
INTERMEDIATE ART

Boston Collegiate Charter School

10th Grade Art

Course Syllabus 2011-2012

Mr. Eder and Ms. Andrade

email: MEder@bostoncollegiate.org - JAndrade@bostoncollegiate.org

phone: 617.265.1172 ext. 245 (Eder) – ext. 276 (Andrade)

COURSE OVERVIEW

Intermediate Art and Design is designed for students to study the elements of art and the principals of design as they relate to specific 2-D and 3-D applications of media, techniques, and processes. Students will research and study visual images from various cultures, historic time periods and process and discuss the characteristics of these images as they pertain to their own works and the works of others. We will draw inspiration from observation, imagination, and research. Students will be encouraged to use their personal experiences and research to design original works. Using a personal journal, students will chronicle their ideas through sketches and writing. Students will be involved in group assessment of classmates' completed works and works in progress and are required to exhibit selected products in school and community exhibits.

PRIMARY PERFORMANCE STANDARDS

These standards have been adapted from the Massachusetts Arts Curriculum Framework, 1999.

- Students will demonstrate knowledge of the methods, materials, and techniques unique to two- and three-dimensional visual arts.
 - Students will demonstrate knowledge of the elements and principles of design.
 - Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of two- and three-dimensional media, materials, and techniques.
 - Students will demonstrate knowledge of the processes of creating their own artwork: sketches, critique, self-assessment, and refinement.
 - Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.
 - Students will analyze characteristic features of art works from various historical periods, cultures, and genres.
 - Students will integrate knowledge of visual arts to other disciplines.
-

SYLLABUS – 10th

Year Breakdown

Unit 1: Expressive Hands: meaning through composition (Sept)

Lesson 1: Hand studies

Lesson 2: Expressive hands project

Unit 2: Mark Making: dynamic range in textures with drawing (October)

Lesson 3: Pop Art Stippling – Roy Lichtenstein

Lesson 4: Shell studies – ink and watercolor

Unit 3: Printmaking: positive / negative balance (November)

Lesson 4: black/white collage

Lesson 5: Symbol vs Organic design lino cut

Unit 4: Ink: value and expressive line (December)

Lesson 6: Chinese ink painting

Unit 5: Depth: 3-D photo sculpture (January)

Lesson 7: Introduction to low level relief cardboard sculpture techniques

Lesson 8: Personal photo sculpture landscape

Unit 6: Ceramic Sculpture: Introduction to clay (February – March)

Lesson 9: Coil pot

Lesson 10: Clay heads

Lesson 11: Ceramic tiles

Unit 7: OP Art: depth and direction (April)

Lesson 12: Review in 2 point perspective studies

Lesson 13: Optical Illusion drawings - Bridget Riley, Victor Vasarely

Unit 8: Figure Drawing (May)

Lesson 14: Human Proportion studies

Lesson 15: Super Hero drawings

Unit 9: Final Project (June)

Student proposal with sketches and research

ASSESSMENT

Students will be assessed in a variety of different formats. With every unit each student will be given a rubric outlining the grading policy for each major project. Students will participate in class critiques, self assessments and take quarterly written quizzes based on the major concepts and techniques of the unit.

GRADING

EFFORT – 15%

Ability to stay on task, effort on individual exercises & projects, degree of risk-taking, willingness to work with feedback, openness to assignments , and full use of class time.

PARTICIPATION -- 15%

Participation in critiques & other group activities, respect to students and professional conduct, care with materials and work space, organized and prepared for class.

BLUE BOOK -- 20%

Maintained journal of do-nows, written agendas, assigned reflections, sketches and class notes. Grade also includes written quarterly assessments and completion of in class exercises.

QUALITY OF FINISHED PROJECTS/PORTFOLIO – 50%

Major Project Grading Criteria:

- | | |
|--------------------|---|
| 1) Technical | Craftsmanship & fulfillment of assignment criteria |
| 2) Conceptual | Development & successful visual communication of own creative idea (relevant to assignment) |
| 3) Aesthetic | Impact of work achieved by effective use of elements & principles of visual art |
| 4) Time Management | Ability to maintain a constructive pace and use class time efficiently. |

MATERIALS & SUPPLIES

The school will provide art materials, supplies, and tools. However, students may be asked on occasion to bring in recyclables from home to reuse for projects. Additional recyclable materials can be donated for use in our class room and after school arts programs are:

Cardboard Packaging:

-cereal boxes
-envelopes
-CD/Record cases
-interesting packaging material

Plastic Bags:

-plastic grocery bags
-plastic/paper bags from mall
-tarp like bags or table covers

Containers:

-aluminum soda cans
-small glass containers (preferably with tops)
-small cardboard boxes
-coffee tins
-oatmeal canisters
-other interesting containers

Ephemera:

-sheet music
-postage stamps
-theater programs
-ticket stubs
-post cards
-wrapping paper
-wall calendars

Photos:

-photographs
-slides
-negatives

Games:

-board games -cards
-games with small pieces

Hardware:

-Nuts n bolts

-random small hardware
-computer parts
-keys

Craft supplies
Old records
Small dinnerware
Clocks
Magnets
Light switch covers
Small lamps or lamp parts
Tiles -small to medium
Small mirrors
Rope / string
Bottle caps or tabs
Buttons
Corks