

Studio Art II

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>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.</p>	<p>1. Students will use a variety of media inclusive of traditional drawing mediums, oil pastel, acrylic paint, etc. and use techniques appropriate to project requirements. Students will demonstrate their skill by producing a minimum of six artworks on a given theme, using good compositional format and harmonious design qualities.</p> <p>2. Students will make artworks that are visual answers to “open ended” problems, fully original and not reconstructed/copied from existing works of art: For example:</p> <ul style="list-style-type: none"> • Examine types of mental image, (as defined by the Dictionary of Psychology) as: memory, imagery, hypnagogic and dreams; assemble images in drawing or collage, and create an original visualization of a “mental image” • Create an artwork based on the concept of mobilizing fantasy or arresting/ reversing the laws of nature by- making a list of 10 “impossible situations”, reflecting the notion “wouldn’t the world be strange if...”. Make a drawing, cartoon, collage or illustration based on your list. 	<p>⌘ School Wide Rubric (SWR) #5</p> <p>⌘ Sketchbook review</p> <p>⌘ Class critique</p> <p>⌘ Individual or group critique</p> <p>⌘ SWR#5</p>	<p>⌘ Classroom materials and resources</p> <p>⌘ <u>Art Synectics</u>, Nicholas Roukas, Davis Publications, Inc., Worcester, MA Exercises 2 -4</p>

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
1.c - Students will communicate ideas consistently at a high level of effectiveness in at least one visual arts medium.	3. Students will demonstrate their skill in a painting media such as acrylic, oil pastel, ink, etc., by completing 4-6 pieces of artwork on a selected theme which meet rubric standards at a level of “proficient” or “advanced”.	☒ SWR#5 ☒ Artwork exhibit	

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Content Standard 3. Content: Students will consider, select and apply a range of subject matter, symbols and ideas.

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>3.a - Students will use, record and develop ideas for content over time.</p>	<p>1. Students will maintain a sketchbook /journal to record and develop visual and written ideas.</p> <p>2. Students use technology/ media to document their progress in a digital portfolio.</p>	<p>☒ Sketchbook review; Student self-evaluation</p>	<p>☒ Media center</p> <p>☒ Classroom resources</p> <p>☒ Scanner</p>
<p>3.b - Students will use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts and cultural and aesthetic values to communicate intended meaning.</p>	<p>3. <u>Art & Empathy Project</u> - Students will create an artwork the reflects the empathetic idea of “walking a mile in the shoes of another”, by exploring an event from a period of history/culture. Students will apply the ideas and themes from their research to illustrate some aspect of the event as seen through the eyes of one who has lived it.</p> <p>Example: Interpret the feelings of someone on Hiroshima in 1946 when the atomic bomb was dropped. Research historical data, cultural contexts, and think-write-draw emotional responses to the event. Use the images, technique and media that you think translate your ideas to create a painting, drawing, collage or sculpture.</p>	<p>☒ Artwork display; SWR#5 Review of Sketchbook notes</p>	<p>☒ Lecture Notes from “<u>The National Consortium for Teaching About Asia</u>”, Seminar 2006-7, Wesleyan Japan and the Bomb</p> <p>☒ <u>Barefoot Gen</u>, Video/DVD</p>

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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 create two or more artworks connected to a theme such as “nature”, noting the cultural, personal, and/ or artistic variations in interpretation of a “universal concept”.</p> <p><u>Examples:</u> Haiku: Students will synthesize text and image- write poetry and interpret the content visually to make an illustrated page of a Haiku book by:</p> <ul style="list-style-type: none"> • Examining the Japanese Haiku tradition • Structure and themes • Aesthetic principles • Connection to nature • Writing/Literal translations <p>The students construct a text and interpret it visually in oil pastel or comparable media.</p>	<ul style="list-style-type: none"> ⌘ SWR#5 ⌘ Sketchbook review ⌘ Artwork exhibit 	<ul style="list-style-type: none"> ⌘ Text, teacher materials, slides, audio cassette from: <p><u>The Haiku Moment: Seeing the World in a Grain of Sand. A Curriculum Unit for Secondary Levels Developed by The Japanese Project, Stanford Program on International and Cross-Cultural Education, (Spice), Stanford, CA</u></p>

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<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 will compare and contrast aesthetic and cultural values underlying the image of nature in different Garden/ Landscape Designs through different historic periods, such as:</p> <ul style="list-style-type: none"> • Chinese Zen Gardens - Northern style/ Southern style • Japanese Zen Gardens • 18th century French Baroque Gardens • 19th century English Country Garden, etc. <p>Students will present research in a class discussion or power-point presentation in which they provide samples and substantiate their judgments; then students make a list of “modern New England” aesthetics ideas and design their own garden.</p>	<p>∅ Sketchbook notes; Classroom discussion;</p>	<p>∅ Lecture Notes from <u>The Consortium for Teaching About Asia</u>, Seminar at Wesleyan University, 2007</p> <p>∅ Gardener’s <u>Art Through the Ages</u>. Keiner, Mamiya, Tansey, Thomson Wadsworth, Publishers,</p> <p>∅ <u>Culture and Values</u>. Lawrence Cunningham, John Reich, Harcourt Brace College Publishers, NY</p>
<p>4.c - Students will compare works of art to one another in terms of history, aesthetics and culture, justifying conclusion made in the analysis and using these conclusions to inform their own art making.</p>	<p>3. Students compose a visual “timeline” that illustrates how various cultures have used abstractions of nature in their textiles, household goods, architectural decoration, and/ or sacred imagery. Students analyze the context/ meaning of the abstractions and create a functional design based on information from their research.</p>	<p>∅ SWR#5 presentations; Sketchbook review; Artwork exhibit</p>	<p>∅ <u>Arts & Ideas</u>. William Fleming, Holt, Reinhart, Winston, Fort Worth</p>

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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>
<p>5.a - Students will research and analyze historic meaning and purpose in varied works of art.</p>	<p>1. The <i>Revivalist Project</i>: Students will:</p> <ul style="list-style-type: none"> • Research and present an art historical “Zeitgeist” report about the ideas of the time, including the period’s music, literature, events, scientific discovery, etc. with visual/ audio samples. • Investigate a later period that “revived” some aspects/ideals of the earlier period. For example: <ul style="list-style-type: none"> ◆ Classic Greek/Roman: Renaissance ◆ Medieval; Romanticism/Preraphaelite ◆ Egyptian: 20th c. Art Deco ◆ Japanese Edo: French Expressionism 	<ul style="list-style-type: none"> ∅ Class discussion ∅ SWR#5 ∅ Art exhibit 	<ul style="list-style-type: none"> ∅ Gardener’s <u>Art Through the Ages</u>. Keiner, Mamiya, Tansey, Thomson Wadsworth, Publishers, ∅ <u>Culture and Values</u>. Lawrence Cunningham, John Reich, Harcourt Brace College Publishers, NY ∅ <u>Arts & Ideas</u>. William Fleming, Holt, Reinhart, Winston, Fort Worth
<p>5.b - Students will reflect critically on various interpretations to better understand specific works of art.</p>	<ul style="list-style-type: none"> • Speculate on the meaning of a sample artwork from the earlier period during its’ own time and during the time of its’ later “revival”. 	<ul style="list-style-type: none"> ∅ Classroom discussion ∅ SWR#5 speaking 	

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>5.c - Students will defend personal interpretations using reasoned argument.</p> <p>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).</p> <p>5.e - Students will research and analyze historic meaning and purpose in varied works of art.</p> <p>5.f - Students will reflect critically on various interpretations to better understand specific works of art.</p> <p>5.g - Students will defend personal interpretations using reasoned argument.</p> <p>5.h - 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).</p>	<ul style="list-style-type: none"> • Compare and contrast the two periods with special attention to the questions: “What similarities and/ or differences do the periods share?” and “What does this say about ‘The good old days’?” Support answers with objective information. • Use aesthetic criteria from project, research and design an artwork in which you “revive” images, idea or content from an earlier period. <p style="text-align: center;">ALTERNATE ACTIVITY</p> <ol style="list-style-type: none"> 1. Students examine art prints from various periods/cultures and engage in discussion based on the tenets of <i>Art Criticism: Learning from a work of Art</i> and <i>Aesthetic Judgment: Aesthetics - Thinking about a work of Art</i>; <i>Art History: Learning about a work of Art</i> 	<ul style="list-style-type: none"> ∅ Classroom discussion ∅ SWR#5 speaking ∅ Artwork exhibit ∅ SWR#5 ∅ SWR#5 for speaking 	<ul style="list-style-type: none"> ∅ <u>ArtTalk</u>. Rosalind Ragans, Glencoe McGraw-Hill,

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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>
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.	1. Students will research and present an art historical “Zeitgeist” report from <i>NON-Western Civilization</i> , (<i>Asia, Africa, India, etc.</i>) by exploring the ideas of the time, including the period’s music, literature, events, scientific discovery, etc. with visual/audio samples.	<ul style="list-style-type: none"> ∅ SWR#5 ∅ Sketchbook review 	<ul style="list-style-type: none"> ∅ Gardener’s <u>Art Through the Ages</u>. Keiner, Mamiya, Tansey, Thomson Wadsworth, Publishers, ∅ <u>Culture and Values</u>. Lawrence Cunningham, John Reich, Harcourt Brace College Publishers, NY
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.	2. Students will analyze and compare similar visual characteristics from painting, sculpture, architecture and relate these to a non-visual art such as literature, music or theatre within the context of their presentations.	<ul style="list-style-type: none"> ∅ SWR#5 	<ul style="list-style-type: none"> ∅ <u>Arts & Ideas</u>. William Fleming, Holt, Reinhart, Winston, Fort Worth
6.c - Students will create and solve interdisciplinary problems using multimedia.	3. Students will create a power-point, video or other multimedia presentation in which they solve the problem of condensing essential information into a presentation: “ <i>The Essence of the _____ Age</i> ”. (Student will fill in the title.)	<ul style="list-style-type: none"> ∅ Production screening ∅ SWR#5 	
6.d - Students will apply visual arts knowledge and skills to solve problems relevant to a variety of careers.	4. Students will examine the career of an illustrator in the Haiku project: “synthesize text and image - write poetry and interpret the content visually to make an illustrated page of a Haiku book”	<ul style="list-style-type: none"> ∅ Review of sketchbook ∅ Art exhibit ∅ SWR#5 	<ul style="list-style-type: none"> ∅ <u>The Haiku Moment</u>, Spice, Stanford, 1995

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	<p>5. Students will examine the career of a landscape designer in the comparative garden project:...“underlying the image of nature in different Garden/ Landscape Designs through different historic periods..., then students make a list of “modern New England” aesthetics ideas and design their own garden.</p>	<p>⊗ Classroom discussion</p>	
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