3D space on a 2D surface utilizing size, position, overlapping, sharp and diminishing detail, converging parallels, value.

Unit 4 - Design, 6 weeks [top](#)

Standards

Connections

Students will make connections between the visual arts, other disciplines and daily life.

Students will:

- analyze and compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes of that period or style

Unit Objectives

Students will be able to:

- observe and analyze master art works.
- identify and demonstrate an understanding of the elements and principles of design.

Essential Question

- How is one's sense of design and visual literacy developed?

Focus Questions

- How do we identify positive and negative space in a composition?
- How can we effectively use the elements and principles of art in our work?

Assessments

- Design Project
Metamorphosis using Escher as an example
- Printmaking

Skill Objectives

Students will:

- apply the skills of calligraphy into artwork.
- arrange the surface of the picture plane with an understanding of positive and negative space.
- create the illusion of depth on a flat surface.
- create and organize shapes into a composition.

Unit 5 - Color, 8 weeks [top](#)

Standards

Analysis, Interpretation and Evaluation

Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.

Students will:

- reflect critically on various interpretations to better understand specific works of art.

Unit Objectives

Students will be able to:

- identify and mix all colors on the color wheel.
- use value in color to define form.

Essential Question

- What is the role of color in creative expression?

Focus Questions

- How do we use the relationships on the color wheel in the making of art?
- How do tints, tones and shades of color define distance on the form?
- How do we apply color theories to create various moods and effects in our work?

Assessments

- Color wheel
- Color harmony project
- Painting in various media
- Printmaking
- Landscape Painting Watercolor
- Landscape Painting Acrylic

Skill Objectives

Students will:

- create tints, tones, and shades of a color.
- understand and apply color theories.

Unit 6 – 3-Dimensional form in clay, 6 weeks [top](#)

Standards

History and Cultures

Students will understand the visual arts in relation to history and cultures.

Students will:

- analyze and interpret art works in terms of form, cultural and historical context and purpose.

Unit Objectives

Students will be able to:

- define additive and subtractive methods of sculpting.
- identify the stages of ceramic production.
- understand the properties of clay.

Essential Question

- How does thought become form?

Focus Questions

- How do we use the various clay techniques to create form in clay?
- How do we change the surface of the clay?
- How do we use glazes to define color on the three dimensional form?

Assessments

- Clay Whistle
- Clay Container
- Gargoyles
- Masks

Skill Objectives

Students will:

- create a slab or coil construction.
- use additive and subtractive methods of sculpting.
- change the surface of the clay by using a variety of techniques.
- use glazes properly and effectively.
- produce works of art that exist in three dimensional space.
- demonstrate safe use and appropriate care of art materials.

Unit 7 – Art and Technology, 2 weeks [top](#)

Standards

Elements and Principles

Students will understand and apply elements and organizational principles of art.

Students will:

- judge the effectiveness of different ways of using visual characteristics in conveying ideas.

Unit Objectives

Students will be able to:

- understand the role of technology in art.

Essential Question

- How can technology enhance the creative process?

Focus Questions

- How can we change an image by using Photoshop and other technologies?
- How can we use the computer as a tool to produce art?

Assessments

- Surrealistic Photoshop images
- Computer generated calligraphy

Skill Objectives

Students will:

- use Photoshop to produce a variety of images, using cutting and pasting techniques.
- demonstrate flexibility, creativity, and elaboration by using technology.
- create works of art using technology.