

Introduction to Visual Arts:
A High School Framework Course for half or one unit of arts credit

Two credits (one unit) in the Arts are required for high school graduation. For students who wish to meet this requirement solely in Visual Arts, they may take a semester of introductory Studio Art followed by an elective in visual arts. If Studio Art is annualized, students may take the 2-semester course to meet the arts requirement.

The following are general guidelines for the development of an annualized Studio Art course. They are based on the five strands of the *Blueprint for Teaching and Learning in Visual Arts*.

Schools offering one semester of Studio Art, condense the course insuring that it inc

- Both 2-dimensional and 3-dimensional art media
- Art making, rigorous integration of art vocabulary, cross-curricula connections integrating art history, investigation of community and cultural resources, and the exploration of lifelong learning and careers in the visual arts

• **Addressing Strand 1 of the *Blueprint for Teaching and Learning in Visual Arts***

Recognizing that the creative process is paramount to all visual arts experiences, students in the introductory Studio Art course:

- Create works of art
- Reflect on their work through self and peer-to-peer critiques and student-to-teacher formative assessment
- Revise and improve
- Maintain artist sketchbooks that include notes and drawings
- Learn about artists and art movements related to the concept and media of each unit
- Consider the connection between the inception of an idea and its realization
- Develop an artist's portfolio (with artist statements)
- Explore college programs of study in the visual arts

An *initial* unit of study can include topics such as Defining Visual Arts, and an introduction to the Elements of Art and the Principles of Design. *Subsequent* units of study are built around the techniques and understandings of an individual medium. Students explore the characteristics, opportunities, and limitations of a variety of art media that may include: painting, drawing, printmaking, collage, sculpture, two-dimensional applied design, and digital media. Recognition and discussion of the Elements of Art and the Principles of Design are integrated into each media study.

- **Addressing Strands 2 to 5 of the *Blueprint for Teaching and Learning in Visual Arts***

Studio Art is an introductory course in the high school visual arts curriculum. It provides the student with experiences in a variety of art media, tools, and techniques. The emphasis is on art making however, the Studio Art course is not limited to art making. Students also learn to:

- Articulate ideas using the language and vocabulary of art (2)
- Recognize the connections between art and other curriculum areas – such as social studies through the integration of US American and global art history and the work of artists around the world (3)
- Appreciate the value of art museums, galleries, and other community resources (4)
- Recognize the visual arts as a source of various career opportunities and of lifelong enjoyment (5)

Thus for every art media-based unit of study:

- Students learn to discuss, question and critique their work integrating the language of the Elements of Art and the Principles of Design, and the vocabulary particular to that art medium. (2)
- Artwork from other places and times and works of specific artists are included to illuminate the teaching of the medium. Where appropriate, writing by and about artists, art reviews and interviews, and relevant current events are integrated into the unit of study. (3)
- Visits to art museums and galleries, both during and after school time, are encouraged, and content of museum websites is integrated into the art studio. (4)
- The experiences students have in the art studio may serve as an impetus for them to explore the visual arts for career opportunities. *Regardless of their career paths, these experiences promote a lifelong love of the visual arts.* (5)

Addressing the Common Core State Standards

The Common Core State Standards refer to the Visual Arts in relationship to other areas of the curriculum. While there are no specific Common Core State Standards for the Visual Arts, the focus of these Standards are the nurturing and the development of students to be college and career ready, and to become literate citizens. The attributes of students who are college and career ready as stated in the Common Core State Standards, resonate deeply in the Arts and can serve to support instruction and teacher self-assessment

Attribute	Self-Assessment Questions
Students demonstrate independence	<ul style="list-style-type: none"> • Is sufficient time allotted for independent work? • Is independent and creative thinking encouraged?
Students build strong content knowledge	<ul style="list-style-type: none"> • Does lesson/unit integrate strong content knowledge? • Keeping art making foremost, are there readings and discussions relevant to the students' process and work?
Students respond to the varying demands of audience, task and purpose and discipline	<ul style="list-style-type: none"> • Do students show evidence of their understanding of audience, task, purpose and discipline? • Does instruction include an awareness of these points?
Students comprehend as well as critique	<ul style="list-style-type: none"> • Are there opportunities for students to critique their work, the work of peers, and the work of other artists? • Are they being instructed on techniques for critiquing? • Do students understand the value of critiquing?
Students value evidence	<ul style="list-style-type: none"> • Are students able to back up statements regarding interpretation of artwork by citing evidence in the work of art? • Is time allowed to encourage this?
Students use technology and digital media strategically and capably	<ul style="list-style-type: none"> • If technology is being incorporated into instruction, is it suited to the goals of the lesson?
Students come to understand other perspectives and cultures	<ul style="list-style-type: none"> • Is it evident in the materials, the instructional content, and students' artwork, writing, and conversations that value is placed on understanding other perspectives and other cultures?

• **Sample Year-long Studio Art Course**

Note: The number of weeks spent on each unit depends upon the length of the course (one or two semesters) and the depth with which the visual arts educator wishes to go into each media-based unit, keeping in mind that **during each semester, a variety of media should be explored.** The *Blueprint for Teaching and Learning in Visual Arts* offers suggestions, by art medium, for what a well-stocked high school art studio should contain (See *Stocking the Secondary Art Studio* page 48.) Some schools may not have equipment or materials necessary to teach a particular art medium. However teachers should ensure that their students are familiar with the processes, vocabulary and terminology of that art form, and are shown examples of the work of artists who create in that medium.

UNIT	FIRST SEMESTER	Time Allocation*
<p>1. Introduction to the Visual Arts</p> <p>Following are <u>six</u> suggested topics from which to choose <u>one</u> initial unit for a Studio Art course. They may be used in their entirety or combined for the initial unit. Throughout this unit students should be looking at masterworks that give them a global perspective on the visual arts. Incorporated in this introductory unit should be a variety of introductory art making activities.</p>		<p>2 weeks/ 4 classes per week</p>
<p>A. Defining Visual Arts</p>	<p>The visual arts are creative forms of expression unique to human civilization.</p> <p>In this unit students will:</p> <ul style="list-style-type: none"> • Identify visual arts from diverse cultures in terms of media, methods, cultural content and individual expression. • Explore and define what the visual arts are. • Distinguish a visual arts work from an image that is not art. • Understand how the visual arts communicate the beliefs and values of a culture. 	
<p>B. The Language of Visual Arts - Learning to Look at Works of Art</p>	<p>Artists see their world in terms of the Elements of Art. In creating a work of art they arrange what they see according to the Principles of Design. To experience, discuss, question, evaluate, and understand works of art, students must be fluent in this language of the visual arts.</p> <p>In this unit students will learn how to look at works of art and:</p> <ul style="list-style-type: none"> • Speak about artwork in terms of the Elements of Art: line, shape, color, form, texture, space, value. • Speak about artworks in terms of the Principles of Design: unity, variety, emphasis, rhythm, movement, balance, pattern, proportion. • Learn how to use this language when discussing works of art 	

	<ul style="list-style-type: none"> • Understand how the language of visual arts helps the viewer to recognize an artist's intention. • Recognize how this language helps artists express their own personal ideas and emotions. 	
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UNIT	FIRST SEMESTER	Time Allocation
C. The Role of the Artist	<p>There are cultural and personal factors that encourage individuals to express ideas visually.</p> <p>In this unit students will:</p> <ul style="list-style-type: none"> • Define who an artist is. • Understand that individuals express their ideas and emotions through the visual arts. • Appreciate the importance of an artist to society. • Understand that artists express the values of their culture; question the values of the dominant culture. • Understand that artists express personal ideas and emotions. 	
D. The Disciplines of the Visual Arts	<p>Works of art are created out of a diversity of media, materials, and techniques, and demonstrate a variety of techniques. Media include drawing, painting, printmaking, collage, sculpture, ceramics, decorative arts, architecture, graphic design, photography, video and film.</p> <p>In this unit students will:</p> <ul style="list-style-type: none"> • Explore why an artist chooses a particular medium in which to work • Recognize the relationship between a work of art and its content, meaning, or purpose. 	
E. Components of a Work of Art	<p>Formal and expressive components comprise a successful work of art. These include subject, composition, structure, materials, and techniques. These components are used to describe and discuss works of art.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Discover how artists use materials and techniques To express mood or emotion in a work of art. • Learn how artists use composition to organize their ideas. 	
F. Art Criticism	<p>Formative assessment includes peer-to-peer discussions of their artwork. Links may be made to art critiques in the media.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Learn to look and discuss their peers' work in a collegial and beneficial manner. • Read and understand the genre of art criticism. 	

* Class length = 45 minutes; any equivalent for 180 minutes per week throughout the semester is acceptable

Following is a listing of media-based units, with suggested topics, based upon the development of skills and understandings in the specific medium. Teachers are not limited to these topics. The number of units completed depends upon the length of the Studio Art course. Duration of a unit may be modified.

The Elements of Art and Principles of Design are incorporated into instruction of all art media.

NOTE: Topics reflect the importance of integrating into each unit specific artists to illuminate the teaching in the medium. It also is essential to include relevant writing by and about artists, art reviews and interviews, and current events. Artists represent a global, ethnic, and stylistic variety and span the centuries from prehistoric to contemporary times.

UNIT	FIRST SEMESTER	Time Allocation
<p>II. Drawing</p>	<p>In this unit, students explore:</p> <p>A. Observation drawing that incorporates:</p> <p>Proportion Value Scale Line and expression Reference to historical and contemporary drawings</p> <p>The drawing can incorporate:</p> <p>Variety of Line/ Shading Gesture Contour Exaggeration</p> <p>B. Perspective drawing that incorporates:</p> <p>One or two point Creating the Illusion of depth Horizon line, Vanishing point</p> <p>Unit culminates with the creation of a finished, displayable art work.</p>	<p>5 weeks/ 4 classes per week</p>
<p>III. Painting</p>	<p>In this unit, students explore:</p> <p>Color theory: hue, intensity, and value (tints and shades) Color Wheel (primary, secondary, tertiary, complementary, and analogous colors) Use of preliminary observational sketches and studies Light, value, and contrast Experiences with variety of paints (gouache, watercolor, per availability) Historical and contemporary paintings as references</p> <p>Unit culminates with the creation of a finished, displayable art work.</p>	<p>7 weeks 4 classes per week</p>

UNIT	SECOND SEMESTER	Time Allocation
IV. Sculpture	<p>In this unit, students explore:</p> <p>Use of appropriate media – (paper, clay, plaster per availability) In the round and/or relief Symmetrical and asymmetrical balance Movement, expression Unity through color and form Reference to historical and contemporary works</p> <p>Unit culminates with the creation of a finished, displayable art work.</p>	4 weeks/ 4 classes per week
V. Printmaking	<p>In this unit, students explore relief printmaking:</p> <p>Nature of the medium: thinking in opposites Tools and materials of the medium Expertise in handling tools Textures and lines Awareness of other techniques for printmaking Effective use of positive and negative space Creation of artist's proofs and series Use of prints for political messaging Reference to historical and contemporary prints</p> <p>Unit culminates with the creation of a finished, displayable art work.</p>	7 weeks/ 4 classes per week
VI. Collage	<p>In this unit, students explore:</p> <p>Deliberate use of found materials and texture Effective use of positive and negative space Unity through color Integration of text and imagery Repetition of image for meaning and emphasis Reference to historical and contemporary collage</p> <p>Unit culminates with the creation of a finished, displayable art work.</p>	4 weeks 4 classes per week
VII. Two-Dimensional Applied Design	<p>In this unit, students explore:</p> <p>Clear messaging - awareness of intended audience Integration of text and image Proportion and scale Decorative and functional use of line, color, texture Digital imagery in contemporary culture Font styles</p> <p>Unit culminates with the creation of a finished, displayable art work.</p>	7 weeks 4 classes per week

• Indicators of Student Achievement through the Lens of the Five Strands

By the end of the Studio Art course, students should be able to:

Strand 1

Explore and develop ideas

Communicate self-expression

Draw, paint, and construct 3-dimensional art work using various methods

Work with hue, intensity, and value of color

Control a broad range of drawing and painting media

Employ a range of tools and materials in a variety of 2-dimensional and 3-dimensional media

Understand the qualities of the different visual arts media

Use the Elements of Art and Principles of Design in a skillful and intentional manner

Respond creatively to an art making assignment

Solve a design problem

Strand 2

Analyze a work of art using the Elements of Art and Principles of Design

Discuss, question, and critique museum works of art, their own art, and the art of peers

Know the vocabulary associated with a variety of art media and techniques

Strand 3

Appreciate the role of the artist in society

Identify a variety of key art movements and styles, and a sampling of respective artists

Discuss a global range of a variety of historical and contemporary works of art

Understand the value of traditional texts (the written words of artists, art historian, critiques) as they relate to art making and art history

Strand 4

Access information about New York City art institutions through the internet

Understand the value of museum and gallery visits

Strand 5

Identify a range of careers in the visual arts field

...And by the end of the Studio Art course, students should have experienced a range of art making activities, art appreciation discussions, and positive art encounters that will promote a lifelong love of the visual arts.

• **Assessment: Suggested Formats**

Assessment is student-oriented and teacher-directed.

Teacher Assessment: Formative and Summative

- Observe student artistic, verbal, and written responses to daily instruction
- Observe student artistic and written sketchbook work
- Measure student progress through discussions and, where appropriate written assessments
- Observe photographs or video documentation
- Measure student progress in mid, and end-term summative assessments

Formative Student Self-Assessment

- Use co-created rubrics (written and/or with visuals) to formatively assess artwork
- Write reflectively in sketchbooks/art journals

Formative Peer-to-Peer Assessment

- Use co-created rubrics to observe and discuss each other's work
- Provide positive feedback and suggestions in response to peers' artwork
- Offer clarification and answer questions about their own work