

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



Fine and Performing Arts Curriculum Guide

Course: Figure and Portrait Studio

Course Description

Figure and Portrait Studio is designed to improve the student's ability to draw the human figure. Through the observation and study of models, skeletons, and photographs, students begin to develop their skills and understand the rules of human proportion. With increased technical skills, students apply their knowledge toward more expressive and realistic portraits and figure drawings.

Standards for Artistic Practice

These practices describe the processes and skills students learn as practitioners throughout the elementary, middle, and high school years in order to achieve artistic literacy.

- ⇒ *Creating art with artistic intent.*
- ⇒ *Presenting, performing, or producing artistic works to evoke, express, or communicate.*
- ⇒ *Responding to art through intellect and emotion.*
- ⇒ *Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge.*

Source: MA Arts Curriculum Framework 2019, page 20

Content Standards for a Proficient Visual Arts Course

Creating:

1. Consistently apply research to support development of artistic ideas.
2. Document a plan for an original large scale or multi-step art project.
3. Refine an artistic work that builds on previous work by incorporating new materials, constraints, genres, or styles.

Presenting:

4. Explain how specific techniques were used to evoke, express, or communicate in an artistic work or collection.
5. Contribute to an art show that explores a personally meaningful theme, idea, or concept.
6. Modify a two- or three-dimensional installation to align to one's artistic intent after listening to initial viewer comments.

Responding:

7. Use contextual and aesthetic information to construct interpretations of an artwork or collection of works.
8. Compare and contrast the artistic elements that make art unique.
9. Choose and defend criteria for evaluating artwork.

Connecting:

10. Describe how visual arts influences one's approach to other academic disciplines (e.g. how knowledge of changing art movements help contextualize history).
11. Explain the relationship between artworks and commercialization or propaganda (e.g. how Norman Rockwell's work, such as "Rosie the Riveter," supported the war effort in World War II).

Source: MA Arts Curriculum Framework 2019, page 65

Units	Essential Questions	Key Activities May Include...
<p>1. Anatomy and Proportions</p>	<ul style="list-style-type: none"> • What are the proportions of the human figure? • In what ways can we take simple measurements to determine proper proportions of the figure? 	<ul style="list-style-type: none"> • Study of the human skeleton; drawing front and back views • Simplified figures in motion • Short/long-term drawings of model • Using various drawing tools to take measurements
<p>2. Gesture</p>	<ul style="list-style-type: none"> • What is gesture drawing? • Why is gesture drawing useful? • What is the best way to execute a gesture drawing? 	<ul style="list-style-type: none"> • Live model and projected images of models in various poses • Timed poses from ten seconds to three minutes to five minutes, drawn in a variety of media
<p>3. Value</p>	<ul style="list-style-type: none"> • What is value? • How is value used in art to create the illusion of three-dimensional form? • How do we establish a light source using various values? • How can value be used to convey emotion? 	<ul style="list-style-type: none"> • Value studies • Lessons in lighting and light sources • Chiaroscuro
<p>4. Composition</p>	<ul style="list-style-type: none"> • What is composition? • What criteria do we use to determine a good composition versus a bad composition? 	<ul style="list-style-type: none"> • Thumbnail sketches • Examination of different kinds of compositions (good and bad) • Examination of the different ways artists place the figure into the picture plane
<p>5. Perspective</p>	<ul style="list-style-type: none"> • How does perspective affect how we view the figure in a work of art? • How do you draw a foreshortened image? 	<ul style="list-style-type: none"> • Ant's-eye view, bird's-eye view, foreshortening • Examination of images from art history and photography
<p>6. Emotion and Expression</p>	<ul style="list-style-type: none"> • How do we convey emotion effectively using the figure or a facial expression? • How can we convey emotions using different types of mark-making or different media? 	<ul style="list-style-type: none"> • Expressive portraits • Chiaroscuro portraits • Expressive poses
<p>7. Themes and Storytelling</p>	<ul style="list-style-type: none"> • How can we use different types of composition to tell a story? • What are themes in the context of art? • How can the expression, pose, and placement of the figure within the picture plane help to tell what is going on in the image/story? 	<ul style="list-style-type: none"> • Figurative works in art history: historic art, Romantic art, religious art, and expressionistic art

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Fine and Performing Arts Curriculum Guide Overview

Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They outline and highlight the set of standards that students will learn within certain disciplines at each grade level. Curriculum guides are intended for teachers, parents, and the wide school community to provide an overview of the course of study for the year.

Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers and administrators. Curriculum maps keep a focus on the end-of-year standards and chart a course for teaching and learning over the year. They are typically organized by month and/or marking period and may include: genres/topics or units of study, methods of assessment, and major content resources. Maps are fluid documents that are revised and revisited regularly to ensure students' needs are being met.

Content Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Arts Curriculum Framework. State standards may be viewed here: <http://www.doe.mass.edu/frameworks/>

Standards for Artistic Practice

The standards for artistic practice describe the processes and skills students learn as practitioners throughout the elementary, middle, and high school years in order to achieve artistic literacy. Based on the processes presented in the 2014 *National Core Arts Standards*, these practices are grouped into four clusters that focus on creating, presenting/performing, responding, and connecting across the five arts disciplines (dance, media arts, music, theater, and visual arts)."
- *MA Arts Curriculum Framework 2019*, p.20

Essential Questions

Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into learning and act as an umbrella to anchor the unit/lesson.

Key Activities

Key activities are examples of the instructional contexts and structures for learning that students and teachers *might* be engaged in during arts instruction. Those listed represent a sampling and the list is in no way exhaustive. The list is not intended to mandate or require certain types of instruction at any given time, merely to suggest best practices.