
STUDIO ART III

Boston Collegiate Charter School

11th Grade Art

Course Syllabus 2011-2012

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COURSE DESCRIPTION

Why should you study and learn how to make visual arts? Because they satisfy human needs for display, celebration, personal expression, and communication. We use the visual arts to enhance our environment, to express our innermost feelings, and to communicate ideas. Students will learn how to look at art in new ways and to make judgments about its artistic merit. We will learn about the many different kinds of art created throughout history and the career opportunities available in art today.

Students will study and utilize the elements of art (*line, value, shape, form, space, color, and texture*) and principles of design (*rhythm, balance, proportion, variety, emphasis, harmony, and unity*). We will use the elements and principles to successfully express ideas and feelings in your own works of art. Students will work from direct observation to perceive structures and actions around them and utilize various art tools, materials, and processes.

Creating works of art is a process requiring students to continually make decisions and analyze and explore directions while they are working. These skills stimulate creative and critical thinking about art and the constant display of visual imagery that is used to disseminate information in our culture. Students will learn to talk and write about ideas, styles, artists, and critical analysis through class discussion, journaling, and self-reflection. Students will be evaluated on their effort, class participation, art work, and portfolios.

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 – 11th

Year Breakdown

Unit 1: Observational Drawing: value and texture (Sept-Oct)

Lesson 1: Plant Studies – Pencil

Lesson 2: Monet Landscape Studies - Pastel

Unit 2: Art History: research and presentation (Nov)

Lesson 3: Power Point presentation, 3 page essay and 11” x 18” master study on an assigned artist or art movement.

Unit 3: Ceramic Sculpture: form and function (Dec-Jan)

Lesson 4: Themed Tea Pots

Lesson 5: Independent ceramic proposal

Unit 4: Printmaking: line and texture(Feb)

Lesson 6: Evolution timeline

Spring Break

Unit 5: Figurative Drawing: proportion and accuracy (Mar)

Lesson 7: Facial feature studies – charcoal

Lesson 8: Peer Portraits with grid - pencil

Unit 6: Building: concept and process (Apr-May)

Lesson 9: Google sketch up blue print design – computer program

Lesson 10: Architectural model building – cardboard

Unit 7: Final Project

Student written plan and proposal

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:

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| 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	Ephemera: -sheet music -postage stamps -theater programs -ticket stubs -post cards -wrapping paper -wall calendars	-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
Plastic Bags: -plastic grocery bags -plastic/paper bags from mall -tarp like bags or table covers	Photos: -photographs -slides -negatives	
Containers: -aluminum soda cans -small glass containers (preferably with tops) -small cardboard boxes -coffee tins -oatmeal canisters -other interesting containers	Games: -board games -cards -games with small pieces Hardware: -Nuts n bolts -random small hardware	