

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

**GOVERNOR LIVINGSTON HIGH SCHOOL
VISUAL AND PERFORMING ARTS**

FOUNDATIONS IN STUDIO ART
#0720

Curriculum Guide

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This curriculum may be modified through varying techniques,
strategies, and materials, as per an individual student's
Individual Education Plan (IEP)

Approved by the Berkeley Heights Board of Education
at the regular meeting held on 9/23/04 .

TABLE OF CONTENTS

Philosophy/Rationale	1
Course Proficiencies.....	2
Course Objectives	2
Student Proficiencies	4
Methods of Evaluation.....	5
Course Outline/Student Objectives	6
Suggested Audio Visual/Computer Aids.....	9
Suggested Materials	10
Resources for Students	11
Resources for Teachers.....	11
New Jersey Core Curriculum Content Standards - Visual and Performing Arts	
New Jersey Core Curriculum Content Standards - Technological Literacy	
New Jersey Core Curriculum Content Standards - Career Education and Consumer, Family, and Life Skills	

*New Jersey Core Curriculum Content Standards can be viewed at www.state.nj.us

PHILOSOPHY/RATIONALE

Art education is an integral part of the school curriculum. It helps us develop values and provides us with an understanding of the past, present, and future. The production of visual arts encourages us to develop creative and critical decision-making skills as well as creative problem-solving skills, production skills, and technology-based skills.

Foundations in Studio Art enable students to participate in activities to provide a firm grounding in important art and design concepts. Students learn composition, color theory, graphics software, and design related principles. Students also learn to organize and apply practical methods of working when approaching visual subject matter, as well as developing their perceptual, analytical, and observational skills. Students will experience a variety of art materials and media from a variety of art concentrations. This will allow the student to select an area of interest for future consideration.

Foundations in Studio Art is a one-semester offering open to all 9-12 graders and earns 2.5 credits towards graduation. This course is a prerequisite for many other advanced art courses. The Foundations in Studio Art course addresses the New Jersey Core Curriculum Content Standards for the Visual and Performing Arts, as well as aspects of the Technological Literacy and Career Education and Consumer, Family, and Life Skills

COURSE PROFICIENCIES

COURSE OBJECTIVES

1. To develop knowledge and skills that strengthens and sharpens aesthetic awareness in the visual arts. (1.1/A,B; 8.2/B; 9.2/A,B,C,D,F)
2. To demonstrate the ability to evaluate works of art based on aesthetic principles and artistic elements using higher order thinking skills. (1.3/D; 1.4/A,B; 8.2/A,B,C; 9.2/A,B,C,F)
3. To develop perceptual, intellectual, physical, and technical skills in the creation of the visual arts. (1.1/A,B; 1.5/A,B; 8.1/A,B; 9.2/A,B,C,F)
4. To identify and develop an understanding of the elements, media, and unique qualities which encompass the visual arts. (1.1/A,B; 1.4A,B; 8.2/B,C; 9.2/A,B,C,F)
5. To develop skills for the safe use of materials, technology, and procedures. (1.2/D; 8.1/A,B; 8.2/A,B,C; 9.2/A,B,C,D,F)
6. To develop critical thinking skills by observing, describing, analyzing, interpreting, and evaluating the artistic content and form in the visual arts. (1.1/A; 8.1/B; 8.2/A,B,C; 9.2/A,B,C,F)
7. To demonstrate an acceptance of constructive criticism and the ability for ongoing self-evaluation. (1.4/A,B; 8.1/B; 8.2/A,B,C; 9.2/A,B,C,F)
8. To demonstrate an awareness and understanding of arts-related careers, leisure activities, and personal life skills in the visual arts. (1.5/A,B; 8.2/A,B,C; 9.1/A,B; 9.2/A,B,C,F)
9. To develop an understanding of the academic importance of the visual arts and their potential for interdisciplinary relationships with all curricula. (1.5/A,B; 8.2/A,B,C; 9.2/A,B,C,F)
10. To identify historical, social, and cultural influences and traditions which generated artistic accomplishment throughout the ages, and which continue to shape contemporary arts. (1.4/A; 1.5/A,B; 8.2/A,B,C, 9.1/A,B, 9.2/A,B,C,F)
11. To produce two and three dimensional art works in a variety of media using equipment and media safely. (1.1/B; 1.2/D; 1.3/D; 8.1/A,B; 8.2/A,B,C; 9.2/A,B,C,F)
12. To understand the academic importance of graphic design and its potential for interdisciplinary relationships within the curriculum. (1.3/D; 1.4/A,B; 1.5/A,B; 8.1/A,B; 8.2/ABC; 9.2/A,B,C,F)

COURSE PROFICIENCIES (continued)

13. To acquire an understanding of graphic design software and be able to produce professional quality artwork. (1.1/A,B; 1.2/D; 1.3/D; 1.4/A,B; 1.5/A,B; 8.1/A,B; 8.2/A,B,C; 9.2/A,B,C,F)

STUDENT PROFICIENCIES

The student will be able to:

1. Demonstrate aesthetic awareness of the visual arts.
2. Create a work of art based on perceptual and technical skills.
3. Recognize and utilize various design elements and media in their artwork.
4. Use observation to analyze and evaluate artwork.
5. Accept constructive criticism and use it to evaluate student artwork.
6. Examine and identify various art careers and activities that will be available to them in their future.
7. Understand the academic importance of the visual arts and its interdisciplinary relationship to the rest of the curriculum.
8. Analyze and identify the relatedness of art history from historical to contemporary art.
9. Produce artwork in a variety of mediums and techniques.
10. Safely utilize tools, machinery, and other art room materials.
11. Demonstrate skill in the operation of computer hardware and graphics software.
12. Understand the academic importance of graphic design and its potential for interdisciplinary relationships within the curriculum.
13. Demonstrate critical thinking skills by observing, describing, analyzing, interpreting, and evaluating the artistic content and form in the visual arts.

METHODS OF EVALUATION

Production

- A. Craftsmanship: Evidence of skillful and appropriate use of materials.
- B. Understanding:
 - 1. Demonstrates understanding of elements and principles of design.
 - 2. Rendering skills as demonstrated in such things as the ability to make recognizable imagery, balance, etc., as appropriate.
- C. Inventiveness: Evidence of creative ideas, strategies, or solutions to class assignments, and/or the ability to develop original projects.
 - 1. Originality of idea.
 - 2. Experimentation with imagery materials.
 - 3. Risk-taking - pushing beyond the limitations.
 - 4. Divergent thinking - exploring unusual and diverse solutions to problems.
- D. Commitment: Ability to pursue an idea or problem.
 - 1. Problem-solving through multiple drafts and/or significant revision of work.
 - 2. Degree of time and effort put into work.
 - 3. Perseverance to complete work.

II. Reflection

- A. Sense of self as an artist: The ability to articulate one's own artistic goals and working strategies.
- B. Critique: To assess one's strengths and limitations. The ability to articulate and defend perceived strengths and weaknesses in the work of others.
- C. Feedback: The ability to make use of input – including the ability to incorporate new ideas or to disregard suggestions that are not relevant to his/her work.

III. Perception

- A. To discern qualities in the work of other artists.
- B. Visual/sensory perception of the environment - including both the natural and the human-made world.
- C. Cultural Awareness: Awareness of other cultures past and present.

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES

The student will be able to:

N.J. Core Curriculum Standards	Indicators	Course Outline/Student Objectives (*see note at end of outline)
1.1 1.2 1.3 1.4 1.5 8.1 8.2 9.2	A,B D D A,B A,B A,B A,B,C A,B,C,F	I. Identify and Utilize the Aspects of Composition A. Picture Plane/Picture Frame B. Horizontal/Vertical C. Repetition D. Motif/Pattern E. Balance (symmetrical/asymmetrical) F. Abstraction G. Unity
1.1 1.2 1.3 1.4 1.5 8.1 8.2 9.2	A,B D D A,B A,B A,B A,B,C A,B,C,F	II. Understand and Incorporate the Aspects of Shape A. Figure/Ground, Positive/Negative B. Geometric/Organic C. Weight D. Simple/Complex E. Size F. Overlap
1.1 1.2 1.3 1.4 1.5 8.1 8.2 9.2	A,B D D A,B A,B A,B A,B,C A,B,C,F	III. Understand and Utilize the Aspects of Color A. Color Wheel B. Color and Light C. Color Symbolism D. Color Harmony E. Intensity F. Value (tints and shades) G. Primary, Secondary, and Tertiary Color H. Complementary Colors
1.1 1.2 1.3 1.4 1.5 8.1 8.2 9.2	A,B D D A,B A,B A,B A,B,C A,B,C,F	IV. Identify the Elements of Line A. Quality B. Contour C. Gestural D. Mark Making E. Directional
1.1 1.2 1.3 1.4	A,B D D A,B	V. Understand Form in Art A. Two dimensional B. Three dimensional

1.5 8.1 8.2 9.2	A,B A,B A,B,C A,B,C,F	V. Understand Form in Art (continued)
1.1 1.2 1.3 1.4 1.5 8.1 8.2 9.2	A,B D D A,B A,B A,B A,B,C A,B,C,F	VI. Identify and Incorporate Texture A. Tactile B. Visual C. Expressive
1.1 1.2 1.3 1.4 1.5 8.1 8.2 9.2	A,B D D A,B A,B A,B A,B,C A,B,C,F	VII. Identify the Aspects of Value A. Value Scale B. Chiaroscuro C. Light/Dark D. Linear Value E. Modeling
1.1 1.2 1.3 1.4 1.5 8.1 8.2 9.2	A,B D D A,B A,B A,B A,B,C A,B,C,F	VIII. Appreciate Art History A. Historical B. Contemporary C. Criticism D. Field Trips to Museums
1.1 1.2 1.3 1.4 1.5 8.1 8.2 9.2	A,B D D A,B A,B A,B A,B,C A,B,C,F	IX. Explore and Utilize a Variety of Media A. Dry Media 1. Charcoal 2. Pastels 3. Pencil 4. Oil pastels B. Wet Media 1. Pen and ink 2. Brush and ink 3. Watercolor 4. Tempera
1.1 1.2 1.3 1.4 1.5 8.1 8.2	A,B D D A,B A,B A,B A,B,C	X. Getting to Know Graphics Software A. Using the Graphic Design Toolbox 1. Demonstrate creative use of drawing tools B. Accessing Online Help 1. Understand how to navigate through help menus C. Become Familiar with Online Galleries 1. Demonstrate how to use search engines

9.2	A,B,C,F	X. Getting to Know Graphics Software (continued) effectively
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SUGGESTED AUDIO VISUAL/COMPUTER AIDS

Computer CD-ROMS.

Opaque projector/art reproduction transparencies.

Proxima (for PowerPoint portfolios, Internet surfing, and presentations).

Videos of artists' lives and art techniques.

SUGGESTED MATERIALS

A variety of materials, supplies, and equipment will be used to allow students to develop their knowledge base and skills.

Materials:

- Pencils (charcoal, colored, and drawing)
- Conte crayons, charcoal, and pastels
- Watercolors
- Pen or brush and ink
- Oil pastels and oil paint sticks
- Acrylic paint and stretched canvas
- Metal
- Wood
- Collage
- Clay
- Photography
- Graphic Design Software

Reference resources:

Art history books, computer software, and laser discs that can be found in the IMC and the art rooms.

Class trips to museums and art galleries.

SUGGESTED MATERIALS

Resources for Students

de la Croix , Horst, and Richard G. Tansey. Gardner's Art Through The Ages. 5th edition. New York: Harcourt, Brace & World, Inc., 1970.

Arnason, H.H. History of Modern Art. New York: Abrams Inc., 1977.

<http://www.artres.com/c/htm/Home.aspx>

<http://www.metmuseum.org/home.asp>

<http://www.icp.org/>

<http://www.guggenheim.org>

<http://www.guggenheim.org/artscurriculum/lessons/start.php>

<http://www.frick.org>

<http://www.newmuseum.org>

<http://www.moma.org>

<http://www.APcentral>

Resources for Teachers

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SUGGESTED MATERIALS (continued)

<http://www.frick.org>

<http://www.newmuseum.org>

<http://www.moma.org>

<http://www.APcentral>