

Studio I-V

Four one-semester elective courses in the High School Art Department

1/2 Credit Each

Developed by:

Bobby Kelly
Hope Palmer
Gail Piepenburg
Sarah Rozdilski
Nina Weis

Overview/Course Description

The course, Studio I is designed to meet the needs of students seeking advanced level pre-college training in art in the high school setting. *Students will be required to develop a portfolio for college entrance that includes approximately 15 pieces of finished artwork.* The rigor of the course parallels the expectations that would be found in the college freshman studio art, introductory level.

Anticipating that students will continue in this mode of inquiry, Studio II-V will include deeper and more extensive exploration in this discipline. Each semester builds a growing sophistication in the pursuit of all aspects of being a professional artist.

Prerequisites: Fundamental Design, Drawing/Painting I & II, or instructor permission

K-12 Arts Education Content Standards – Michigan Department of Education

- | | |
|--------------------|--|
| Content Standard 1 | All students will apply skills and knowledge to perform in the arts. |
| Content Standard 2 | All students will apply skills and knowledge to create in the arts. |
| Content Standard 3 | All students will analyze, describe and evaluate works of art. |
| Content Standard 4 | All students will understand, analyze and describe the arts in their historical, social and cultural contexts. |
| Content Standard 5 | All students will understand, analyze and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life. |

Units of Study

The units of study will be presented as a cumulative approach to more advanced artistic processes. Students will be required to develop a portfolio for college entrance that includes approximately 15 pieces of finished works in the areas of observational drawing, figurative, perspective, imaginative, personalized and expressive work. These works will indicate a level of sophistication in various media including both black and white as well as color. Students will be required to take a more innovative approach to different disciplines and develop their own style. Students will also have the option to explore various techniques in their desired medium. It is anticipated that this process will have been started prior to the beginning of this class.

UNIT 1 – Quality

UNIT II – Concentration

UNIT III – Breadth

UNIT IV- Practical application and transition

Each unit of study is composed of:

Key Concepts/Focus questions that state the major ideas students are expected to comprehend.

Benchmarks that are statements of what students will know or are able to do while progressing towards achieving the standards.

Assessment Tasks that are suggestions for ways students can demonstrate the degree to which they have reached the benchmarks.

Opportunities for Integration are connections between concepts with the unit and subject matter from related units or disciplines.

Authentic Application statements showing where these skills and processes are used in the world beyond school.

Instructional Resources are listed materials that support the teaching of this unit.

Unit I – Quality

Key Concepts

1. Quality refers to excellence demonstrated in original artworks.
2. Quality is evident in how clearly conceptual ideas, composition and technical abilities are articulated within student's artwork.
3. Quality work illustrates the development of a student's intentions in terms of both concept and execution.

Benchmarks

The students will...

1. Apply materials, techniques, and processes with sufficient skill, confidence, and sensitivity that personal intentions are carried out in artworks (ART.2.VA.HS.1).
2. Identify intentions of artists, explore the implications of various purposes, and justify analysis of purpose in particular works (ART.3.VA.HS.3)
3. Apply organizational principals and functions to solve specific visual arts problems (ART.1.VA..HS.3)

Assessment Tasks

Assessment is a continuous process in the art classroom that includes one or more of the following activities: monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept, originality, skill, progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

Examples:

1. Demonstrate an understanding of college standards by studying quality portfolio artwork such as the works of prior Scholastic Art Award winners.
2. Produce a series of at least 5 two-dimensional works that illustrate excellence in technical skill and composition.
3. Demonstrate a progression and evolution of thought through research as well as experimentation in the continuing exploration of sketchbooks.

Integration

The goal across the curriculum is to provide each student with the skills to become a quality producer.

Authentic Application

1. The skills developed in the perseverance of quality and excellence would be utilized in numerous industries or businesses that require the clear articulation of ideas. Advertising, education, business management, and entrepreneur would be examples of careers where principles of quality are utilized.
2. Television and media advertising, graphics and product design use quality art products to visual communicate ideas.

Unit II –Concentration

Key Concepts

1. Concentration is the selection and pursuit of a particular idea, theme or mode of working based on an individual's interest.
2. Concentration describes a body of related works that focus on a process of investigation, growth and discovery.
3. Concentration on a theme or idea involves exploration of personal interest as intensely as possible without losing visual coherence.

Benchmarks

The students will...

1. Apply materials, techniques, media technology, and processes with sufficient skill, confidence and sensitivity that personal interpretations are carried out in artworks. (ART.1.VA.HS.1)
2. Analyze the effectiveness of selections in communicating ideas and reflect upon the effectiveness of choices (ART.3.VA.HS.1)
3. Reflect and analyze the personal experiences that influence the development of personal artwork (ART.3.VA.HS.5).

Assessment Tasks

Assessment is a continuous process in the art classroom that includes one or more of the following activities: monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept, originality, skill, progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

Examples:

1. Produce a collection of work that investigates a theme or medium such as a series of drawings that explores interior or exterior architectural space.
2. Use sketchbooks to record experiences, illustrate thoughtful problem solving, and develop themes for personal artwork.
3. Submit artwork for peer critique, focusing on successful use of technique, creative intention, subject and personal style.

Integration

1. The exploration of personal intentions or themes can be carried through to English in the area of creative writing.
2. The senior practicum for government class or service learning projects concentrate on the exploration and investigation of a particular idea or theme.

Authentic Application

1. Students will use the concentration of artwork produced in this class to gain admission into a potential college or further pursue a career in the arts.
2. The skills learned in the development of a concentration can be used when researching papers or concepts for college courses.

Unit III – Breadth

Key Concepts

1. Breadth showcases a range of experiences in a variety of art forms, concepts and techniques.
2. Breadth demonstrates skill in solving a variety of problems in the areas of color, design, sculpture/ 3 dimensional design and drawing.
3. Breadth is that which covers proficiency in a wide variety of techniques and art forms.

Benchmarks

The students will:

1. Demonstrate an improved ability to integrate structures, characteristics and principles to accomplish commercial, personal, communal, or other purposes of art. (ART.2.VA.HS.5)
2. Create productions that demonstrate knowledge, contexts, values, and aesthetics. (ART.2.VA.HS.6)
3. Apply materials, techniques, media technology, and processes with sufficient skill, confidence, and sensitivity that personal intentions are carried out in artworks. (ART.1.VA.HS.1)

Assessment Tasks

Assessment is a continuous process in the art classroom that includes one or more of the following activities: monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept, originality, skill, progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

Examples:

1. Produce drawings that demonstrate a range of expression and effective use of materials.
2. Create work that shows a variety of ways to create and organize space.
3. Produce work that explores a variety of content, and effective use of color and design.
4. Independently analyze their intellectual journey toward developing a personal style such as journal entries, sketches, written or visual rough drafts

Integration

1. Development of images and personal style reflects the spectrum of human experience as reflected in the Humanities and World Literature courses.
2. The goal in the sciences and humanities is to identify and relate critical thinking processes to the world at large as well as expanding worldview and personal perspective.

Authentic Application

1. Students will articulate insights of the artistic process and organize their responses relative to the arts as a whole
2. Students appreciate the value of a diverse and varied education that more closely parallels the experiences of living in a diverse world made smaller by growth of technology.
3. Through the making of art, students become independent thinkers who will contribute creatively to their culture in many fields, as varied as transportation to city planning.

Unit IV – Practical Application and Transitions

Key Concepts

1. Professional artwork is most effectively reviewed and assessed when organized for presentation in slide or compact disk form.
2. Thorough examination of various college art programs, and the application processes associated with each, increases the probability of effective educational planning for students.
3. The thoughtful exploration of the many potential careers in the field of art will promote the development of satisfying career choices.

Benchmarks

The students will:

1. Create a portfolio that demonstrates knowledge, contexts, values, and aesthetics.(ART.2.VA.HS.6)
2. Participate in presentations from College Admission representatives. Speculate and analyze how future technologies may impact art in everyday life. (ART.5.VA.HS.1)
3. Describe the characteristics of a variety of visual arts careers. (ART.5.VA.HS.2) Research potential art careers by internet searches, guest lecturers, interviews, etc. This exploration may also include field trips to museums, artist studios and collectors homes.

Assessment Tasks

Assessment is a continuous process in the art classroom that includes one or more of the following activities: monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept, originality, skill, progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

Examples:

1. Review and critique their own work as well as the work of their peers quarterly.
2. Create a portfolio that showcases the student's best work.
3. Organize and document personal portfolio in slide form / digital imaging.
4. Write an artist statement for use in college applications.
5. Develop resource material files on various art colleges and art careers which may include job shadowing, internships, co-op, etc.

Integration

1. The approach and application of this course shows the inter-relationship between all disciplines (Technology, Math, Science, Social Studies, Humanities, Business, English), in preparing students for college.

Authentic Application

1. Philosophical exploration can develop a self-awareness, practical knowledge, and self-confidence to self-advocate in the real world. A foundation is set in place to facilitate successful interaction with jurors, admissions representatives, potential employers, and future colleagues.

Instructional Resources

Resources may include:

- Art talk textbook - Ragans, R; (1995), Art talk, MacMillan/McGraw-Hill School Publishing Co.
- Art Reproductions
- Art Websites such as ArtEdNet.
- Books and other visual aides of art movements and art history.
- Instructor's professional artwork as examples
- Local art exhibits
- Michigan Art Education Association and National Art Education Association publications
- Magazines such as: Scholastic Art, Arts and Activities, School Arts, National Geographic, photo stock books
- Microsoft Office/Powerpoint
- Slides of students work
- Videos of various artist's work

CAREER PATHWAYS

Career Pathways are careers that are grouped together because many of the people in them share similar interests and strengths. All pathways include a variety of occupations that require different levels of education and training. Selecting a Career Pathway provides a *focus* into which one can begin directing energies and determining a *tentative* career "fit" though it is always acceptable to change one's mind. By identifying with a pathway students are aided in selecting courses, extra-curricular activities and part-time employment. Career Pathways provide a plan for all students regardless of their interests, abilities, talents, or desired levels of education. *All pathways have equal dignity.* The following six (6) Career Pathways have been developed by the state of Michigan:

Arts and Communications - careers related to humanities and the performing, visual, literary and media arts.

Business, Management, Marketing & Technology - careers related to all aspects of business including accounting, business administration, finance, information processing and marketing.

Engineering, Manufacturing and Industrial Technology - careers related to technologies necessary to design, develop, install or maintain physical systems.

Health Sciences - careers related to the promotion of health as well as the treatment of injuries and disease.

Human Services - careers in child care, civil service, education, hospitality and the social services.

Natural Resources and Agriscience - careers related to natural resources, agriculture and the environment.



The accompanying **ART curriculum** falls within the **ARTS AND COMMUNICATIONS Pathway**. Some personal characteristics* of people in this pathway are that they:

- ◆ seek opportunities for self-expression;
- ◆ Exhibit an imaginative and creative thinker;
- ◆ demonstrate good writing skills; and
- ◆ Posses strong communication skills.

Examples of additional careers* that fall under this **pathway** include:

Advertising Agent	Interior Designer	Actor/Actress
Broadcast Technician	Clergy	Author
Photographer	Audiovisual Technician	Technical Illustrator
Public Relations Specialist	Photo Process Worker	Bookbinder
Painter and Sculptor	Merchandise Displayer	Dancer
Musician and Composer	Religious Worker	Broadcast Technician
Set Decorator	Radio and Television Announcer	Archivist & Curator
Advertising Copywriter	Historian	Commercial Artist

* Taken from MOIScripts, Michigan Occupational Information System, © 2000