

FOUNDATIONS IN ART 2D

Description:

Enjoy the opportunity to develop your creativity and artistic ability. This course will strengthen your technical abilities and boost your confidence in the art making process. It will introduce you to the awesome power of the Adobe Creative Suite. Launch yourself into the exciting world of 2D Art.

COURSE OVERVIEW

Course Goals

Students will be able to:

- Understand critical thinking in all assignments
- Develop and discuss different ideas related to the understanding of the Elements of Art and Principles of Design.
- Discuss the use of technical skills in the use of fine art media.
- Integrate the applicable Adobe Creative Suite Software programs, such as Photoshop, InDesign and Illustrator.

Artistic Processes

- Create
- Present
- Respond
- Connect

Anchor Standards

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #2. Organize and develop artistic ideas and work.

Anchor Standard #3. Refine and complete artistic work.

Anchor Standard #4. Select, analyze and interpret artistic work for presentation.

Anchor Standard #5. Develop and refine artistic techniques and work for presentation.

Course Skill Objectives

Students will:

- Observe the rule of 1/3's and composition choices in action
- Observe positive and negative space.
- Understand the use of line to show form.
- Show value and dimension through mark making in drawings.
- Become skilled in the use of color mixing and painting.
- Experiment with the application of materials to create collage
- Use Adobe Illustrator to create vector based art.
- Photograph, edit, and document art making processes and create a baseline portfolio

	<p>Anchor Standard #6. Convey meaning through the presentation of artistic work</p> <p>Anchor Standard #7. Perceive and analyze artistic work.</p> <p>Anchor Standard #8. Interpret intent and meaning in artistic work.</p> <p>Anchor Standard #9. Apply criteria to evaluate artistic work.</p> <p>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	
<p><u>Units</u></p> <p>Unit 1 - Principles of Creativity</p> <p>Unit 2 - Observation Drawing</p> <p>Unit 3 - Value and Mark Making</p> <p>Unit 4 - Shape</p> <p>Unit 5 - Color</p> <p>Unit 6 - Technology</p>	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? • What role does persistence play in revising, refining and developing work? • How does collaboratively reflecting on a work help us experience it more completely? • How do artists work? • How do artists and designers 	<p><u>Sample Assessments</u></p> <ul style="list-style-type: none"> • Composition Studies • Positive and Negative compositions • Contour Line drawings • Value and mark making observation drawings • Drawing by shape Contrasto Paper Designs • Water color Painting • Intro Adobe Illustrator Shape Drawing Art Portfolio

	<p>determine whether a particular direction in their work is effective?</p> <ul style="list-style-type: none"> • How do life experiences influence the way you relate to art? • How does learning about art impact how we perceive the world? • What is the value of engaging in the process of art criticism? • How are artworks cared for and by whom? • What criteria, methods, and processes are used to select work for preservation or presentation? • Why do people value objects, artifacts, and artworks and select them for presentation? • How does engaging in creating art enrich people's lives? • How does art help us understand the lives of people of different times, places, and cultures? • How is art used to impact the views of a society? 	
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Pacing Guide					
1st Marking Period			2nd Marking Period		
Month 1	Month 2	Month 3	Month 4	Month 5	Month 6
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Principles of Creativity	Introduction to Observational Drawing	Value & Mark Making	Shape	Color	Technology
2 weeks	4 weeks	4 weeks	3 weeks	4 weeks	3 weeks

Unit 1 – Principles of Creativity

Unit Objectives

Students will be able to:

- Brainstorm a variety of ideas and approaches.
- Understand how to generate “new” ideas.
- Understand and discuss how to develop solutions which extend and expand an original idea.

Skill Objectives

Students will:

- Demonstrate a variety of solutions to create and express their ideas.
- Organize artistic ideas.
- Test composition arrangements
- Refine and complete artistic work.

<p>Creating Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p>	<p>Presenting Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p>	<p>Responding Anchor Standard 7: Perceive and analyze artistic work.</p>	<p>Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p>
<p><u>Enduring Understandings</u> Creativity and innovative thinking are essential life skills that can be developed.</p> <p><u>Essential Questions</u> What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Use multiple approaches to begin creative endeavors.</p>	<p><u>Enduring Understandings</u> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</p> <p><u>Essential Questions</u> How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks and select them for presentation?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Analyze, select and critique personal artwork for a collection or portfolio presentation.</p>	<p><u>Enduring Understandings</u> Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> <p><u>Essential Questions</u> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Analyze how responses to art develop over time based on knowledge of and experience with art and life.</p>	<p><u>Enduring Understandings</u> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><u>Essential Questions</u> How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>Document the process of developing ideas from early stages to fully elaborated ideas.</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> • Showing thoughtful assimilation in the production of work by researching various art resources 	<ul style="list-style-type: none"> • Display of Artwork • Art Shows 	<ul style="list-style-type: none"> • Class Critique • Individual reflection 	<ul style="list-style-type: none"> • Art History

Unit 2 – Introduction to Observational Drawing

Unit Objectives

Students will be able to:

- Recognize an artist's use of line and its function in a particular piece of art.
- Understand how to use technology to determine rule of 1/3 composition.
- Translate the 3D world onto the 2D plane of the page

Skill Objectives

Students will:

- Draw from observation.
- Use line and texture in drawing.
- Draw using 1 pt. perspective.
- Create the illusion of a 3D space on a 2D surface utilizing size, position, overlapping, sharp and diminishing detail, converging parallels, value.
- Use thumbnail sketches to determine composition and proportions of composition.

<p>Creating Anchor Standard 2: Organize and Develop artistic ideas and work.</p>	<p>Presenting Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p>	<p>Responding Anchor Standard 8: Interpret intent and meaning in artistic work.</p>	<p>Connecting Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>
<p><u>Enduring Understandings</u> Artists and designers experiment with forms, structures, materials, concepts, media, and art making approaches.</p> <p><u>Essential Questions</u> How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p>	<p><u>Enduring Understandings</u> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts and artworks for preservations and presentation.</p> <p><u>Essential Questions</u> How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks and select them for presentation?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Analyze, select, and critique personal artwork for a collection or portfolio presentation.</p>	<p><u>Enduring Understandings</u> People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p><u>Essential Questions</u> What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</p>	<p><u>Enduring Understandings</u> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p><u>Essential Questions</u> How does art help us understand the lives of people and different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>Describe how knowledge of culture, traditions and history may influence personal responses to art.</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> • Showing application of the Elements of Art and Principles of Design 	<ul style="list-style-type: none"> • Class Critique • Individual reflection 	<ul style="list-style-type: none"> • Display of Artwork • Art Shows 	<ul style="list-style-type: none"> • History of Art Study

Unit 3 – Value and Mark Making

Unit Objectives

Students will be able to:

- Define value.
- Recognize and define concepts related to value (contrasts, highlights, shadows).
- Interpret form with value from observation.
- Recognize value in color.
- Understand mark making to create direction and value

Skill Objectives

Students will:

- Select and use the appropriate pencil and use the correct amount of pressure to create the desired effect.
- Use a full range of values to define form and unify a composition.
- Use mark making to establish value
- Use mark making to create the illusion of depth

<p>Creating Anchor Standard 3: Refine and complete artistic work.</p>	<p>Presenting Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p>	<p>Responding Anchor Standard 7: Perceive and analyze artistic work</p>	<p>Connecting Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>
<p><u>Enduring Understandings</u> Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p><u>Essential Questions</u> What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic</p>	<p><u>Enduring Understandings</u> Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p> <p><u>Essential Questions</u> What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio or al collection?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p>	<p><u>Enduring Understandings</u> Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world and constructed environments.</p> <p><u>Essential Questions</u> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Analyze how responses to art develop over time based on knowledge of and experience with art and life.</p>	<p><u>Enduring Understandings</u> People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</p> <p><u>Essential Questions</u> How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p> <p><u>Process Components</u> Synthesize, Relate</p> <p>Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> • Showing depth by using value and mark making in art work. 	<ul style="list-style-type: none"> • Display of Artwork • Art Shows 	<ul style="list-style-type: none"> • Class Critique • Individual reflection 	<ul style="list-style-type: none"> • Art History

Unit 4 – Shape

Unit Objectives

Students will be able to:

- Recognize observational techniques that are used to define shapes in constructing an image
- Plan strategies for approaching art ideas

Skill Objectives

Students will:

- Arrange the surface of the picture plane with an understanding of positive and negative space.
Create and organize shapes into a composition.
- Use carefully selected shapes to create a likeness
- Create the illusion of depth on a flat surface.

<p>Creating Anchor Standard 2: Organize and develop artistic ideas and work.</p>	<p>Presenting Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p>	<p>Responding Anchor Standard 8: Interpret intent and meaning in artistic work.</p>	<p>Connecting Anchor Standard:</p>
<p><u>Enduring Understandings</u> People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p><u>Essential Questions</u> How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p>	<p><u>Enduring Understandings</u> Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p> <p><u>Essential Questions</u> What methods and processes are considered when preparing artwork for presentation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p>	<p><u>Enduring Understandings</u> People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p><u>Essential Questions</u> What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help in understand and interpret works of art?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Construct evaluations of a work of art or collection of works based on differing sets of criteria</p>	<p><u>Enduring Understandings</u></p> <p><u>Essential Questions</u></p> <p><u>Process Components</u> Synthesize, Relate</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> Showing application of the Elements of Art and Principles of Design 	<ul style="list-style-type: none"> Display of Artwork Art Shows 	<ul style="list-style-type: none"> Class Critique Individual reflection 	

Unit 5 - Color

Unit Objectives

Students will be able to:

- Identify mix and match the desired color for their images
- Identify the differences between shades and tints
- Understand the use of dark hues without the use of black
- Expand their use of and interpretation of color

Skill Objectives

Students will:

- Create tints, tones, and shades of a color.
- Apply color theories
- Demonstrate the difference between actual color and implied color

<p>Creating Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p>	<p>Presenting Anchor Standard 6: Convey meaning through the presentation of artistic work.</p>	<p>Responding Anchor Standard 8: interpret intent and meaning in artistic work.</p>	<p>Connecting Anchor Standard:</p>
<p><u>Enduring Understandings</u> Creativity and innovative thinking are essential life skills that can be developed.</p> <p><u>Essential Questions</u> What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Use multiple approaches to begin creative endeavors</p>	<p><u>Enduring Understandings</u> Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.</p> <p><u>Essential Questions</u> What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved or presented, cultivate appreciation and understanding?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Create a collection of objects, artifacts, or artwork to impact the viewer’s understanding of social, cultural, and/or political experiences.</p>	<p><u>Enduring Understandings</u> People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p><u>Essential Questions</u> What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret an artwork of collection of works in order to select and defend a plausible critical analysis.</p>	<p><u>Enduring Understandings</u></p> <p><u>Essential Questions</u></p> <p><u>Process Components</u> Synthesize, Relate</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> Evidence of understanding color theory 	<ul style="list-style-type: none"> Display of Artwork Art Shows 	<ul style="list-style-type: none"> Class Critique Individual reflection 	

Unit 6 - Technology

Unit Objectives

Students will be able to:

- Understand the role of technology in art.
- Introduce the Adobe Illustrator and Photoshop
- Define programs and overview of the Adobe Creative Suite.

Skill Objectives

Students will:

- Use Photoshop to produce a variety of images, using cutting and pasting techniques.
- Demonstrate flexibility, creativity, and elaboration by using technology.
- Create works of art using technology.

<p>Creating Anchor Standard 3: Refine and complete artistic work.</p>	<p>Presenting Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p>	<p>Responding Anchor Standard 7: Visual imagery influences understanding of and responses to the world.</p>	<p>Connecting Anchor Standard:</p>
<p><u>Enduring Understandings</u> Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p><u>Essential Questions</u> What role does persistence play in revising, refining, and developing work? How do artists grown and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p>	<p><u>Enduring Understandings</u> Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p> <p><u>Essential Questions</u> What methods and processes are considered when preparing artwork for presentation and preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Analyze and evaluate the reasons and ways an exhibition is presented.</p>	<p><u>Enduring Understandings</u> Visual imagery influences understanding of and responses to the world.</p> <p><u>Essential Questions</u> What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Evaluate the effectiveness of an image of images to influence ideas, feelings, and behaviors of specific audiences.</p>	<p><u>Enduring Understandings</u></p> <p><u>Essential Questions</u></p> <p><u>Process Components</u> Synthesize, Relate</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> • Drawing incorporating use of Adobe Illustrator program 	<ul style="list-style-type: none"> • Display of Artwork • Art Shows 	<ul style="list-style-type: none"> • Class Critique • Individual reflection 	