

Curriculum Development
In the Fairfield Public Schools

FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

FOUNDATIONS IN ART

Board of Education Approved 03/27/2007

FOUNDATIONS IN ART

Statement of Purpose

Research shows that students greatly benefit from the open-ended problems and inquiry-based thinking skills encountered in the creation of art. At the visual Arts Department of Fairfield Warde High School and Fairfield Ludlowe High School students are required to use these skills to gain a greater understanding of history, culture, aesthetics, problem solving, visual dialogue, imagination and personal expression. Students are taken through a series of activities at advancing levels of complexity, which allow them to develop a depth and breadth of knowledge, techniques, advanced thinking skills and visual literacy. Since the visual arts are linked to the very heart and soul of the culture, they are a direct connection to the world's past, present and future. Upon completion of the art curriculum at Fairfield High School, students will graduate with a knowledge base, aesthetic awareness and skill level that will enhance their personal, academic and professional lives.

This full year introductory course provides students with an open ended, inquiry-based forum in which to develop and express many different cultural, historical, aesthetic and personal ideas relating to an understanding of the elements and principals of Art. Students will build advanced thinking skills and visual literacy through the use of a variety of media and processes, including drawing, painting, design, printmaking and sculpture. To increase their knowledge base and aesthetic awareness, students are required to complete detailed homework assignments in a sketchbook, which may also include written diary entries related to their experience of Art.

Audience

Grades 9, 10, 11, 12

Prerequisites

None

Design and 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 Goal

Students will:

- integrate creativity in all units.

Course 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.
- define value.
- recognize and define concepts related to value (contrasts, highlights, shadows).
- interpret form with value from observation.
- relate value to color.
- recognize an artist’s use of line and its function in a particular piece of art.
- observe and analyze master art works.
- identify and demonstrate an understanding of the elements and principles of design.
- identify and mix all colors on the color wheel.
- use value in color to define form.
- define additive and subtractive methods of sculpting.
- identify the stages of ceramic production.
- understand the properties of clay.
- understand the role of technology in art.

Skill Objectives

Students will:

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

Visual Art 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.

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.

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.

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.

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.

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.

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.

Information and Technology Standards (to be added)

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?

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

UNITS OF INSTRUCTION

Unit 1: Principles of Creativity

Visual Art 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.

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?

Core Topics

- Fluency
- Flexibility
- Originality
- Elaboration

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.

Skill Objective

Students will:

- demonstrate a variety of solutions.

Sample Assessment

- Imaginary drawing

Pacing

Creativity is depicted in this document as a unit of study, in practice it is embedded in all units.

Unit 2: Value

Visual Art 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.

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?

Core Topics

- Black and White / Light and Dark
- Pencil techniques
- Form and space
- Strokes and edges
- Line
- Blending and layering
- Contrast

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.

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.

Sample Assessments

- Value Design
- Pencil Enlargement

Pacing
6 weeks

Unit 3: Drawing

Visual Art 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.

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?

Core Topics

- Observation
- Line and texture
- 1 pt. perspective
- Value
- Space
- Shape
- Form

Unit Objective

Students will be able to:

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

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.

Sample Assessments

- [Still Life](#)
- City Street
- Contour drawing
- Gesture drawing
- Perspective drawing
- Calligraphic line

- Pen and Ink
- Observational Drawing

Pacing
8 weeks

Unit 4: Design

Visual Art 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

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?

Core Topics

- Spatial relationships
- Positive and negative space
- Elements of design (line, shape, form, color, space, value, texture)
- Principles of design (rhythm, movement, balance, proportion, variety, dominance, emphasis, unity, repetition, harmony)

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.

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.

Sample Assessments

- Design Project
- Metamorphosis using Escher as an example
- Printmaking

Pacing

6 weeks

Unit 5: Color

Visual Art 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.

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?

Core Topics

- Tints
- Tones
- Shades
- Color Theories

Unit Objectives

Students will be able to:

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

Skill Objectives

Students will:

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

Sample Assessments

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

Pacing

8 weeks

Unit 6: 3-Dimensional form in clay

Visual Art 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.

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?

Core Topics

- Additive and subtractive sculpture
- Slab or coil construction
- Surface technique
- Glazing techniques

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.

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.

Sample Assessments

- Clay Whistle
- Clay Container
- Gargoyles
- Masks

Pacing

6 weeks

Unit 7: Art and Technology

Visual Art 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.

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?

Core Topics

- Distorted images
- Opacity
- Cut and paste

Unit Objective

Students will be able to:

- understand the role of technology in art.

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.

Sample Assessments

- Surrealistic Photoshop images
- Computer generated calligraphy

Pacing

2 weeks