

Name \_\_\_\_\_

# Studio Art

[www.stma-art.com](http://www.stma-art.com)

## Course Description

This class will teach beginning concepts in art and design. During the class students will focus on the initial questions of "What is Art?" and "How do artists' get their ideas?" Students will understand how to work critically through analysis and interpretation while completing projects. Students will work in various mediums such as clay, printmaking, Photoshop, and drawing. In addition to hands-on projects, students will also write, study historical perspectives and gain an appreciation for art.

## Grading policy and procedures:

Grades are based on individual assignment criteria, participation in class discussion and critiques, timely completion of work, and each student's citizenship in the class. (Cooperation, Attitude, Attendance). Break down is typically Effort- Craftsmanship/ Perseverance- Originality/Creativity- Design/Composition. There will also be various daily points for in class activities. Late work will be accepted, however a there will be full letter grade reduction for each week the assignment is late.

## Sketchbooks:

All Sketchbooks due at the beginning of class on the designated day assigned by your instructor unless otherwise noted! You will receive a separate handout along with descriptions of each weekly sketchbook assignment in addition to a corresponding rubric. The rubric needs to be attached to the inside of your sketchbook to receive credit. Students who do not turn in their sketchbook at the time of collection will be given a zero for that assignment.

**Late sketchbook assignments will not be accepted.**

**All subject matter** in any work created using STMA materials must follow appropriate content guidelines. All artwork must be original.

**Be Creative and Be Original:** No Hearts, Stars, Peace Signs, Mushrooms, Sports & Advertising Logos, Published Cartoons, etc. Do not make anything that relates to or resembles in any way smoking, alcohol, sex, drugs, etc.

### **Expectations:**

- Be on time. After your third tardy you will receive a detention for every tardy thereafter.
- Be Prepared. Preparation is everything.
- Continual work in class (**USE** the class time that is available!)
- Work outside of class time (you will **NOT** be able to complete all the work this class entails during class time only!)
- Keeping your work and material organized and clean (Sketchbook/ binder/ portfolio)
- Exploring new and creative themes (not hashing and rehashing old or the same concepts)
- Exploring new mediums that you might not be familiar with.
- Challenge yourself to work outside your comfort zone in art.
- Persevere through struggles during the art making process
- Seek out extra help and guidance if needed (other students or me)
- Demonstrate skill, craftsmanship and effort during the art making process (show respect for your work!)
- Begin to understand that art is not made in a vacuum and that it is influenced by history and the world around you and us!
- Critiques are an important part of the art making process
- Understand that being able to describe and discuss your work using proper terminology is an important part of being an artist.

### **ELECTRONIC DEVICES**

You will get an assigned number/storage unit for your cell phone. Your phone needs to be in the storage unit when the bell rings. You may pick up your phone after you have cleaned up (last 5 minutes of class). You may kindly remind me that we have 5 minutes left and I will finish what I am saying and excuse you to grab their phones).

#### **School Policy on electronic devices**

Students are not permitted to use personal electronic devices in the classroom and media center during the school day, except as permitted by the teacher. The teacher may permit use of personal electronic devices by students for taking notes, recording in a calendar, using as a calculator, researching information, searching references such as a dictionary or thesaurus and photographing information for homework. The teacher shall direct when devices are allowed, and written guidelines, devised by the school staff development team, will be posted in the classroom and will be reviewed with all students. Teachers will encourage students with personal electronic devices to share information with students who do not have access to the devices in the classroom, as applicable. Teachers shall not design use of personal electronic devices into lesson plans or establish a "bring your own device" practice, except as approved by the School Board. Personal electronic devices are not required as part of the current curriculum and instruction. Students are expected to use the district Wi-Fi at all times during school hours. The principal shall annually review this policy with the teachers and the school board. At no time are students to record pictures or videos of students or adults without consent. The use of a personal electronic device or any device capable of taking photographs and videos is not allowed in restrooms, locker rooms or dressing rooms. These devices include, but are not limited to, cell phones, cameras, PDA devices, and other such technology. If a student inappropriately uses a personal electronic device during the school day, it will be confiscated and returned to the student at the end of the day. Repeated violation of this policy will result in parent notification and/or disciplinary action up to and including suspension. If

an electronic device is being used in a way that may potentially be breaking a school policy, administration may look at the pictures, messages or other content (see District Policy 502).

## **Projects & Lab Fee:**

The artwork will consist of a relationship to aesthetics, art history, art criticism, and studio work. Each unit will give students the opportunity to create a project using a different medium and incorporate different elements and principles of design. There is *no lab fee* for this course; however **students are responsible for bringing in various materials:**

- Sketchbook- not a notebook!!!
- Ice cream bucket – *Week #2*
- #2 Pencil or a set of Drawing Pencils – Graphite: 4B, 2B, HB, 2H, 4H
- Sharpie Marker
- Eraser
- PRANG Watercolors - You can purchase a set at *Michaels, Office Max, or Wal-Mart*
- Three ring binder or Folder
- Colored Pencils
- Pass Book

## **Studio Art Course Outline:**



### **\*Learning Targets: On-going throughout the trimester\***

#### **I know and understand the Elements and Principles of Design.**

I will recognize and understand the importance of the safety rules in the art room.

I can identify the differences between 2D media and 3D artwork

I know and understand what a critique is and the process of critique artwork.

I can accurately use the various materials, tools, and techniques used to create creative and meaningful artwork.

I understand how artist get there ideas.

I understand the importance of a clean art room. I can clean up after myself and help others.

I have a clear understanding of the mental and physical process to create a piece of artwork.

## **Week #1 “What is Art?” & Begin **Unit #1: Observational Drawing****

- Elements and Principles of Design
- How do we look at art?
- How do artist get there ideas?
- STMA Critique Process
- Shape vs. Form

- Space – Foreground, Middle ground, background
- Blind Contour and Contour Drawings
- 5 Drawings emphasizing Line, Values, Graphite, and Ink

**Learning Targets: Observational Drawing**

I know the different types of pencils used in drawing.  
 I know the difference between contour and blind-contour drawing.  
 I know and understand the importance of observation while drawing an object.  
 I know how to use graphite and ink in art.  
 I know how to add values with graphite and ink.

**Week #2 Introduce Unit #2: Clay**

- “How do Artists get their ideas?”
- Artist Research
- Parts of a teapot: Parts
- “What is Clay?”
- Hand-building Techniques: 3 methods
- “What is the best method for your teapot design?”
- Clay Tools & Mold a small model of teapot form

**Learning Targets: Clay - Artist Inspired Teapot**

I know what clay is, where it comes from and the stages of clay.  
 I know vocabulary associated with pottery and I know the difference between decorative and functional pottery.  
 I know the 4 main parts of a teapot.  
 I know how artists get their ideas for their artwork and I can find inspiration by researching different artists and their artwork.  
 I can use drawing to plan design concepts for my teapot.  
 I know the 3 construction methods of hand building and I can determine the best method(s) for my teapot based on my sketches.  
 I can build a sculptural teapot that is aesthetically pleasing and structurally strong.  
 I can use problem-solving skills when issues arise while constructing my teapot

### **Week #3 Continue **Unit #2: Clay****

- Begin Teapot Construction: Body
- Lid, Handle, & Spout
- Independent Problem Solving Skills

#### **Learning Targets: Clay – Glaze**

I know the purpose of the bisque and glaze firing process for pottery.

I know the aesthetic and functional differences between glaze and underglaze.

I know how to successfully apply glaze and underglaze using different application techniques.

I know what areas of pottery glaze can be applied on.

I know how to respect the glaze materials and work area in the artwork.

### **Week #4 Finish **Unit #2: Clay**, Introduce **Unit #3** Printmaking**

- Finish Teapot Construction
- Color Theory and Art Critique Process
- Introduce Glaze for **Unit #2: Clay**
- Underglaze vs. Glaze
- Functional vs. Decorative
- Critique

#### **Learning Targets: Printmaking**

I know different types of printmaking.

I know the steps to the method of reduction printmaking.

I know how artist get their ideas.

I know the steps to the method of reduction printmaking.

I know how to create a print that is inspired by George Morrison.

I know how to implement a variety of contrasting elements in the positive and negative space.

I can use color to enhance the mood and create unity.

I can create a series of prints that demonstrates successful printmaking techniques.

I can create a composition that utilizes the elements and principles of geometric and organic shapes, asymmetrical balance, and variety.

### **Week # 5 Continue **Unit #3 – “Printmaking”****

- Look and discuss the art of George Morrison
- Asymmetrical Design using Geometric and Organic shapes.
- Generate a list of ideas using the techniques of how artist get ideas.

- Begin Carving
- Begin Reduction Printing Process

### **Week #6 Continue **Unit #3** – “Printmaking”**

- Continue Reduction Printing Process
- Critique

#### **Learning Targets: Tempera**

I know and understand the influence of Georgia O’Keeffe.

I know the differences between contour line and gesture line.

I can create five gesture drawings

I know how to mix a color palette that is cohesive and represents my image.

I can create a drawing and painting inspired by artist Georgia O’Keeffe.

I know color theory and the arrangement of the colors on the color wheel.

Using the primary colors and white, I can mix my color palette along with the various tints and shades.

I know how to use a variety of techniques to create a successful painting.

I know how to use and respect materials in art.

### **Week #7 Continue **Unit #4** – **Color assignment inspired by Georgia O’Keeffe****

- Who was Georgia O’Keeffe?
- Gesture line verse contour line.
- Mixing temperas – Colored Theory.
- Observational drawing.
- Demonstrations – paint along.
- Begin final painting
- Critique

#### **Learning Targets: Watercolor Study**

I know how to create a monochromatic watercolor study.

I know what materials I need for watercolor painting.

I know vocabulary associated with watercolor painting.

I know how to represent space in my composition.

I know where the horizon line, foreground, middle ground and background are located in a landscape.

I can utilize technology to reference step-by-step instructions for this assignment.

I know how to use different watercolor painting techniques to create values and textures.

I can use problem solving skills when issues arise while painting with watercolor.

**Week #8 Continue **Unit #4** – Color assignment inspired by Georgia O’Keeffe**

**Learning Target –Printmaking**

**I know how to implement a variety of contrasting elements in the positive and negative space to create a successful composition.**

**I know how to use and respect art materials in printmaking.**

**I can create a series of prints that demonstrates successful printmaking techniques.**

**Week #9 Continue **Unit #5** Printmaking**

- Positive and negative space
- 50/50
- Historical elements
- Series work

**Week #10 Continue **Unit #5****

**Learning Targets: 2 -Point Perspective**

I know and understand the Elements and Principles of Design.

I know and understand how to create imagery using 2-point perspective.

I know how to represent space by incorporating depth of field in drawing.

I know the different types of pencils used in drawing.

I understand why we use value in a drawing.

I can render shading in drawing.

I understand the importance of a clean art room. I can clean up after myself and help others.

I can revise my artwork based on feedback and reflect on my artwork.

I know and understand what a critique is and the process of critiquing art work.

**Week #11 Introduce **Unit #6** - “Perspective”**

- Mount the best 3 prints and sign edition
- 1 Point Perspective vs. 2 Point Perspective
- Begin Cityscape

**Week #12 Finish **Unit #6** - “Perspective” Last Week of the Trimester**

- Finish Cityscape & Critique

- Clean Art Room

### **How do artist get their ideas? Can you add to the list that works for you?**

- Observation
- Dreams
- Social Media
- Friends/Family
- Nature
- Research other artist
- Looking at art
- Reading/story telling
- Emotions/feelings
- Experiences
- Politics
- Going to new place
- Traveling
- Current events
- Discussion and feedback
- Self-expression

### **Critique Sheet**

**Elements:** Line, Shape, Texture, Form, Color, Space, Value

**Principles:** Balance, Contrast, Rhythm, Repetition, Pattern, Emphasis, Unity, Variety, Movement

\*\*\*Use Complete Sentences with proper grammar, punctuation and spelling.

#### **1. DESCRIBE THE WORK:**

What media was used for your artwork? Describe the content using the appropriate elements:

**2. ANALYZE THE WORK:** (Make sure to include to the corresponding elements!)

What is the dominant principle?

Read and identify how this principle is applied in your work?

**3. INTERPRET THE WORK:** (WHAT WAS COMMUNICATED? Interpretation, the Art of Seeing Art process, combines our descriptions and analysis with our previous knowledge and any information we have about the artist and the work. Interpretation allows us to draw conclusions about the image.)

**What is the meaning, mood or feeling of your artwork?**

**Is there a personal voice?**

**What was the intention of the artist?**

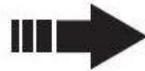
**4. EVALUATION:** (WHAT DO YOU THINK OF THE ARTWORK?)

Is it a successful piece of art? Why?

What could have been done differently to make it better?

# Describe

what you see



# Analyze

its organization

## Picture Label Information

Artists name, titles, date, size, and category of the work.

## Subject Matter

Recognizable images of people, animals, things, conditions.  
What are they doing? What is large/small, near/far, in front/behind, gradated, progressive?

## Art Elements

Line, Shape, Form, Value, Color, Space, Texture

## Principles of Design

*Unity* - How is it achieved (proximity, similarity, continuation)?

*Variety* - Variations in elements, figures, or objects to avoid monotony? Contrasts of direction, size, and complexity?

*Emphasis* - Is your attention drawn to a specific object? How so?

*Rhythm* - Repetition, alternation, or progression (large to small, dark to light) of art elements, objects or figures?

*Movement* - Do elements move or direct your eyes?

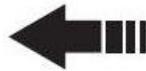
*Proportion* - Are size and amount relationships normal, exaggerated? Do they emphasize or suggest space or mood?

*Pattern* - Repetition of an element or combination of elements?

*Balance* - Symmetrical, asymmetrical or radial balance?

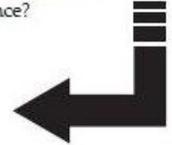
# Evaluate

its success



# Interpret

what it's saying



## Philosophies of Art

One or more Philosophies of Art may provide a reason for your judgement.

## Other Criteria

*Craftsmanship* - Degree of skill, technique and their relationship to the subject matter and purpose of the work.

*Design* - Organization of materials and visual information that enhances the final form, and supports the content?

*Originality* - A new, novel, or inventive treatment of an idea, medium, or style by an individual?

*Fame of the Artist* - How well is the artist / style known. Importance of achievements? Affected the work of others?

*Historical Importance* - Has it played a role in the history of art, or a historical event, or been owned by a famous person?

*Comparison* - How does the work compare with other artworks similar in content and medium?

## Mood or Feeling

you associate with the work? Does this seem connected with or removed from your everyday life?

## Similes and Metaphors

based on things from your description and analysis may help identify the meaning of an artwork.

## Hypothesis, or Theory

about the meaning of the work based on your information.

## Defense

Can you defend our theory with evidence from your description and analysis? with evidence from other sources such as art history or art texts, magazines, and your past experiences that relate to the artwork?