



LINCOLN-WOODSTOCK COOPERATIVE SCHOOL DISTRICT COURSE SYLLABUS

Course Name: HS VISUAL/FINE ART

Semester: 1 & 2

Teacher: Allison Frobey

Course Description: *Principles of Design*

Each year two different Fine Art courses are offered to Lin-Wood's HS Students. Each course is designed to push the students to use all the previous art skills and knowledge they have attained through precursory fine art experiences and combine them with the multitude of new concepts and material techniques they will be introduced to within this year's courses. They will be assessed upon their efforts to follow instructions to create artworks, the beauty in which they present their work, their willingness to clearly communicate connections they make, and their ability to use proper artistic language and facts as they respond to the artworks they make and see. This particular course focuses on The Principles of Design. The lessons the students will learn and the artworks they generate will be guided by some of the most tried and true "rules" of various compositional layouts which the art world has deemed most aesthetically pleasing.

Competencies or Standards Assessed:

-*Creating*: A proficient HS student-artist will be able to use multiple approaches to begin creative endeavors as they engage in making various designs. While they shape unique artistic investigations of aspects of present day life they will apply relevant criteria from traditional and contemporary contexts to examine, reflect on, and independently plan visuals and revisions to these visual works of art and design while in progress.

-*Presenting*: A proficient HS student will know how to select media and skillfully curate artifacts and/or artworks for presentation and preservation. They will be able to analyze and evaluate the reasons and ways an exhibition is presented with the media they used.

-*Responding*: A proficient HS student-artist will be able to use high level artistic language as they hypothesize ways in which art influences perception and the understanding of human experiences by evaluating and interpreting art they see and make according to and supported by relevant and sufficient evidence found in the work and its various contexts.

-*Connecting*: A proficient HS student-artist will be able to share the processes they took of developing ideas from early stages to fully elaborated finished pieces. They will be able to describe how their personal knowledge of culture, traditions, and history have influenced the unique and personal details they put into their artworks.

Anchor Texts or Major Curriculum:

n/a

Course Outline (major units of study):

Unit Title	Essential Question or Overarching Understanding
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Introduction, Harmony, and Variety	In general what are the principles of design and what is their purpose? Why is it important for a composition to have a balance of harmony and variety?
Repetition	What are the similarities and differences between the two main forms of repetition and the two main arrangements? What are the various types of rhythms and how do they influence the mood, movement, and/or concept of a work of art?
Balance	What is a triptych and how can it show the three different systems of balance designers typically use?
Emphasis & Contrast	What are different ways an artist can create focal areas within an artwork?

Portrait of a Learner

Independent Learner

I make thoughtful plans and do my best to reach personal goals using feedback to work through challenges.

Responsible Collaborator

I work with others to achieve shared goals by listening actively, contributing ideas, and managing conflict.

Critical Thinker

I analyze information, ask thoughtful questions, and apply reasoning skills to solve problems and make decisions.

Effective Communicator

I express ideas clearly, adapting strategies based on the audience, setting, and/or purpose.

Global Citizen

I show that I care and take responsibility by helping in my community and the world around me.

Additional Classroom Expectations:

Many materials in the art room are shared by many students. All materials which belong to the school must be handled with respect and always be returned if borrowed. If, while within the care of a student, a material goes missing or is accidentally damaged they may need to replace the item. If the student purposefully uses any resource inappropriately it may be removed from their toolkit, yet they will still be expected to find a way to complete the project as it is assigned.



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During this high school art course we may work with materials and/or view pieces of artwork which need to be observed, cared for, and/or spoken of with respect and maturity. Some works of art and the artists who create them may have styles, practices and/or themes which have earned controversial attention. It is important to be aware of the learning expectations associated with these artifacts, and to keep an open mind when referring to their impact on the art world.