

BHS
Fine Art—Art Fundamentals

Subject Expectation 1 (State Goal 25)		Know the language of the arts.
Essential Learning 1 (Learning Standard A)		Understand the sensory elements, organizational principles and expressive qualities of the arts.
<p>Critical Content:</p> <p>Analyze and evaluate the effective use of elements, principles, and expressive qualities in a composition (visual arts).</p>	<p>25.A.4 (25.A.3d) (25.A.3e)</p>	<p>a. element- line: identify and implement types of line</p> <ul style="list-style-type: none"> • Drawing exercises--- BCCLD/CCLD/CLD • Contour pen/ink studies (natural/man-made objects) • Adding accented line to CLD drawings suggests depth/detail • Gesture figure drawings—capture body language/movement • Project 1—symbolic still life rendered in charcoal or graphite
		<p>b. element-value: identify and control types of shading</p> <ul style="list-style-type: none"> • Value scales – pencil/ charcoal—wide range • Value created with gradation—side of pencils pressure • Value conforms to objects—small studies • L/S pattern—understanding effect of light source on object • Small studies—white object drawing with full range of value • Project 1—symbolic still life rendered in charcoal or graphite
		<p>c. element- shape/form: identify organic and geometric</p> <ul style="list-style-type: none"> • Small studies—line defines shape; value defines form • Sketches for modern sculpture—emphasis on visual clarity • Project 1—symbolic still life rendered in charcoal or graphite • Project 6—non-objective modern sculpture
		<p>d. element- color: use color wheel and identify color schemes</p> <ul style="list-style-type: none"> • Use qualities of color- value/intensity/expressiveness in work • Create color wheel—primary/secondary/intermediate • Develop color scheme for work—monochromatic/ complementary/triadic/analogous. • Small studies—color mixing/ color formulas • Project 2—abstract figure drawing • Project 3—mixed media self-portrait
		<p>e. element- space: identify positive/negative; control composition</p> <ul style="list-style-type: none"> • Mappings—plan placement/perspective/ light pattern • Overlap objects within composition to create unity • Sketches for ceramic teapot and metal sculpture—proper use of space allows clarity and strength of structure • Project 1—symbolic still life rendered in charcoal or graphite

		<ul style="list-style-type: none"> • Project 6—non-objective modern sculpture • Project 7—wearable metal sculpture
		<p>f. element- texture: identify and create texture</p> <ul style="list-style-type: none"> • Create texture as needed on ceramic surfaces using a variety of strokes/ tools/ found objects/ stamps • View in various 3D artworks for understanding • Implement use of texture when significant to concept for 3d projects—sculpture units-- Project 5—trompe l’oeil teapots
		<p>g. principle- pattern/ rhythm: identify use of repetition</p> <ul style="list-style-type: none"> • Use repetition as needed in compositions to create graphic effect/ unity/ and or emphasis • View in various abstract and design artworks for understanding
		<p>h. principle- contrast: identify when used for clarity and drama/mood</p> <ul style="list-style-type: none"> • Use contrast as needed in compositions to create visual clarity/ range of value/ dramatic effect • View in various realistic and surreal artworks for understanding • Small studies—control contrast of angled and curved objects • Project 1—symbolic still life rendered in charcoal or graphite • Project 6—non-objective modern sculpture
		<p>i. principle- emphasis/center of interest: identify when size and placement allows for a strong focal point and overall message</p> <ul style="list-style-type: none"> • Use emphasis as needed in compositions to create a strong focal point or communicate specific message • View in various surreal and design artworks for understanding • Project 3—surreal painting • Project 4—mixed media self-portrait • Project 8—found object sculpture
		<p>j. principle- unity/balance: implement throughout all units</p> <ul style="list-style-type: none"> • View in various artworks for understanding of importance • Sketches—plan placement for visual clarity • Analyze final compositions for completion and success • Introduced in Project 1—symbolic still life
		<p>k. principle- movement: identify how to control within composition</p> <ul style="list-style-type: none"> • View in various artworks for understanding • Small studies—gesture drawings capture body movement • Project 2- abstract figure drawing

Essential Learning 2 (Learning Standard B)		Understand the similarities, distinctions, and connections in and among the arts.
Critical Content: Compare and contrast the elements and principles in two or more art works that share similar themes	25.B.3	a. viewing various examples of realistic drawing to study technique b. viewing various examples of abstraction to study technique c. viewing various examples of surrealism to study technique d. viewing various examples of expressionism to study technique e. viewing various examples of sculpture to study construction/material f. class discussion of visual importance and conceptual execution (unit powerpoint presentations)
Subject Expectation 2 (State Goal 26)		Through creating and performing, understand how works of art are produced.
Essential Learning 1 (Learning Standard A)		Understand processes, traditional tool and modern technologies used in the arts.
Critical Content: Analyze and evaluate how tools/technologies and processes combine to convey meaning	26.A.4e	a. class discussion of artworks spanning a variety of styles, time periods, cultures and purposes (document/ inform/ inspire/ challenge/ entertain/ narrate/ explore/ share/ etc...) b. powerpoint presentations covering material
		b. Critical Process <ul style="list-style-type: none"> • Describe when is seen within artwork—elements/ subject • Analyze placement, size, and color—principle/overall effect • Interpret—begin to conclude possible meaning/ purposes
Critical Content: Analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas	26.A.5	a. class discussion/ viewing various artworks/ powerpoint presentations
		b. idea development—journal entries/ word webs/ research
		c. sketches for Project 4—mixed media self-portrait; consider the following: <ul style="list-style-type: none"> • What elements will create mood/personality/meaning? • How will the composition be visually unified when using a variety of materials—pen/ink/pencil/paper? • What color scheme will communicate overall message? • How will choice of media support overall message? • What style will be the most appropriate for intended concept?
		d. sketches for Project 8—found object sculpture; consider the following: <ul style="list-style-type: none"> • What materials relate to overall message? • How will material be combined and reinterpreted to be visually dynamic and conceptually profound?

Essential Learning 2 (Learning Standard B)		Apply skills and knowledge necessary to create and perform in one or more of the arts.
Critical Content: Demonstrate knowledge and skills to create 2D and 3D works that are realistic, abstract, functional and decorative.	26.B.3d	a. Projects (assessment based on specific criteria) <ul style="list-style-type: none"> • Project 1—realistic still life • Project 2—abstract figure drawing • Project 3—surreal painting • Project 4—mixed media self-portrait • Project 5—trompe l’oeil teapots (functional and decorative) • Project 6—non-objective sculpture • Project 7—wearable metal sculpture/jewelry • Project 8—found object sculpture
		b. select appropriate methods for executing style and technique
Critical Content: Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research, and problem solving.	26.B.4d	a. Artistic Process : leads artists to more profound, meaningful, well-developed, and personal artworks (developing concept/ experimenting with materials). <ul style="list-style-type: none"> • Planning: Idea development—sketches/journaling/ word webs/research ideas • Research: Idea development— view various artworks • Problem solving: evaluate idea/ materials/ construction • Production—focus on technique and craftsmanship • Reflection—review process/ success/ reaction
Subject Expectation 3 (State Goal 27)		Understand the role of the arts in civilizations, past and present.
Essential Learning 1 (Learning Standard A)		Analyze how the arts function in history, society, and everyday life.
Critical Content: Analyze how the arts are used to inform and persuade through traditional and contemporary art forms.	27.A.4b	a. view various approaches to artwork and compare purposes of each <ul style="list-style-type: none"> • Realism—to document; Greeks, Realists, Renaissance • Abstraction—to experiment/ manipulate; Modern Era • Surrealism—to explore dreams/ imagination/ subconscious • Expressionism—to convey deep emotion • Trompe l’oeil ceramics—to fool the eye/challenge expectations • Non-objective—to explore pos/neg space /aesthetics • Decorative arts—to adorn/ to add beauty and function • Conceptual arts—to express ideals (politics/ social issues/ personal values) (unit powerpoint presentations)
		b. write reflections—answering questions related to work on display and individual projects

Essential Learning 2 (Learning Standard B)		Understand how the arts shape and reflect history, society, and everyday life.
Critical Content: Analyze and classify the distinguishing characteristics of historical and contemporary art works by style, period and culture.	27.B.4a	<p>a. various artworks reviewed and approaches implemented in Projects</p> <ul style="list-style-type: none"> • Realism—ie da Vinci, Michaelangelo, Wyeth, Hooper, Fish... • Abstraction—ie Monet, Picasso, Modigliani, Botero..... • Surrealism—ie Kahlo, Magritte, Dali..... • Expressionism—ie Nolde, Van Gogh, Munch, Kollwitz..... • Ceramics—ie Mayan, Greek, Picasso • Non-objective—ie Moore, Nevelson, Brancusi..... • Decorative arts—ie Tiffany, Bontecou..... • Conceptual arts—ie Oldenburg, Christo, Holzer.....
Critical Content: Understand how the arts change in response to changes in society	27.B.4b	<p>a. various artworks reviewed demonstrate shifts in artistic approaches (Cave drawings to Egyptian to Greek to Renaissance to Impressionism to Abstraction to Expressionism to Non-objective to Conceptual etc..)</p> <p>(unit powerpoint presentations)</p> <hr/> <p>b. idea development to express own artistic voice for each Project</p>
Subject Expectation 4 (State Goal 3)		Write to communicate for a variety of purposes.
Essential Learning 1 (Learning Standard B)		Compose well-organized and coherent writing for specific purposes and audiences.
Critical Content: Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.	3.B.3a	<p>a. Artistic Process : leads artists to more profound, meaningful, well-developed, and personal artworks (developing concept/ experimenting with materials).</p> <ul style="list-style-type: none"> • Planning: Idea development—sketches/journaling/ word webs/research ideas • Research: Idea development— view various artworks • Problem solving: evaluate idea/ materials/ construction • Production—focus on technique and craftsmanship • Reflection—review process/ success/ reaction <hr/> <p>b. class writings based on specific questions about:</p> <ul style="list-style-type: none"> • Work on display • Big ideas about art—what is art? why make art? aesthetics? • Reflect on personal process and end product • Reflect on overall learning

Subject Expectation 5 (State Goal 4)		Listen and speak effectively in a variety of situations.
Essential Learning 1 (Learning Standard A)		Listen effectively in formal and informal situations
Critical Content: Follow complex oral instructions	4.A.4c	a. following along to specific directions concerning qualities of media, proper technique, formulas for mixing color and plaster, stages of working with clay, safety instructions, how to operate equipment, and maintenance of tools/ studio space.
Essential Learning 2 (Learning Standard B)		Speak effectively using language appropriate to the situation and audience.
Critical Content: Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.	4.B.3a	a. share work in process
		b. share storytelling narratives and idea development
		c. final portfolio presentation—include idea/concept, review of learning, problem solving process, and overall reflection of final work