

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: STUDIO ART (941)

Department: ART

Teacher: KIRK ROMEIN DENISE FREEMAN

Grade level: 9-12

Description of Course:

This foundation course will introduce students to the works of famous artists, their styles, and philosophies. This course will focus on the elements of art including line, form, color, texture, shape, value and space as well as the principles of design. Students will be introduced to many areas of studio art including drawing, painting, sculpture, printing and pottery. Students will have the opportunity to express themselves through different mediums. Students' artwork will be displayed throughout the semester.

School – Wide Expectations:

Academic

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

Civic/Social

1. Exhibit personal responsibility
2. Work cooperatively in an atmosphere of mutual respect
3. Contribute to the stewardship of the community

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course curriculum.

Core Competencies aligned with State Standards:

Creating

Students will choose and evaluate a range of subject matter, symbols, and ideas used in fine art.

Curriculum Standard 3: Select and apply a range of subject matter, symbols and ideas.

- a. Reflect on how artworks differ visually, spatially, and functionally
- b. Use subject matter, symbols, ideas, and themes that demonstrate knowledge of contexts, values, and aesthetics.

Performing

Students will identify and apply the elements of visual art and the principles of design.

Curriculum Standard 2: Identify and apply the elements of visual art and principles of design.

- a. Demonstrate a more complex understanding of the elements of art and principles of design to accomplish commercial, personal, communal or other purposes of art;
- b. Create works that use the elements of art and principles of design to solve specific visual arts problem
- c. Compare two or more perspectives about the use of organizational principles and functions

3. Students will demonstrate and apply media techniques and processes with sufficient skill in painting, drawing, sculpture, and printmaking.

Curriculum Standard 1: Apply appropriate media, techniques, and processes.

- a. Apply media, techniques and processes with sufficient skill, confidence, and sensitivity in ways that reflect their intentions
- b. Create works of visual art that demonstrate a connection between personal expression and the intentional use of art materials, techniques, and processes.
- c. Use complex art materials and tools in a safe and responsible manner.

Responding

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

Curriculum Standard 4: Analyze the visual arts in relation to history and culture.

- a. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
- e. Analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations, and interpretations of meaning.

Students will examine and assess the characteristics and merits of their work and the work of others.

Curriculum Standard 5: Analyze, interpret, and evaluate their own and others' artwork.

- c. Apply critical and aesthetic criteria in order to improve their own works of art.
- d. Reflect critically on various interpretations to better understand specific works of art.

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

Curriculum Standard 6: Students will make connections among the visual arts, other disciplines, and daily life.

- b. Students will make connections among the visual arts, other disciplines, and daily life.
- c. Create and solve interdisciplinary problems through multimedia solutions, using advancements in technology and principles of design when applicable.

Suggested Texts and Media (Software, A/V, etc.):

Technology and Internet Access

Library Resources

Arttalk by Rosalind Raggins

Art History Power Point and Slide Presentations by K. Romein

Suggested Instructional Strategies:

- 1. Lecture and Demonstration-** Use of demonstration to guide student inquiry. Students engage in classroom demonstrations of “how to” use and apply technical skills with a variety of media in two and three dimensional works. Students also engage in power point and slide presentations while note taking on the history of art.
- 2. Class Work-** The program is designed for students exploring art. Students experience the art making process through kinesthetic modalities using principles and elements of art. Students explore using a variety of materials, technical skills and processes within various areas of the visual arts.
- 3. Field Trip Experiences:** Students have the opportunity to participate in a variety art related field trip experiences in which they respond to historical art works from local and world wide artist. Various field trips that have been incorporated are the Museum of Fine Arts, the DeCordova Sculpture Park and Museum, Massachusetts, the Currier Museum of Art, the Zimmerman House, Manchester, MOMA, the Whitney, the Metropolitan Museum of Art, the Guggenheim, New York. Students often participate in one of a kind “Special Exhibits” that travel throughout the world. Students also have the opportunity to engage in an Extended Learning Opportunity experience on the Humanities Trip to New York offered annually.
- 4. Active Learning-**Use of activity based learning experiences which include performing, creating and responding to visual arts.

Suggested Assessment Strategies:

- 1. Performance Rubrics-** Students have specific rubrics that are designed with the criteria for a drawing, painting, sculpture or photographic work of art. Rubrics also include specific areas of assessment on assignments related to Unit of Study. Formative and Summative Assessments will be used in each Unit of Study.
- 2. Formal, Informal Individual and Group Critiques-** A variety of critique techniques are used to assess their work. Critiques are written and oral. Group critiques encourage peer learning, strengthens skills and techniques and promotes collaboration and community. Students have the opportunity to speak about their work and the work of others using formal critical concepts and techniques. Through the critique process students have the opportunity to speak effectively about their idea, use of material, construction, experience, technical processes, weaknesses and strengths of their work and the work of others. Each finished work of art must also accompany a written self-reflection. Students must analyze their work using critical thinking skills and apply aesthetic theories with their intent of their art making process.