

# Art Foundations

## Roanoke County Schools

### **Course Description:**

Art Foundations is a one-year studio-oriented course which includes concentration on two and three-dimensional design. Students will be exposed to the areas of: drawing, design, painting, crafts, ceramics, sculpture, printmaking, commercial art, and art appreciation, with the emphasis on the Elements of Art and the Principles of Design.

### ***Standards of Learning Objectives:***

#### **Visual Communication and Production**

- AI.1            The student will maintain a sketchbook/journal of ideas and writings to use as a resource and planning tool.
- AI.2            The student will select representative works of art for a portfolio.
- AI.3            The student will produce works of art that demonstrate the experimental application of the elements of art and the principles of design.
- AI.4            The student will recognize and identify technological developments in the visual arts.
- AI.5            The student will demonstrate the use of technology and electronic media as artistic tools.
- AI.6            The student will produce works of art that demonstrate an understanding of two-dimensional and three-dimensional art media with emphasis on drawing, painting and sculpture.
- AI.7            The student will use a variety of subject matter and symbols to express ideas in works of art.
- AI.8            The student will create works of art that are original and represent personal expression.
- AI.9            The student will define and practice ethical procedures when producing works of art.
- AI.10           The student will demonstrate skill in preparing and displaying works of art.

AI.11 The student will investigate a wide range of careers in the visual arts.

RC.5 The student will employ responsible work ethics.

### **Cultural Context and Art History**

AI.12 The student will describe connections between media, elements of art, principles of design, themes, and concepts through historical and contemporary art.

AI.13 The student will describe works of art using appropriate art vocabulary.

AI.14 The student will identify and categorize works of art according to medium, period, style, and artist.

AI.15 The student will identify features of a work of art that influence meaning, including media, subject matter, and formal choices.

AI.16 The student will describe the role of mass media in influencing preference, perception and communication.

AI.17 The student will describe the function, purpose and perceived meanings of specific works of art.

AI.18 The student will identify and examine symbols in works of art and discuss possible reasons for their use.

### **Judgment and Criticism**

AI.19 The student will employ critical evaluation skills and use appropriate art vocabulary when evaluating and interpreting works of art.

AI.20 The student will critique works of art with reference to the elements of art and the principles of design.

AI.21 The student will analyze an original work of art by describing, responding, analyzing, interpreting, and judging or evaluating.

AI.22 The student will differentiate between personal preference and informed judgment when discussing works of art.

- AI.23 The student will use established criteria to participate in critiques.
- AI.24 The student will describe criteria affecting quality in a work of art, including concept, composition, technical skills, realization of perceived intentions, and the work of art as a whole.
- AI.25 The student will classify works of art as representational, abstract, nonobjective, and conceptual.

### **Aesthetics**

- AI.26 The student will discuss how aesthetics are reflected in everyday life.
- AI.27 The student will discuss ways that aesthetic responses to works of art differ from judgments.
- AI.28 The student will demonstrate in writing the ability to support personal criteria for making visual aesthetic judgments.
- AI.29 The student will discuss current problems and issues of the art world.
- AI.30 The student will study and describe the aesthetic properties found in works of art.
- AI.31 The student will speculate on the intentions and choices of those who created a work of art.
- AI.32 The student will discuss art from a variety of aesthetic stances, including formalism, expressionism, conceptualism, and imitaionalism.

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***Instructional Strategies:***

- AI.1            The student will maintain a sketchbook/journal of ideas and writings to use as a resource and planning tool.
- Collect photos and resource images
  - Keep sketchbook entries on a regular basis
  - Use sketchbook/journal as a preparatory tool for ideas and project work
  - Record personal writings
  - Practice new media and techniques
  - Record classroom notes and directions
- AI.2            The student will select representative works of art for a portfolio.
- Keep an up-to-date inventory of personal artworks
  - Properly label all artworks
  - Choose artworks representative of all media used
- AI.3            The student will produce works of art that demonstrate the experimental application of the elements and art and the principles of design.
- AI.4            The student will recognize and identify technological developments in the visual arts.
- AI.5            The student will demonstrate the use of technology and electronic media as artistic tools.
- Use of digital camera
  - Use of scanner
  - Use of Photoshop program
- AI.6            The student will produce works of art that demonstrate an understanding of two-dimensional and three-dimensional art media with emphasis on drawing, painting and sculpture.
- AI.7            The student will use a variety of subject matter and symbols to express ideas in works of art.
- Create a non-objective line design
  - Complete an art form using tactile and visual texture
  - Create and label a color wheel
  - Create a color scale
  - Produce a painting based on color schemes
  - Construct geometric forms from poster board

- Draw geometric forms in a still life
- Demonstrate the effect of a light source in form shading
- Compose a collage based on texture and color
- Use a variety of shading techniques: linear density, stippling, hatching in a drawing
- Introduction of Pop Art style and artists
- Use girding to enlarge a subject for drawing/ painting/ and/or sculpture
- Demonstrate use of aerial perspective
- Produce a work of art using principles of foreground, middleground, background effects
- Demonstrate use of mechanical perspective
- Produce an artwork using the principles of one and two-point perspective in a cityscape drawing
- Demonstrate proportion in human anatomy
- Use human figure as a subject for a correctly proportioned figure drawing in gesture technique and in a wire sculpture
- Create a series of gesture drawings from posed figures
- Create a series of contour drawings from still life objects or figures
- Define and discuss the symmetry of facial features
- Draw a portrait in proportion from a digital photo
- Create an original face mask using Paris craft and/or papier mache'
- Use warm or cool colors in a pastel landscape painting
- Demonstrate watercolor painting techniques
- Create a watercolor painting from a personal photo
- Assemble a mobile using five or more elements
- From a block of soap, wax, Styrofoam, plaster, carve a subtractive three-dimensional form
- Demonstrate printmaking concepts of reversal, positive/negative, multiple imagery
- Make a monoprint, film stencil print, and/or linoleum print
- Demonstrate clay building techniques of slab, drape, pinch, coil building
- Produce ceramic forms using elements of art in a finished well-crafted work

AI.8

The student will create works of art that are original and represent personal expression.

- Discuss color psychology
- Comparison of color schemes in art works
- Application of color techniques in color mood studies
- Use of line qualities
- Demonstrate printmaking techniques

- Introduce appropriate artists styles and examples
- Create multiple print editions

- AI.9 The student will define and practice ethical procedures when producing works of art.
- Discuss ethics in the art world
  - Discuss original and copyrighted materials, their use and infringement
  - Discuss work in the public domain
  - When using reference imagery for sketching and ideas, record credits
- AI.10 The student will demonstrate skill in preparing and displaying works of art.
- Develop a personal signature or logo
  - Demonstrate proper mounting and matting of 2-D works
  - Work in teams to prepare thematic bulletin boards on a rotating basis
- AI.11 The student will investigate a wide range of careers in the visual arts.
- Invite guest artists and those in related art careers
  - Research art careers
  - Investigate the roles of artists/craftsmen in other societies and cultures
  - Find visual examples of works associated with a wide range of art career
  - Write a report about a selected art career
  - As a class project, correspond with local artists through various formats
- AI.12 The student will describe connections between media, elements of art, principles of design, themes and concepts through historical and contemporary art.
- AI.13 The student will describe works of art using appropriate art vocabulary.
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- AI.20 The student will critique works of art with reference to the elements of art and the principles of design.
- AI.21 The student will analyze an original work of art by describing, responding, analyzing, interpreting, and judging or evaluating.
- AI.22 The student will differentiate between personal preference and informed judgment when discussing works of art.
- AI.23 The student will use established criteria to participate in critiques.
- Create a critique form for students to follow
  - Maintain classroom criteria for expressing personal viewpoints in verbal critiques
- AI.24 The student will describe criteria affecting quality in a work of art, including concept, composition, technical skill, realization of perceived intentions, and the work of art as a whole.
- View slides and reproductions of famous artworks
  - Study works of several major artists from distinctly different cultures or schools of art
  - Discuss the impact of mass media on the consumer and the artist
  - Compare a variety of artworks for originality, function, process, medium, and design
  - Find examples of logos and symbols in our culture and relate them to design elements in works of art
  - Compare differences in design, fine art, craft, and function
  - Compare similarities in design, fine art, craft, and function
  - Use a notebook or card filing system to record information acquired about various styles and periods of art as they are introduced

- Keep a list of representational artists studied and summarize the characteristics of their works
- Keep a list of abstract artists studied and summarize the characteristics of their works
- Keep a list of non-objective artists studied and summarize the characteristics of their works
- Develop art games for classroom participation
- Define differences and similarities in form and function as related to representative examples of artworks
- Integrate lessons with social studies and foreign language courses
- Create bulletin boards or displays pertaining to various cultures to illustrate their crafts, fine arts, environment, politics, social influences

- AI.25 The student will classify works of art as representational, abstract, nonobjective, and conceptual.
- AI.26 The student will discuss how aesthetics are reflected in everyday life.
- AI.27 The student will discuss ways that aesthetic responses to works of art differ from judgments.
- AI.28 The student will demonstrate in writing the ability to support personal criteria for making visual aesthetic judgments.
- AI.29 The student will discuss current problems and issues in the art world.
- AI.30 The student will study and describe the aesthetic properties found in works of art.
- Have students describe a room in their house, list everything in that room, and reflect how all the elements of art are used in their room; share and compare with classmates; the room must include a visual work of art also
  - Find and show examples of artworks that will evoke various aesthetic responses
  - Create a “response and judgment” format for students to show their feelings about a presented work of art (one or two hands up or down)
  - Write a statement defending a personal aesthetic judgment about an artwork

AI.31

The student will speculate on the intentions and choices of those who created a work of art.

- Discuss how art is related to the political atmosphere of it's creator
- Look at various artworks throughout history, research countries represented, assign characteristics to each
- Look for "art in the news"
- Research current issues effecting art organizations on the internet

AI.32

The student will discuss art from a variety of aesthetic stances, including formalism, expressionism, contextualism, and imitationalism.

- Introduce format and criteria for studying and expressing art opinions
- Work in small groups or pairs to present class critiques based on the elements of art and principles of design
- Explain the differences in description, analysis, interpretation, and evaluation
- Explain and demonstrate the use of various aesthetic stances
- Develop an art game to help students classify works of art as to their style, period, culture

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**Overview:**

Upon completion of the Art Foundations course the student will:

- I. Perceive and understand:
  - A. elements and principles of art
  - B. non-objective linear design
  - C. tactile and visual texture
  - D. color theory and color schemes
  - E. interpretation of three-dimensional forms into two-dimensional shapes
  - F. positive and negative space in two and three-dimensional design
  - G. representational approach to art
  - H. abstract approach to art
  - I. non-objective approach to art
  - J. modeling of geometric forms
  - K. use of shading techniques
  - L. girding
  - M. aerial perspective
  - N. linear perspective – one and two-point
  - O. human anatomy in gesture and contour drawing
  - P. portraiture
  - Q. color psychology and mood control
  - R. watercolor techniques
  - S. symmetrical and asymmetrical balance in three-dimensional design
  - T. additive and subtractive methods in three-dimensional design
  - U. relief process in sculpture
  - V. multiple images in printmaking
  - W. three-dimensional design in ceramic hand-building methods
  - X. design in fabric and assemblage crafts
  - Y. art careers
  
- II. Appreciate and be aware of:
  - A. the three major approaches to art
  - B. works of art – medium, period, style, and artists
  - C. cultures and the art of each
  
- III. Possess a knowledge of:
  - A. art vocabulary
  - B. art as a continual state of change

- C. the three major approaches to art
  - D. works of art – medium, period, style, and artists
  - E. watercolor techniques
  - F. cultures and the art of each
- IV. Create:
- A. two- and three-dimensional design problems
  - B. drawings by modeling of geometric forms, use of shading techniques, girding, aerial perspective, one- and two-point perspective, gesture, contour, and portraiture
  - C. original solutions to artistic problems using flexibility, fluency, and imagination
- V. Produce artwork and demonstrate skills of:
- A. manipulating elements of art and principles of design in a good composition
  - B. safety procedures appropriate for each process and medium
  - C. using appropriate tools and materials for each process and medium
  - D. displaying art work
  - E. drawing in the modeling of geometric forms, use of shading techniques, use of girding, use of aerial perspective, use of representation and two-point perspective, human anatomy in gesture, and contour, and portraiture
  - F. balance in three-dimensional design
  - G. additive and subtractive methods in three-dimensional design
  - H. relief processes in sculpture
  - I. multiple images in printmaking
  - J. ceramic hand-building methods
  - K. fiber, fabric and assemblage crafts
  - L. lettering and layout design in commercial art
- VI. Develop evaluative processes to:
- A. differentiate among three major approaches to art
  - B. recognize works of art – medium, period, style, and artists
  - C. compare differences between a culture and its art
  - D. identify relationships between a culture and its art
- VII. Assessment: The students' current knowledge of art will be evaluated by the art teacher to implement proper instruction. Student assessment will be based on production, testing, critique, individual work ethics, and/or exhibiting of artwork.

# Art Foundations

## Drawing

**Instructional Unit:**

**SOL**

AI.1, AI.3, AI.6, AI.7, AI.8, AI.9, AI.13, AI.14, AI.15, AI.17, AI.19, AI.20, AI.21, AI.22, AI.23, AI.24, AI.25, AI.26, AI.27, AI.28, AI.29, AI.30, AI.31, AI.32

**Program of Study Suggestions:**

Concepts	Media Used	Date
Figure drawing		
Portraits		
Aerial perspective		
One point perspective		
Two point Perspective		
Form study		
Realism		
Non-objective		
Abstract		
Shading techniques/dry media		
Shading techniques/wet media		
Observational drawing		
Other:		

**Media Choices:**

Pencil  
Colored pencil  
Marker  
Charcoal

Craypas  
Pen/Ink  
Pastels

# Art Foundations

## Painting

**Instructional Unit:**

**SOL**

AI.1, AI.3, AI.6, AI.7, AI.8, AI.9 AI.10, AI.11, AI.12, AI.13, AI.14, AI.15, AI .17, AI.19, AI.20, AI.21, AI.22, AI.23, AI.24, AI.25, AI.26, AI.27, AI.28, AI.29, AI.30, AI.31, AI.32

### **Program of Study Suggestions:**

<b>Concepts</b>	<b>Media Used</b>	<b>Date</b>
Color theory		
Brush types/strokes		
3-D illusion		
Realism		
Non-objective		
Abstract/Cubism		
Impressionism		
Pop Art		
Landscape		
Still life		
Nature		
Other:		

#### **Media Choices:**

Watercolor  
Tempera  
Acrylic  
Pastel  
Ink

## **Art Foundations Printmaking**

### **Instructional Unit:**

#### **SOL**

AI.1, AI.3, AI.4, AI.6, AI.7, AI.8, AI.9, AI.10, AI.11, AI.13, AI.14, AI.15, AI.17, AI.18, AI.19, AI.20, AI.21, AI.22, AI.23, AI.24, AI.25, AI.26, AI.27, AI.28, AI.29, AI.30, AI.31, AI.32

### **Program of Study Suggestions:**

Concepts	Media Used	Date
Monoprinting		
Embossing		
Collagraph		
Carving		
Stenciling		
Stamping		
Other:		

**Media Choices:**

Wood block  
Eraser  
Found objects  
Printing press  
Ink  
Styrofoam

Linoleum  
Water base ink  
Marker  
Oil base ink

**Art Foundations  
Crafts**

**Instructional Unit:**

**SOL**

AI.3, AI.6, AI.7, AI.8, AI.9, AI.10, AI.11, AI.12, AI.13, AI.14, AI.15, AI.16, AI.17, AI.19, AI.20, AI.21, AI.22, AI.23, AI.24, AI.26, AI.27, AI.28, AI.29, AI.30, AI.31, AI.32

**Program of Study Suggestions:**

Concepts	Media Used	Date
Jewelry		
Basketry		

Carving		
Fiber		
Weaving		
Collage		
Ceramics		
Mosaics		
Assemblage		
Tooling		
Other:		

**Media Choices:**

- Fabric/yarns
- Metal
- Natural materials
- Paper
- Glass
- Clays
- Plaster
- Styrofoam
- Leather

**Art Foundations  
Ceramics**

**Instructional Unit:**

**SOL**

AI.3, AI.6, AI.7, AI.8, AI.9 AI.10, AI.11, AI.12, AI.13, AI.14, AI.15, AI.16, AI.17, AI.19, AI.20, AI.21, AI.22, AI.23, AI.24, AI.26, AI.27, AI.28, AI.29, AI.30, AI.31, AI.32

**Program of Study Suggestions:**

Concepts	Media Used	Date
Slab		
Drape		
Pinch		
Coil		
Sculptural/additive		

Sculptural/subtractive		
Surface treatments		
Tool usage		
Other:		

**Media Choices:**

- Clays
- Paints
- Glazes
- Over glazes
- Under glazes
- Colored pencils

# Art Foundations Sculpture

## Instructional Unit:

**SOL**

AI.1, AI.3, AI.4, AI.6, AI.7, AI.8, AI.9, AI.10, AI.11, AI.12, AI.13, AI.14, AI.15, AI.17, AI.19, AI.20, AI.21, AI.22, AI.23, AI.24, AI.25, AI.26, AI.27, AI.28, AI.29, AI.30, AI.31, AI.32

**Program of Study Suggestions:**

Concepts	Media Used	Date
Additive		
Subtractive		
Assemblage		
Non-objective		
Abstract		
Realism		
Tool usage		
Other:		

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**Media Choices:**

- Metal
- Clay
- Paper/papier mache
- Wood
- Plaster
- Paris craft
- Styrofoam
- Wire

# Art Foundations

## Instructional Unit:

### Technology/Graphic Arts

**SOL**

AI.3, AI.4, AI.5, AI.6, AI.7, AI.8, AI.9, AI.11, AI.12, AI.13, AI.15, AI.16, AI.17, AI.18, AI.19, AI.20, AI.22, AI.23, AI.24, AI.26, AI.27, AI.28, AI.29, AI.30, AI.31

**Program of Study Suggestions:**

Concepts	Media Used	Date
Word processing		
Scanning		
Editing		
Digital imagery		
Mixed media		
Series/ Sequential works		
Commercial design		
Lettering		
Compositional format		
Careers		

Other:		

**Media Choices:**

Computer  
 Photoshop  
 Publisher  
 Indesign  
 Scanner  
 Digital camera  
 Dry transfer type

Markers  
 Inks  
 Papers/Boards

# Art Foundations

## Instructional Unit:

## Sketchbook/Journal/Portfolio/Display

**SOL**

AI.1, AI.2, AI.3, AI.6, AI.7, AI.8, AI.9 AI.10, AI.11 AI.13, AI.15, AI.17, AI.19, AI.20, AI.21, AI.22, AI.23, AI.24, AI.25, AI.28, AI.32

### Program of Study Suggestions:

Concepts	Media Used	Date
Drawing media		
Painting media		
Art styles		
Art history research		
Observational studies		
Preparatory studies		
Presentation formats		
Personal inventory		
Labeling/ Identification		
Resource file		
Class notes and handouts		
Other:		

**Media Choices:**

Sketchbook/Journal  
Portfolio  
Mat board  
Poster board

Framing: wood, metal, acrylic  
Cameras: 35mm & digital  
Computer resources

# Art Foundations

## Instructional Unit: Elements of Art & Principles of Design

**SOL**

AI.1, AI.3, AI.6, AI.7, AI.8, AI.12, AI.13, AI.15, AI.18, AI.19, AI.20, AI.21, AI.22, AI.23, AI.24, AI.25, AI.26, AI.27, AI.28, AI.30, AI.31, AI.32

**Program of Study Suggestions:**

Concepts	Media Used	Date
Line		
Color		
Value		
Shape		
Form		
Space		
Texture		
Emphasis		
Variety		
Rhythm		
Balance		
Proportion		
Unity		
Compositional Formats		
Other:		

**Media Choices:** Any appropriate media