

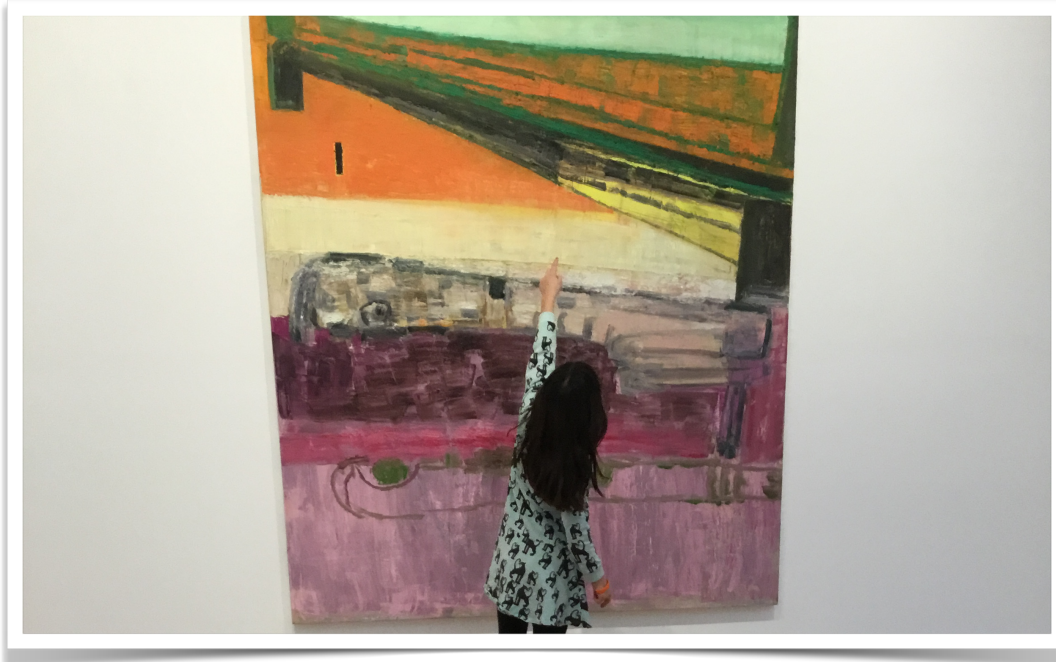
ART 2

Process is more important than Product

Students are encouraged to take risks and practice their artistic skills on a regular basis outside art lessons.



In this photo, a student talks about the lines, colors and story in an art work



CREATING

Generate, conceptualize, organize, develop, refine and complete artistic ideas and work.



PRESENTING

Select, analyze, and interpret artistic work, developing artistic techniques for presentation.



RESPONDING

Perceive, analyze and interpret intent and meaning in artistic work.

SKETCHBOOKS AND PRACTICE ARE KEY TO THE PROGRAM

How can I use a sketchbook effectively to enhance my artistic skills? How can I record my progress?

During the academic year, all lessons and assessments taught in the 3 main units shown here are carefully planned under the umbrella of the three art standards shown on the right. These standards are founded on some core beliefs summarised in the following sentences. Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit

1

COMPOSITIONS

Students will practice cutting and gluing skills making collages

2

CITYSCAPES AND LANDSCAPES

Use of Mixed media to represent places

3

PERSONAL ART

Design personal artwork using numbers and letters

of creative art-making. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and constitute a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. 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. Visual imagery influences understanding of and responses to the world.



Diversity and Inclusion

During each unit, students learn about a variety of artists from different cultures and ethnicity groups.

Some artist's names include:

Glen Ligon, On Kawara, Shirin Neshat, Jasper Johns Amy Sherald, David Hockney, Bridget Riley, Odili Odita, Henri Matisse and Elizabeth Murray.

Students are not expected to remember or learn all their names, but to see and experience how different artists' responses vary according to the era and place where they work/ed. Students are encouraged to share with the class artists or artwork they might know from personal experiences visiting museums, family connections, previous schools, travels or any other personal preference. The focus is always on looking at each work through a cultural and contextual lens.

Tina is from Devon a beautiful coastal county in the southwest of England. She has taught at ASL for over 20 years. She is passionate about illustrations and her favourite medium is watercolours.

Luchy is from Caracas, Venezuela and joined ASL in 2017. She has taught for over 20 years in Holland, Mexico, France and Venezuela. She is passionate about art therapy and her favourite medium is clay.

Any questions or comments send us an e-mail: luchy_harrod@asl.org

