

Reading Public Schools

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



Fine and Performing Arts Curriculum Guide

Course: Studio Art (Pre-AP)

Course Description

This advanced visual arts course is for highly motivated students who are seriously interested in the study of art and are considering taking the AP Studio Art course in Drawing or 3-D Design the following year. The curriculum is designed to begin portfolio development and to strengthen skills in the following areas: drawing from observation and imagination and use of a variety of media including pencil, charcoal, pastel, watercolor, acrylic, mixed media, collage, and three-dimensional media. Two or more high school art classes are required as pre-requisites for this course.

Standards for Artistic Practice

Based on the 2014 National Core Arts Standards, 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 an Advanced Visual Arts Course

Creating:

1. Generate original ideas that integrate aesthetic principles with individual personal style while pushing the boundaries of style, genre, medium, and connections.
2. Document personal strategies used regularly to organize artistic ideas (e.g. sketchbook or visual journal).
3. Identify, design, and document several ways to address artistic challenges in a work and reflect upon the advantages and disadvantages of each potential resolution (e.g. how to attach two parts of a sculpture consistent with the piece).

Presenting:

4. Explain how personal experience of culture or history has influenced a piece of artwork or collection.
5. Organize and plan an art exhibition that explores a personally meaningful theme, idea, or concept.
6. Present an artwork that causes audience reflection through its use of different artistic styles or viewpoints.

Responding:

7. Identify ways that a contemporary artwork pushes the boundaries of a genre and discipline.
8. Analyze the ways one's own cultural and personal perspectives and biases affect understanding of a visual work.
9. Identify how bias, culture, and privilege affect the criteria used to evaluate artwork.

Connecting:

10. Explain the development of a personal aesthetic vision as a visual artist and how it is represented in a specific piece or collection.
11. Identify the historical and cultural contexts that caused shifting of stylistic elements between artistic movements.

Source: MA Arts Curriculum Framework 2019, page 66

Units	Essential Questions	Key Activities May Include...
<p>1. Line</p>	<ul style="list-style-type: none"> • How is line used expressively? • How is line used to record a form in space? • What are the differences between contour line, cross-contour, and gesture line? • What is implied line and how is it used? 	<ul style="list-style-type: none"> • Contour drawing of man-made and organic objects • Gesture drawing to record simple objects (figure and landscape)
<p>2. Composition</p>	<ul style="list-style-type: none"> • What makes a strong composition? • How does one use spatial clues as tools to create a dynamic, unified composition? 	<ul style="list-style-type: none"> • Thumbnail sketches • Still life drawings of multiple objects • Observation of simple organic and man-made objects arranged to create deep plastic space • Discussion of rule of thirds and other composition techniques
<p>3. Value</p>	<ul style="list-style-type: none"> • How is value used in art to create the illusion of three dimensional form? • How does one establish a light source using various values? 	<ul style="list-style-type: none"> • Landscape, figure, and interior value studies • Use of types of line to create value • Etching (printmaking)
<p>4. Color</p>	<ul style="list-style-type: none"> • How is color used in both objective and non-objective art? • How is color used expressively? • How does color function on the picture plane? 	<ul style="list-style-type: none"> • Color theory and vocabulary • Exploration of how artists use color in their work • Painting and mixed-media
<p>5. Perspective</p>	<ul style="list-style-type: none"> • How does one create the illusion of space and depth using the rules of perspective? 	<ul style="list-style-type: none"> • Ant's-eye view, bird's-eye view, and foreshortening • One- and two-point perspective
<p>6. Elements and Principles of Art and Design</p>	<ul style="list-style-type: none"> • How do the elements and principles of art work together to define and unify a piece of art? 	<ul style="list-style-type: none"> • Examination of line, shape, texture, form, space, color, and value • Examination of repetition, emphasis, contrast, balance, movement, pattern, rhythm, and unity/variety
<p>7. Emotion and Expression</p>	<ul style="list-style-type: none"> • How does one convey emotion effectively using the figure, landscape, or interior? • How can different types of mark-making and media be used to convey different emotions? • How does value affect the way we see an image? • How does one convey well-known emotions or ideas through unique and/or unusual images? 	<ul style="list-style-type: none"> • Examination of how lighting effects and changes the way an image is viewed • Examination and discussion of art history (historic, Romantic, religious, expressionistic, political, and narrative art)
<p>8. Themes and Storytelling</p>	<ul style="list-style-type: none"> • How does one use different types of composition to tell a story? • What is theme within the context of visual art? • How can the expression, pose, and placement of figures or objects within the picture plane help to convey an image or story? • How does one objectively critique a work of art? 	<ul style="list-style-type: none"> • Critiques (self and class) • Examination and discussion of art history (historic, Romantic, religious, expressionistic, political, and narrative art)

Reading Public Schools

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



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.