



LEE ACADEMY

Lee, Maine USA

Official Curriculum

Pre-AP Studio Art: 2-D Design Portfolio

Written Summer 2008

Course description:

Students enrolled in this course have either successfully completed or demonstrated competencies for the knowledge and skills of Art 2. This course provides students with opportunities to continue the development of their art-making skills in order to express their own ideas, thoughts, and feelings. There is a focus on developing an ongoing collection of artworks in a portfolio, that demonstrates the students proficiency in using a variety of 2 dimensional art making materials in order to display their knowledge and ability using the elements and principles of design. The portfolio development is intended to be in preparation for the AP Studio Art: 2-D Design Portfolio course or for a college entrance portfolio. Weekly observational drawings in a journal will encourage artistic exploration of the student's world and daily writing of "morning pages" will enhance creative thinking skills. Students will further develop and hone their ability to communicate visually using art mediums such as; pencil, collage, charcoal, chalk pastel, oil pastel, ink, printmaking, watercolor, watercolor pencil, tempera, acrylic paint, aqua oil paints, and mixed media. Student research of art styles, art periods, and artists will deepen an understanding of past and present art forms. The flexible design of the class structure allows students to pursue and develop individual interests and art-making styles.

Primary text(s) and other major resources

The Visual Experience, Jack Hobbs & Richard Salome

Themes and Foundations of Art, Kaltz, Lankford, & Plank

Note: The following MLRs are skills that will be assessed in each unit of art:

E5 Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.

- getting along with others
- respecting differences
- working as a team
- managing conflict
- accepting responsibility for personal behavior
- follow established rules/etiquette for observing/listening to art
- demonstrate safe behavior

~Unit length & revised MLRs-- Standard(s) and indicator(s)	Objectives	Essential Questions	Assessment
The MLRs, objectives and questions in all cells	After choosing: 1. a subject matter (e.g. portrait, animal, landscape, etc.)	<ul style="list-style-type: none"> • Which art materials would you use to work tightly and with great control? • Which art materials lend themselves to 	<ul style="list-style-type: none"> • **Student choice of type of project, but each semester, student must complete 2

<p>of this row relate to all Units of this course.</p> <p>B1 Students choose suitable and multiple MEDIA, TOOLS, TECHNIQUES, and PROCESSES to create a variety of original art works.</p> <p>B2 Students use ELEMENTS OF ART and PRINCIPLES OF DESIGN to create original art works that demonstrate development of personal style in a variety of media and visual art forms.</p> <p>C2 Students apply creative problem solving and creative-thinking skills to improve or vary one’s own work and/or the work of others.</p>	<ol style="list-style-type: none"> 2. an artistic style (e.g. realistic, abstract, surreal, etc.) 3. a medium (e.g. paint, charcoal, pastel, mixed media, etc.) <p>the student will:</p> <ul style="list-style-type: none"> • create an original work of art, using the above choices, to express his/her own ideas, and feelings. 	<p>more expressive work?</p> <ul style="list-style-type: none"> • What is the overall mood you want your finished work to reflect? • Does your finished artwork communicate your artistic intention? • What are the characteristics of a “finished” artwork? 	<p>projects. (Finished Project assessment rubric)</p>
<p>U1</p> <p>Journal (drawing and writing portfolio) weekly assignment throughout the course</p> <p>B2 Students use ELEMENTS OF ART and PRINCIPLES OF DESIGN to create</p>	<p>Student will:</p> <ul style="list-style-type: none"> • Create an expressive drawing to communicate various aspects of the students “reality” • Use elements of principles of design to creatively express own thoughts and feelings. • use writing as a tool to enhance creative thinking and idea development 	<ul style="list-style-type: none"> • How does value effect the mood of an image? • Why is it important to balance the subject and background? • Why is creativity and originality essential to art? • How does daily writing encourage creative thinking and idea development? 	<ul style="list-style-type: none"> • Weekly journals (one drawing due each week—rubric) • Writing 3 pages at the beginning of each class • rubric scored

<p>original art works that demonstrate development of personal style in a variety of media and visual art forms.</p> <p>B3 Students create a meaningful body of original art work</p> <p>a---Student's portfolio demonstrates well-developed skills in the use of MEDIA, TOOLS, TECHNIQUES, and PROCESSES.</p> <p>b---Student's portfolio demonstrates understanding of knowledge of visual art CONCEPTS.</p> <p>c---Student's portfolio communicates a variety of ideas, feelings, and meanings.</p>			
<p>U2 Self Portrait 3 to 4 classes</p> <p>B1 Students choose suitable and multiple MEDIA, TOOLS, TECHNIQUES, and PROCESSES to create a variety of original art works.</p>	<p>Student will:</p> <ul style="list-style-type: none"> • express a specific mood/ emotion in a drawing or painting of themselves using a mirror. • manipulate light and color to enhance the psychological atmosphere of the work. • develop the environment around self to enhance the work's message about self 	<ul style="list-style-type: none"> • why is it important to demonstrate ability to draw from reality more than from photos? • why do you think art schools want to see self portrait of prospective students? • how can several portraits show different aspects of ones personality? 	<ul style="list-style-type: none"> • Self Portrait • rubric scored

<p>B2 Students use ELEMENTS OF ART and PRINCIPLES OF DESIGN to create original art works that demonstrate development of personal style in a variety of media and visual art forms.</p>			
<p>U3</p> <p>Mixed Media Exploration 3+/- classes</p> <p>A3 Students compare the effects of MEDIA and their associated TOOLS, TECHNIQUES, and PROCESSES on the formal and expressive qualities in ART FORMS and GENRES.</p> <p>B1 Students choose suitable and multiple MEDIA, TOOLS, TECHNIQUES, and PROCESSES to create a variety of original art works.</p> <p>B2 Students use ELEMENTS OF ART and PRINCIPLES OF DESIGN to create original art works that demonstrate development of personal style in a variety of media and</p>	<p>Student will:</p> <ul style="list-style-type: none"> create a piece (portrait, landscape, or still life) using a wet medium, a dry medium, and a collage element. 	<ul style="list-style-type: none"> how can mixed media enhance the visual interest of the work? what are the characteristics of successful mixed media artworks? 	<ul style="list-style-type: none"> Mixed Media Exploration Rubric scored

visual art forms.			
<p>U4 Color Scheme Exploration 3+/- classes</p> <p>B1 Students choose suitable and multiple MEDIA, TOOLS, TECHNIQUES, and PROCESSES to create a variety of original art works.</p> <p>B2 Students use ELEMENTS OF ART and PRINCIPLES OF DESIGN to create original art works that demonstrate development of personal style in a variety of media and visual art forms.</p>	<p>Student will:</p> <ul style="list-style-type: none"> • create a portrait, still life, or landscape using either a warm, cool, complimentary, primary, secondary, or analogous color scheme. • uses black and white as well as shades and tints of the chosen hues. 	<ul style="list-style-type: none"> • what ways do color schemes create atmospheric mood? 	<ul style="list-style-type: none"> • Color Scheme Explorations • rubric scored
<p>U5 Futuristic Cityscape 3 +/- classes</p> <p>B1 Students choose suitable and multiple MEDIA, TOOLS, TECHNIQUES, and PROCESSES to create a variety of original art</p>	<p>Student will:</p> <ul style="list-style-type: none"> • create a drawing/ painting using the rules of 1 point, 2 point, and 3 point perspective. • imagine what the city could look like in 2050 	<ul style="list-style-type: none"> • How will technology advance and change the world as we know it? • What type of perspective did you chose to work with and why? • Which aspects of your cityscape derive from current technologies? Which from technologies that do not yet exist? How do you know? 	<ul style="list-style-type: none"> • Futuristic Cityscape • rubric scored

<p>works.</p> <p>B2 Students use ELEMENTS OF ART and PRINCIPLES OF DESIGN to create original art works that demonstrate development of personal style in a variety of media and visual art forms.</p> <p>C2 Students apply creative problem solving and creative-thinking skills to improve or vary one's own work and/or the work of others.</p>			
<p>U7</p> <p>Unusual Space 3 +/- classes</p> <p>B1 Students choose suitable and multiple MEDIA, TOOLS, TECHNIQUES, and PROCESSES to create a variety of original art works.</p> <p>B2 Students use ELEMENTS OF ART and PRINCIPLES OF DESIGN to create original art works that demonstrate development of</p>	<p>Student will:</p> <ul style="list-style-type: none"> ● create a painting or a drawing of an unusual interior – for instance looking inside a closet, cabinet, refrigerator, inside your car, etc. ● choose a medium that is appropriate for conveying the subject matter 	<ul style="list-style-type: none"> ● why is the unusual perspective an important consideration for art making? 	<ul style="list-style-type: none"> ● Unusual Space ● rubric scored

<p>personal style in a variety of media and visual art forms.</p>			
<p>U8</p> <p>Masterpiece Parody 3 +/- classes</p> <p>B1 Students choose suitable and multiple MEDIA, TOOLS, TECHNIQUES, and PROCESSES to create a variety of original art works.</p> <p>B2 Students use ELEMENTS OF ART and PRINCIPLES OF DESIGN to create original art works that demonstrate development of personal style in a variety of media and visual art forms.</p>	<p>Student will:</p> <ul style="list-style-type: none"> ● select a painting, sculpture, or well known image from art history for interpretation. ● re-create the chosen masterpiece by updating it, or changing the colors, changing the medium, or characters, etc. 	<ul style="list-style-type: none"> ● how can the works of other be used to a basis for your own creative pursuits? ● how can changes effect the meaning of a historical work? 	<ul style="list-style-type: none"> ● Masterpiece Parody ● rubric scored
<p>U9</p> <p>Imaginary Interior 3+/- classes</p> <p>B1 Students choose suitable and multiple MEDIA, TOOLS, TECHNIQUES, and PROCESSES to create a variety of original art</p>	<p>students will:</p> <ul style="list-style-type: none"> ● draw or paint an invented interior from imagination ● create a spatial color relationship to enhance a connection between the physical and psychic structure of the interior. ● express or explore some of your thoughts about the issues of public vs. private space 	<ul style="list-style-type: none"> ● How can color enhance psychological spaces? ● What rules of perspective did you apply and why? 	<ul style="list-style-type: none"> ● Imaginary Interior ● rubric scored

<p>works.</p> <p>B2 Students use ELEMENTS OF ART and PRINCIPLES OF DESIGN to create original art works that demonstrate development of personal style in a variety of media and visual art forms.</p>			
<p>U10</p> <p>My Family's Shoes</p> <p>B1 Students choose suitable and multiple MEDIA, TOOLS, TECHNIQUES, and PROCESSES to create a variety of original art works.</p> <p>B2 Students use ELEMENTS OF ART and PRINCIPLES OF DESIGN to create original art works that demonstrate development of personal style in a variety of media and visual art forms.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● render a color drawing of a still life arrangement of your family member's shoes ● convey some "sense" of each individual family member's distinct personality in your drawing 	<ul style="list-style-type: none"> ● How can personality be expressed through objects? ● What are the qualities of a successful still life arrangement? 	<ul style="list-style-type: none"> ● My Family's Shoes ● rubric scored

U11			
U12			
U13			

U14			
U15			
U16			