

**Content-based goals: Studio in Art, Grades 9-12 (one year course)**

*In addition to reinforcing, deepening and expanding on content and skills learned in previous years, the Studio in Art curriculum includes:*

**I. Understanding the formal properties of artworks and composition:**

**The Elements of Art (E)**

***Line (E1)/ Explore and build confidence in understanding and uses of:***

- a. Descriptive lines
- b. Implied lines
- c. Line quality/ personality
- d. Line variations and structure
- e. Use of line to create pattern and texture

***Color (E2)/ Explore and build confidence in understanding and uses of:***

- a. The color wheel
- b. Properties of hues
- c. Color values
- d. Color intensity
- e. Color harmonies (color schemes)
- f. Warm and cool colors
- g. Monochromatic colors
- h. Analogous colors
- i. Complementary colors
- j. Color systems: subtractive, additive, integrative, medial

***Texture (E3)/ Explore and build confidence in understanding and uses of:***

- a. Implied/ illusory (2-D) texture
- b. Real (3-D) texture

***Shape (E4)/ Explore and build confidence in understanding and uses of:***

- a. Categories of shapes: triangle types, ellipses, parallelograms, pentagons, etc.
- b. Organic and geometric shapes
- c. Positive and negative shapes
- d. Static and dynamic shapes
- e. Complex, combined shapes

***Form (E5)/ Explore and build confidence in understanding and uses of:***

- a. Categories of forms: cylindrical, rectangular solids, pyramidal, conical, etc.
- b. Organic and geometric forms
- c. Positive and negative forms
- d. Static and dynamic forms
- e. Complex, combined forms

***Space (E6)/ Explore and build confidence in understanding and uses of:***

- a. Positive and negative space (in 2-D and 3-D compositions)
- b. 2-D flat picture plane (drawings, paintings, prints, etc.)
- c. Illusion of depth/ space in 2-D artworks
- d. 3-D space (sculpture, installations, etc.)
- e. Foreground, middle ground, background
- f. Deep and shallow space
- g. One-point and two-point perspective
- h. Cubism

***Value (E7)/ Explore and build confidence in understanding and uses of:***

- a. Light, medium and dark values
- b. Value contrast
- c. Relationship between color and value
- d. Use of value in shading to create the illusion of depth

## **The Principles of Design (P)**

### ***Pattern (P1)/ Explore and build confidence in understanding and uses of:***

- a. Identifying patterns
- b. Designing patterns
- c. Random patterns
- d. Motifs (repeating shapes or figures)
- e. Grids (repeating patterns of crossing lines)
- f. Alternating patterns
- g. Borders and bands
- h. Rhythmic patterns
- i. Patterns in nature

### ***Balance (P2)/ Explore and build confidence in understanding and uses of:***

- a. Symmetrical balance
- b. Asymmetrical balance
- c. Approximate balance
- d. Radial balance
- e. Uses of imbalance

### ***Movement (P3)/ Explore and build confidence in understanding and uses of:***

- a. Identifying static and active compositions
- b. Learn to read a visual composition
- c. Identify active marks and compositional elements (lines, shapes, etc.)
- d. Illustrated and implied movement
- e. Identify vertical and horizontal movement
- f. Diagonal movement

### ***Emphasis (P4)/ Explore and build confidence in understanding and uses of:***

- a. Simplicity and complexity
- b. Value and color contrasts
- c. Isolation and grouping of compositional elements
- d. Placement
- e. Size and proportion
- f. Repetition and number of compositional elements
- g. Eye movement: converging lines, patterns, etc.
- h. Figure/ ground relationships
- i. Juxtaposition: unusual or unexpected relationships
- j. Identifying and creating focal points in artistic compositions

### ***Contrast (P5)/ Explore and build confidence in understanding and uses of:***

- a. Line contrast
- b. Color contrast
- c. Texture contrast
- d. Shape contrast
- e. Form contrast
- f. Value contrast
- g. Spatial contrast
- h. Contrast between media
- i. Contrast between organic and man-made materials and forms

### ***Rhythm (P6)/ Explore and build confidence in understanding and uses of:***

- a. Reading a visual composition
- b. Angular compositional rhythm
- c. Flowing compositional rhythm
- d. Staccato compositional movement

### ***Unity (P7)/ Explore and build confidence in understanding and uses of:***

- a. Identify dominant elements in a composition
- b. Identify recessive elements in a composition
- c. Repetition and echoing
- d. Using color to create compositional unity

- a. Unified surface quality
- b. Unity and style

## **II. Exploration of art media (M)**

- a. Gain mastery of different media. **(M1)**
- b. Identify media used in different works of art. **(M2)**
- c. Understand uses and limitations of different media for desired outcomes. **(M3)**
- d. Combine media to create mixed media artworks. **(M4)**
- e. Refined use of different paints: mixing and blending of colors, choice of appropriate paint for desired outcome, controlled application, etc. **(M5)**
- f. Refined use of colored pencils: mixing and blending of colors, controlled application. **(M6)**
- g. Refined use of pastels and oil pastels: controlled shading, mixing and blending of colors, choice of appropriate medium for desired outcome, controlled application, etc. **(M7)**
- h. Refined use of drawing media: charcoals, hard and soft lead pencils, india ink, etc. **(M8)**
- i. Refined use of clay: learn variety of hand-building methods (slab, coil, pinch, etc.); also learn variety of glazing methods. **(M9)**
- j. Develop knowledge of digital media used in graphic design and other visual art forms. **(M10)**

## **III. Introduction to art-making techniques (T)**

- a. Mastery of different art-making techniques. **(T1)**
- b. Refine process of linoleum printing: drawing the image, cutting the lino block, mixing colored inks, registering the different colors to create one multi-colored print, etc. **(T2)**
- c. Refine ceramics processes. **(T3)**
- d. Practice and master proper use of art-making tools and supplies (such as correct way to hold a paintbrush); learn how to care for art materials and tools; learn safety issues related to tools and media. **(T4)**
- e. Recognize and learn uses of different brushes: acrylic, watercolor, calligraphy/ bamboo, etc. **(T5)**
- f. Refine use of acrylic paints and related mediums to achieve a variety of painted effects: dry brush, palette knife application, wet on wet application, etc. **(T6)**
- g. Refine use of watercolor paints to achieve a variety of painted effects. **(T7)**
- h. Refine cutting of stencils and safe use of x-acto and mat knives. **(T8)**
- i. Create increasingly complex artworks by mixing and combining media. **(T9)**
- j. Develop knowledge of digital techniques used in graphic design and other visual art forms (digital photography, digital collage, etc.) **(T10)**

## **IV. Introduction to art-critical thinking (AC)**

### **Creative expression: using themes, symbols, events and personal experiences**

1. Develop ability to communicate ideas and themes in personally expressive and relevant artworks. **(AC1)**
2. Continue to build a body of work exploring a wide range of art media, techniques and forms: 2D, 3D, mixed media, from direct observation, collage, drawing, painting, printmaking, sculpture, recycled materials, kinetic, sequential artworks, etc. **(AC2)**
3. Take part in cross-disciplinary projects incorporating content from different subject area with art making. **(AC3)**
4. Consider national and world events as sources of ideas for creative concepts. **(AC4)**
5. Take part in collaborative art projects, even while developing a personal body of work. **(AC5)**
6. Deepen understanding of the uses of symbolism in works of art. **(AC6)**
7. Broaden and deepen knowledge and correct use of art-specific vocabulary related to media and techniques in oral presentations and critiques, and in written workbook entries and essays. **(AC7)**
8. Broaden and deepen knowledge and correct use of art-specific vocabulary related to the Elements and Principles of Design in oral presentations and critiques, and in written workbook entries and essays. **(AC8)**
9. Learn to describe with increased specificity the steps of creative projects and to self-assess the successes and challenges of art-making processes and outcomes in workbook artist's statements. **(AC9)**

1. Learn about the discipline of aesthetics and how philosophers and writers have viewed the functions of art and its relationship to beauty throughout history. **(AC10)**

#### **V. Introduction to cultural awareness and art history (AH)**

1. Develop broader and deeper understanding of visual art forms and careers. **(AH1)**
2. Apply growing knowledge of art history, media, forms, techniques and styles to be able to identify the likely origins and time periods of unfamiliar artworks. **(AH2)**
3. Continue developing knowledge of the work of different artists through visual resources and artist visits to the classroom. **(AH3)**
4. Continue deepening knowledge of the arts of different cultures. **(AH4)**
5. Develop awareness of how the arts of other cultures may relate to that of our own culture and time; make cross-cultural connections through the study of visual art forms. **(AH5)**
6. Create artworks using the techniques, styles and influences of other cultures. **(AH6)**
7. Continue to develop an understanding and appreciation of the sequential developments and masterworks of the Western canon of art history. **(AH7)**
8. Study the Western art history time line and complete studio projects inspired by the following art forms: Paleolithic and Ice Age cave paintings; Ancient Egyptian tomb paintings and sculpture; Classical Greek and Roman pottery and architecture; Early Christian icons; Medieval manuscripts; Early and High Renaissance paintings, sculpture and architecture; Gothic architecture; Northern Renaissance etchings, drawings and paintings; Baroque, Rococo and Mannerist art styles; Dutch Master portraits and genre painting; Romanticism and Pre-Raphaelite painting styles; Hudson River landscape painting; Impressionism; Post-Impressionism; Fauvism; Expressionism; Cubism; Surrealism; Modernism and the development of abstraction; Social realism; Pop Art; Op Art; Minimalism; Earth works; Installation art; Video and electronic art; Conceptualism; Contemporary art forms. **(AH8)**
9. Complete research on an art historical (Western) masterwork and write an essay that reflects an understanding of its stylistic, technical and historical context. **(AH9)**
10. Complete research on the artwork of a non-Western culture and write an essay that reflects an understanding of its stylistic, technical and historical context. **(AH10)**