

## *Foundations of Art*

*Content Standard 1. Media: Students will understand, select and apply media, techniques and processes.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>1.a - Students will apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized.</p>	<p>Students will use a variety of media and techniques to create art works that demonstrate students’ understanding of the individual art elements. For example:</p> <ol style="list-style-type: none"> <li>1. Line Character Grid – Select a shape and experiment with the expressive effects of different line types in black pencil, chalk, ink, etc.</li> <li>2. Shape/Form/Space- Students design a graphic geometric-organic shape morph using colored pencil and crosshatching.</li> <li>3. Students use clay and modeling techniques to make a 3-D form, alter a hollow volume into a creature/animal of their choice, and adapt the sculpture into a functional bank.</li> <li>4. Depth: Students create a scene of their choice using aerial perspective (and linear perspective) with “pop-up” layers in pastel or colored pencil</li> </ol>	<ul style="list-style-type: none"> <li>⌘ School <b>Wide Rubric #5</b> (School-wide goal: practice and perform demonstrations)</li> <li>⌘ SWR#5</li> <li>⌘ Sketchbook entry/ review</li> <li>⌘ Exhibited art work &amp;/or class critique SWR #5</li> <li>⌘ Exhibited art work &amp;/or class critique SWR#5</li> </ul>	<ul style="list-style-type: none"> <li>⌘ Textbook: <u>ArtTalk</u>. Rosalind Ragans, Glencoe, McGraw-Hill, NY.</li> <li>⌘ ArtTalk. Chapter 4, Lessons 1, 2</li> <li>⌘ ArtTalk, Chapter 5, Lesson 1</li> <li>⌘ ArtTalk, Chapter 5, Lesson 2</li> </ul>

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
1.b - 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.	5. Texture: Students contribute pieces to the “perceived texture game”; Students use actual textures on metal foil with the technique of “repousse” to create an antiqued bas relief/greeting card of their own design.	∅ Class critique SWR#5	∅ ArtTalk, Chapter 7, Lesson 1
	6. Students will practice mixing and applying acrylic paint for a graduated grey scale and color wheel; Construct a paper collage on the theme of their choice, and ‘translate’ the composition into an acrylic painting with a selected color scheme.	∅ Exhibited art work &/or class critique SWR#5	∅ ArtTalk, Chapter 6, Lessons 1, 2
	7. Students will research and select, or invent, a personally significant statement and use good lettering techniques to produce it as a poster with inked calligraphy, including a decorated first letter in the style of medieval manuscripts.	∅ SWR#5	
1.c - Students will communicate ideas consistently at a high level of effectiveness in at least one visual arts medium.	8. Students demonstrate the capacities of one medium by completing 4-6 pieces of artwork which reflect a central theme such as landscape, still-life, figures, and throughout this process examine and analyze works from different periods with a similar theme.	∅ Quarterly review of ( homework) submitted artwork and notes; RAS  ∅ Review of technique practice worksheets; sketchbook designs; RAS	

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### *Content Standard 2. Elements and Principles: Students will understand and apply elements and organizational principles of art*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>2.a - Students will judge the effectiveness of different ways of using visual characteristics in conveying ideas.</p> <p>2.b - 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 problems</p>	<p>1. Students demonstrate correct usage of visual terminology when evaluating their own work and the work of others.</p> <p>2. Students select and use art elements in visual compositions that demonstrate understanding of individual principles of design by pre-sketching two or more thumbnail sketches/ layout drawings as solutions to each problem. For example:</p> <p style="padding-left: 20px;"><u>Rhythm &amp; Movement:</u></p> <ul style="list-style-type: none"> <li>• Using a medium of choice, students will select a rhythm pattern to create a design for a music cover illustration, and compare the similarities and differences between the visual and musical rhythms</li> <li>• Design a gift-wrapping paper with repetitive, alternating, random or progressive rhythm.</li> <li>• Students will create a pattern collage in the style of Persian miniature paintings</li> </ul>	<p>⌘ Written reports, journal entries, class discussions.</p> <p>⌘ Exhibit of artwork SWR#5</p> <p>⌘ Journal assignments such as “Check your Understanding”, questions, ArtTalk, pg. 210</p> <p>⌘ Artwork exhibit; Discussion/ Journal entry: “Evaluating Your Work”, pg. 217</p>	<p>⌘ ArtTalk, “Words to Know”, Chapters 1-11</p> <p>⌘ ArtTalk, Chapter 8, Lessons 1, 2</p> <p>⌘ ArtTalk, project outline, pg. 217</p>

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
	<p><u>Balance:</u></p> <ul style="list-style-type: none"> <li>• Students will use elements of design to create a book cover based on radial balance</li> <li>• Students will use elements to compose a human, (or animal) portrait illustrating formal symmetry.</li> <li>• Students will paint a group portrait on such themes as family, friends, community activities in which the elements are arranged with informal, natural balance.</li> </ul> <p><u>Proportion:</u></p> <ul style="list-style-type: none"> <li>• Students will analyze artists' use of the Golden Mean and Golden Rectangle and create their own composition with these proportions in either a figurative or abstract artwork.</li> <li>• Students will practice sketching faces and/or figures in proper human proportion.</li> </ul> <p><u>Scale:</u></p> <ul style="list-style-type: none"> <li>• Students compare different types of scale of art and in art through artists like Oldenburg, the Egyptian and /or variations on hierarchic scale.</li> </ul>	<ul style="list-style-type: none"> <li>∅ Artwork exhibit, class critique, and/or journal entry "Check your Understanding", ArtTalk, pg. 233</li> <li>∅ Sketchbook review or display of solutions</li> <li>∅ Sketchbook review or display of solutions</li> <li>∅ Class discussion; sketchbook assignments</li> <li>∅ Artwork display SWR#5</li> </ul>	<ul style="list-style-type: none"> <li>∅ ArtTalk, Chapter 9, Lesson 1</li> <li>∅ ArtTalk, Chapter 9, Lessons 1, &amp; 2</li> <li>∅ ArtTalk, Chapter 10, Lesson 1</li> <li>∅ ArtTalk, Chapter 10, Lesson 2</li> <li>∅ ArtTalk, Chapter 10, Lesson 3</li> </ul>

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
	<ul style="list-style-type: none"> <li>• Students will create a “precious” object in small scale and compare size to value in art.</li>   <li>• Use distortion of proportion for expressive purposes to emphasize physical features or characteristics.</li>   <p style="margin-left: 20px;"><u>Variety, Emphasis, Harmony, Unity:</u></p> <li>• Students create a group of chart-like, mini-paintings that illustrate the difference between harmony and chaos for each of the visual elements- color, value, texture, line, shape, space.</li>   <li>• Students plan and construct a bas-relief assemblage that joins various symbols and containers in a unified composition.</li> </ul>	<ul style="list-style-type: none"> <li>⌘ Display or sketchbook review</li>         <li>⌘ Artwork exhibit SWR#5</li> </ul>	<ul style="list-style-type: none"> <li>⌘ ArtTalk, Chapter 11, Lessons 1 &amp; 2</li>         <li>⌘ ArtTalk, Chapter 11, Lesson 2 pgs. 304-305</li> </ul>



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***Content Standard 4. History and Culture: Students will understand the visual arts in relation to history and cultures.***

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>4.a - Students will analyze and interpret artworks in terms of form, cultural and historical context and purpose.</p>	<p>1. Students will analyze three groups of artifacts and interpret how art objects and design motifs act as vehicles of cultural diffusion:</p> <ul style="list-style-type: none"> <li>a. Class compares two Buddhist objects and answers questions on cultural diffusion/ differences in religious and secular art.</li> <li>b. Students form base teams each receiving objects from Iran/Turkey and China, read documents and complete artifact analysis worksheet to become “experts” in East-to-West or West-to-East cultural exchange.</li> </ul>	<ul style="list-style-type: none"> <li>∅ Class discussion; Answer sheets; Artifact Analysis Worksheet</li> </ul>	<ul style="list-style-type: none"> <li>∅ <a href="#"><u>From Silk to Oil-Cross Cultural Connections Along the Silk Roads</u></a>. A Curriculum Guide for Educators, China Institute</li> <li>∅ Unit W: The Arts Travel the Silk Roads; Worksheets</li> <li>∅ Internet access</li> </ul>
<p>4.b - Students will analyze common characteristics of visual arts evident across time and among civilizations/ethnic groups to formulate analyses, evaluations and interpretations of meaning.</p>	<p>2. Students interpret reading and a collection of images from various time periods and cultures for :</p> <ul style="list-style-type: none"> <li>a. characteristics in purposes of art and</li> <li>b. common sources of inspiration, then assemble a “museum collection” of images, with notes, for one or both or these categories.</li> </ul>	<ul style="list-style-type: none"> <li>∅ Review of Sketchbook/Journal entry</li> <li>∅ Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>∅ ArtTalk, Chapter 1, Lessons 1 &amp; 2</li> </ul>





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***Content Standard 5. Analysis, Interpretation and Evaluation: Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.***

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
5.a - Students will research and analyze historic meaning and purpose in varied works of art.	1. Students will examine the art movement “Harlem Renaissance” and analyze its relation to the Italian Renaissance. Students research imagery in major historical periods, select a style or movement for further study into historical context, and design an artwork and for a similar local movement such as “Connecticut Baroque”, “Hartland Realism”, “CT Impressionism”, etc..	⌘ Review of sketchbook; Classroom Presentation SWR#5	⌘ ArtTalk, pg. 386  ⌘ ArtTalk, Chapter 13: “Western Traditions in Art”
5.b - Students will reflect critically on various interpretations to better understand specific works of art.	2. Students examine aesthetic theories of formalism, emotionalism and imitationalism; then recreate an art salon discussion with teams of “art critics”, each representing one school of thought about selected artworks.	⌘ Sketchbook/Journal review; Class discussion	⌘ ArtTalk, Chapter 2, Lesson 1
5.c - Students will defend personal interpretations using reasoned argument.	3. Students contrast subjective: objective statement, and practice the rules of art criticism: description, analysis, interpretation, evaluation by applying these steps in discussion and/or writing to various works of art.	⌘ Sketchbook/Journal entries; Class discussion	⌘ ArtTalk, Chapters 1 – 14: “Art Criticism in Action”

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
5.d - Students will apply critical and aesthetic criteria for the purpose of improving their own works of art (i.e., technique, formal and expressive qualities, content).	4. Students will select an artwork that they completed during the first quarter, perform a complete art critical analysis upon it, and recreate the image using acquired knowledge and experience.	∅ Art exhibit SWR#5	∅ ArtTalk, Chapter 2

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***Content Standard 6. Connections: Students will make connections between the visual arts, other disciplines and daily life.***

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>6.a - Students will analyze and compare characteristics of the visual arts within a particular historical period of style with ideas, issues or themes of that period or style.</p>	<p>1. Students will practice teamwork in creating a “Zeitgeist” presentation on the arts: painting, sculpture, architecture, theatre, music, etc. and ideas from selected historical periods.</p>	<p>∅ Classroom presentation; Discussion SWR#5</p>	<p>∅ <u>Arts and Ideas</u>, William Fleming</p> <p>∅ Internet Access</p>
<p>6.b - Students will compare the process of creation used in the visual arts with the process of creation used in the other arts and non-arts disciplines.</p>	<p>2. Students will examine the Surrealist movement with artists’ styles, and historical circumstances that generated the movement; then create a collage and computer mouse pad in surrealism.</p> <p>3. Students will examine a piece of performance art, (Dance, Dance-Theatre, Music, Cirque, Opera, Ethno-Theatre, Happening, etc.), for aesthetic qualities and/or “behind the scenes” technical support and other disciplines necessary for public production on stage, film, or television. Students will then design costumes, set, etc. that contribute to production.</p>	<p>∅ Art display SWR#5</p> <p>∅ Review of Sketchbook/Journal notes; Discussion</p>	<p>∅ ArtTalk, Performing Arts Handbook, pgs. 412-426</p> <p>∅ Performance recordings</p>

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>6.c - Students will create and solve interdisciplinary problems using multimedia.</p>	<p>4. Students work with another department to develop an interdisciplinary lesson based on themes such as: mathematics in pictorial design-fibonacci numbers/ tessellation, physics in architecture, archeology and art, language and writing-calligraphy, etc. and present research in power-point, or video presentation.</p> <p>5. Students will design a club, organization, business or personal graphic using repetition for unity, then use a scanner and trans-print package to generate a transfer to textiles</p>	<p>∅ Power-Point/Video Presentation; Discussion; SWR#5</p>	<p>∅ Internet access</p> <p>∅ Media center</p> <p>∅ Trans-print manual</p>
<p>6.d - Students will apply visual arts knowledge and skills to solve problems relevant to a variety of careers.</p>	<p>6. Students will examine the personal, social, spiritual, physical and didactic functions of art, and design a product filling a professional need such as textile or automotive design, civic monument, magazine illustration, etc.</p>	<p>∅ Sketchbook review; Class critique SWR#5</p>	<p>∅ ArtTalk, Chapter 14: Careers in Art: L1 Business and Industry; L2 Environmental and Education Careers</p>