

Reading Public Schools

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



Fine and Performing Arts Curriculum Guide

Course: Foundations of Art

Course Description

This beginning art course is designed to introduce students to a variety of media and techniques, including pencil, charcoal, pen and ink, and watercolor. Emphasis is placed on drawing from observation and developing visual literacy. Students will learn the basic principles of art including in-depth study of color, value, texture, line, shape, and form. Students will look at and discuss the works of important historical and contemporary artists to inform art projects. Students who wish to go on to take intermediate art classes, such as Painting, Drawing & Illustration, and Figure & Portrait Studio, must first take Foundations of Art.

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 Foundation Visual Arts Course

Creating:

1. Create artistic ideas that reflect characteristics of different artistic movements from different cultures.
2. Develop multiple plans for producing a piece of artwork prior to selecting one.
3. Refine concepts and content by focusing on a particular principle of design, such as emphasis, balance, contrast, or pattern.

Presenting:

4. Justify choices for curating and presenting artwork for a specific exhibit or event.
5. Develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
6. Describe how decisions about how an artwork is presented are connected to what the student wants to express, evoke, or communicate,

Responding:

7. Analyze the style of an artist, and how it manifests itself in a given artwork.
8. Identify specific elements in a work that connect it to a specific genre or style.
9. Compare and contrast different rubrics or criteria for evaluating artwork.

Connecting:

10. Describe what has influenced changes in one's own artistic style and preferences in visual art.
11. Identify the connections between historical and cultural contexts and define stylistic elements of artistic movements (e.g. how the impact of World War II influenced the western art world and shifted focus from Europe to New York City).

Source: MA Arts Curriculum Framework 2019, page 64

Units	Essential Questions	Key Activities May Include...
<p>1. Line</p>	<ul style="list-style-type: none"> • How is line used in various artists works of art? • How does line define edges as well as contour of various types of object, including organic and man-made forms and objects? • How are blind contour, sighted contour, cross contour, and gesture line used to record complex forms in space? • What is implied line? • How do artists use line expressively? 	<ul style="list-style-type: none"> • Contour drawings of man-made and organic objects • Introduction of blind contour, sighted contour, cross contour, and gesture drawing • Line (cross-contour) used to define various surfaces of both organic and man-made objects
<p>2. Composition</p>	<ul style="list-style-type: none"> • What makes a good composition? • What is the role of negative space in composition? • How do we use spatial clues; including placement of forms on the page, overlapping, and size to create depth on a two-dimensional picture plane? 	<ul style="list-style-type: none"> • Introduction of thumbnail sketches in developing good composition • Observation of single and grouped organic and manmade objects arranged to create deep space • Self-portrait in objects • Discussion of the role of negative space in composition
<p>3. Value</p>	<ul style="list-style-type: none"> • What is value? • How does proximity of line (mark-making) work to create value? • How is value used in art to create the illusion of three-dimensional form? • How is an imagined or observed light source used to establish a range of values? • How is mark-making used to create various ranges of value? 	<ul style="list-style-type: none"> • Use of various types of mark-making in one or more pieces of art • Large self-portraits inspired by the artist Chuck Close • Introduction of pen and ink • Value study and use of a grid to reproduce an existing image
<p>4. Color</p>	<ul style="list-style-type: none"> • How does color function on a flat picture plane? • How can we use color purposefully in a work art to convey an idea or mood, or to organize/unify elements of art ? • How have various genre's of art used color throughout history? 	<ul style="list-style-type: none"> • Color wheels, miniature compositions made larger than life • Transformation project: morphing or combining man-made and or organic objects
<p>5. Perspective</p>	<ul style="list-style-type: none"> • What is perspective, and how was it used by artists of the Renaissance? • What are the basic principles of one-point, two-point and three-point perspective? • How have artists used perspective in historical and contemporary works of art? 	<ul style="list-style-type: none"> • Studying artists like William Wegman • Extending an image, or drawing a three-dimensional room around a found image, demonstrating perspective

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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 Department of Education Curriculum Frameworks. 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.