

Fine Art 1 Course Outline

Course Level (B) 1.06
Credits 5
Revised August 2010

Prerequisite

None - Fine Art 1 is open to all students in grades 9-12. This is one of two Fine Art courses available to freshman students.

Course Description

This first year of Fine Art study offers students a variety of art experiences. Assignments are diverse. They survey the elements of design and employ a wide variety of media and techniques. Fine Art 1 is designed for the interested student but no special talents or skills are needed to do well in the class. The two semesters of the course must be taken consecutively during one year; 2.5 credits will be awarded upon successful completion of each part. This course is one of many that fulfill the Fine Arts requirement at HPRHS.

High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socio-economical status.

CCCS Addressed

- 1.1 *The Creative Process*: All students will demonstrate an understanding of the elements and principles that govern the creation of the visual arts.
- 1.2 *History of the Arts and Culture*: All students will understand the role, development, and influence of the arts throughout history and across cultures.
- 1.3 *Performance*: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of visual art.
- 1.4 *Aesthetic Response & Critique Methodologies*: All students will demonstrate and apply an understanding of art philosophies, judgment, and analysis to works of visual art.

Course Objective

Because creativity is a driving force in the 21st century global economy, this course is designed to enable personal, intellectual, social, economic, and human growth by fostering creativity and providing opportunities for artistic expression. This is accomplished by presenting carefully designed projects that build artistic skills, introduce a variety of media, highlight artistic traditions from around the world, and promote self expression in each student. This is in direct alignment with the revised NJ Core Curriculum Standards.

Units

Line

17 days

The student will

1. distinguish between different line qualities;
2. use line to create emotion;
3. utilize line to create texture, shadow, and value;
4. demonstrate appropriate use and care of tools;
5. complete assigned works demonstrating the use of line.

The teacher will

1. instruct student on line variation, individual line quality, contour drawings and lines, and sketching;
2. demonstrate and explain how to use certain line techniques;
3. demonstrate the effectiveness of line variety with examples of how line creates emotion, and how techniques create texture, shadow and value;
4. allow students to practice and demonstrate creative use of line in the projects assigned;
5. allow time for group discussion and/or critiquing of completed assignments.

Shape

17 days

The student will

1. understand the element of shape;
2. understand and apply the concept of negative and positive space;
3. understand and explain the concept of pattern;
4. appropriately complete the assigned projects using shape and space.

The teacher will

1. explain and show how to use space and shape in student work;
2. demonstrate effective use of positive and negative space;
3. assist in practicing eye/hand coordination in drawing;
4. allow students to practice and demonstrate creative and effective use of shape and space in pattern and in composition;
5. allow time for group discussion and/or critiquing of completed assignments.

Form

17 days

The student will

1. understand the various methods of creating the illusion of three dimensions on a two dimensional surface;
2. understand and demonstrate one and two point perspective;
3. utilize graphic techniques (line, crosshatching, pointillism, scribble, and/or smudge) to create value and an impression of three dimensions.

The teacher will

1. demonstrate how to create form through creating values using many different techniques;
2. identify and illustrate the difference between one and two point perspective;
3. provide practice time with assorted media and assorted techniques;

4. demonstrate how to create desired outcome for each project;
5. allow time for group discussions and/or critiquing of completed assignments.

Color

17 days

The student will

1. mix a twelve part color wheel using only primary colors;
2. mix a twelve part value chart;
3. understand and demonstrate methods using complimentary colors;
4. demonstrate the use of tints and shades;
5. demonstrate the use of a monochromatic color scheme;
6. understand the relationship of colors as a means of expressing emotions;
7. use color theory to critique art.

The teacher will

1. instruct students on primary, secondary, and intermediate colors;
2. discuss the emotional qualities of color;
3. demonstrate color theory regarding intensity, complimentary colors, and the relationship between value and color;
4. mix a value chart as well as tint and shade charts;
5. explore the concept of monochromatic painting;
6. allow students to experiment with color and certain media such as colored pencils, paint, and pastels;
7. give students an opportunity to practice using different media to create relevant assignments;
8. allow time for group discussion and /or critique of completed assignments.

Texture

17 days

The student will

1. create texture on a two dimensional surface;
2. understand and use the element of texture to create interest and variety in art;
3. apply the concept of texture as a device used by the eye to distinguish elements in nature.

The teacher will

1. show examples of different textural qualities;
2. discuss the difference between textures: applied, simulated, and implied;
3. experiment simulating textures with different media;
4. allow students to create texture in their art work;
5. allow time for group discussion and/or critique of completed assignments.

Open Ended Projects

17 days

The student will

1. select and plan two projects in art using the media and style of their choice;
2. apply and utilize art skills that have been taught in class;
3. demonstrate the correct care of tools needed.

The teacher will

1. allow students to create freely using their choice of media;

2. encourage students to use the elements of design already covered in class in their work to make an aesthetically pleasing project;
3. focus students by giving themes, but allowing free expression;
4. instruct students in the planning and execution of their desired project.

Art History

17 days

The student will

1. study and identify the works and styles of selected well-known artists;
2. recreate or simulate the style of a master artist in his/her own work;
3. recognize art as a reflection of culture and history.

The teacher will

1. introduce students to a select number of artists and have them recreate a master work in a group setting;
2. incorporate art history into lessons throughout the year by citing examples of the elements of design in master works;
3. foster an appreciation of art and, subsequently, of culture and history.

Note: The topics described here will be taught in conjunction with each other. Each unit will take approximately the same amount of time. In addition, we reserve time for cleaning the room, cleaning and organizing tools, and matting and mounting artwork. We also set aside necessary time to prepare for any school and/or community art exhibits.

Teaching Methods

1. Each class project will be taught with an opening demonstration/lecture of the creative problem to be solved. This introduction will include any historical and other relevant information regarding the topic of study. The teacher will explain the materials to be used, methods and applications, problem to be solved, and time schedule for completion. A handout will also be utilized to outline the aforementioned information.
2. There may be videos and/or slides appropriate to some topics of study.
3. Other resources used in the media center may include a wide variety of books, prints, and sample art work.
4. Field trips may be scheduled when appropriate.

Possible Projects/Media

Students will be evaluated on their Fine Art projects, quizzes, exams, written assignments, critiques (verbal and written), cooperative learning groups, journal entries, sketch books, and portfolio reviews.

There will be experimentation with many media and materials. Students will explore pen and ink, collage, oil pastel, chalk pastel, resists, block printing, pencil drawing, colored pencils, figure drawing, color studies, charcoal, still life, value studies, watercolors, acrylics, master works studies, cultural studies, and 3D paper designs.

Differentiated Learning - All projects can be modified to appropriately challenge *each* learner.

Implementation of Technology

There are new tools and media for visual artists being introduced all the time. As science and technology continue to change, we also continue to add new and innovative teaching methods and art media to our curriculum. Students are frequently required to research topics, find reference material, and modify images. Fine Art 1 students often take advantage of the computers for these tasks.

Related Course Requirements

1. Students will need to develop mature work habits and classroom attitudes in order to adjust to the daily routine and unique environment of the art classroom.
2. Students needing additional help are expected to request time to meet with the teacher and work independently. Work not completed within the time allotted for the project will become homework (or after school work) to be completed during the student's own time and handed in before the marking period ends.
3. **Safety Education** - Students will review, complete, and comply with the Art/Craft Safety Procedures. These contracts must be understood and signed by both student and guardian before students may use any tools or participate in art classes. Failure to do so will result in removal from the course.
4. Students will complete all assigned work and projects before a grade will be awarded for the marking period.

Art Department Library Reference List

The art department has an extensive library. The resources listed are some of the most frequently used for lesson planning and reference.

Books:

The Natural Way To Draw - Nicolaides 1941
Drawing on the Right Side of the Brain - Edwards 1999
Drawing on the Artist Within - Edwards 1986
Drawing A Studio Guide - Bro 1978
Janson's History of Art 7th edition- Janson /Davies 2007
Art History Revised 2nd edition- Stokstad 2005
Art Through the Ages 11th edition- Gardner 2001
Essential Modern Art - Blake 2001
The Usborne Introduction to Art - Dickens/Griffin 2004
Drawing for Older Children - Brookes 1991

Videos:

Chuck Close
Leonardo da Vinci
American Visions
The Frescoes of Diego Rivera
Masters of Illusion
The Definitive Dali
Jacob Lawrence: An Intimate Portrait
Watercolor Methods

Van Gogh: A Museum for Vincent
Acrylics in Action
Elements of Design
Using Your Creative Brain
Seurat
Cubism and Non-Objective Art
Fauvism and Expressionism
Neoclassicism and Romanticism
Impressionism and Post-Impressionism
Lust for Life

Assessment Methods

Assessment methods will vary and may include (but are not be limited to) projects (grades based on specific criteria unique to each project), quizzes, exams, written assignments, critiques (verbal and written), cooperative learning groups, journal entries, sketch books, and portfolio reviews.

The student will be judged upon his/her own abilities, creativity, and effort.

Assigned Projects	60%
Class Participation and Effort	30%
Attendance	10%

(Midterm and Final Exam Projects and Exams are revised every year.
Each counts as 10% of the students' final year end grade.)