

MANCHESTER REGIONAL HIGH SCHOOL

ART2
FINE ARTS EDUCATION

REVISED
2015

Manchester Regional High School Board of Education

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COURSE DESCRIPTION: ART 2

Art 2 continues a student's exploration with broader areas of art. The purpose of this course is to reinforce the basic concepts introduced in Art I and developed to include new media and avenues of creative expression. Included will be an introduction to various art media and careers available in the varied aspects of the arts.

COURSE DATA:

Length of Course	Full Year
Credits	Five
Periods per Week	Five
Classification	Elective-Grade 10-11-12
Prerequisite	Art 1

GRADING STRUCTURE:

Benchmark for mastery of course content is 65%; content mastery for students with IEP's may be less than the Board of Education approved minimum for regular education students.

EVALUATION:

The purposes of evaluation are to provide information about student progress and to determine how well students can work with the tools and media in each unit. Teachers will evaluate student progress in hands-on projects, class participation, quizzes, and final exams.

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A. COURSE TITLE: ART 2

This course introduces drawing, design, ceramics and painting. Class work includes introduction to various materials needed to work with each new area.

B. COURSE PROFICIENCIES:

Minimal proficiencies which students must master to receive credit for the courses are:

- I. Students will be able to work with the following media:
 - a. Clay
 - b. Ruler
 - c. Pencil
 - d. Paint
 - e. Markers
 - f. Color Pencils
 - g. Charcoal
 - h. Templates
- 2. Students will be able to create a clay sculpture using various methods.
- 3. Students will be able to complete an acrylic painting.
- 4. Students will keep a proper care of equipment and supplies.
- 5. Students will adhere to safety rules.
- 6. Students will improve drawing and design skills.
- 7. Students will continue to grow in 3D Art.

C. EVALUATE ACTIVITIES

- 1. Weekly grade based on quality and quantity of work
.....50%
- 2. Class projects and Quizzes
50%

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COURSE OUTLINE: ART 2

GUIDELINES FOR HEALTH AND SAFETY

The Fine Arts and Crafts programs include in their curriculum a general guideline for students' health and safety in the Art room. This will be introduced at the beginning of the school year in each section of Art. The purpose of this lesson is to make the students aware of the necessity for a safe classroom environment and how they can contribute to this end.

Guidelines for Students' Health and Safety in the Art Room i.e. Right To

Know. Students will be introduced to the following areas:

1. Exposure to hazardous substances occurs by three routes-Inhalation (breathing), Ingestion (swallowing), and Absorption (skin contact).
2. Illness from exposure to hazardous substances can result in acute illness or chronic illness.
3. Some general rules for
Safety: DO NOT sniff art supplies. DO NOT eat in the Art Room. DO NOT paint skin.
DO NOT use found objects or products.
WASH HANDS after working, for good hygiene.
READ PRODUCT LABELS and "RIGHT TO KNOW" LABELS. TURN FAN ON AND OPEN WINDOWS WHEN APPROPRIATE.
Follow directions given at beginning of each unit.

FINAL ASSESSMENT

ACTIVITY: Group Project to design a poster to represent Safety and procedures in the Art Room and Quizzes.

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COURSE OUTLINE: ART 2

UNIT 1: Drawing 1

A. Unit Goals

1. Develop a more critical approach as to the importance of what we perceive.
2. Experiment with various drawing techniques.
3. Use a variety of drawing surfaces.
4. Provide experiences in figure drawing through a variety of approaches.
5. Introduce volume to the drawn objects.
6. Develop skills in rendering various surfaces.
7. Learning shading & value scale

STANDARDS

1.1.12D1

1.3.12D1-5

1.4.1B1

Time Frame: 5-6
weeks

B. Student
Outcomes

The student will be able to do, to the best of his/her ability:

1. Define an object graphically in terms of value, line and form.
2. Undertake the use of various drawing media.
3. Attempt to draw human figures through a variety of approaches.
4. Manifest skills for showing space and volume.
5. Draw using different techniques and media.

C. Instructional materials, methods and equipment that will be utilized in drawing are:

- I. Basic uses of pencil (soft, hard), pens, marking, charcoals, brush and sharpies.
2. Drawings, which vary in size-life size to miniature-, should be used to enable a student to adjust to volume and space problems.
3. Critique of drawings by accepted masters through books and reproductions.
4. Detailed drawings of still subjects to develop concentration and perception skills.
5. Use our environment to furnish inspirational material to draw.
6. Provide situation experiences to extend the classroom atmosphere.

D. Suggested Activities.

1. Figure drawing from students.
2. Draw negative space around figure to emphasize the importance of displaced space.
3. Life size drawings of each other on rolled paper.
4. Detail small objects using hard pencils and a firm drawing surface.
5. Studies of the eyes, nose, ears, hair, lips, hands, etc.
6. Gesture drawing for quickening observation skills.
7. Still life situations within the classroom.
8. Sketching outdoor themes in the fall, such as organic forms, trees, plants, etc.
9. Group murals.
10. Draw to emphasize the strong influence of design and its importance to drawing.

E. Methods of Evaluation

1. Teacher/student conferences
2. Evaluation of student drawing
3. Group discussions
4. Work grade

F. Final Assessment

Three objects from magazines- half size and double
Render one object in five different techniques
Vocabulary Quiz

UNIT II: Advance Design

A. Unit Goals

- I. Understand the principles of good design
2. Apply principles of design to relate to their projects.
3. Experience through related projects, the visual importance of design.

STANDARDS

1.1.12.D1-2

1.3.12D1-5

1.4.12A4

1.4.12B1-2

Time frame: 8-10 weeks

B. Student Outcomes

1. Use artistic terms in communicating concepts dealing with design.
2. Gain specific design principles through experiencing projects dealing with all design elements.
3. Display increased skills associated with using materials.

C. Instructional materials, methods and equipment that will be utilized in the study of design.

1. Materials and equipment utilized

- a. Paper
- b. Color pencils
- c. Markers
- d. Water color
- e. Scissors
- f. cardboard
- g. Tempra paint
- h. Templates
- i. Ruler
- J. Colored paper

2. Discuss various reproductions dealing with different types of paintings and artists.

3. Show examples of students' work.

D. Suggested Activities

1. Positive and negative design using words.
2. Working with tessellations
3. Repeated patterns and shapes
4. Design using symmetry
5. Design in stitchery

- E. Methods of evaluation
 - 1. Work grade
 - 2. Teacher/student conferences
 - 3. Critique

- F. Final Assessment

Design: Students will create many styles of design with various materials.

UNIT III: Ceramics

A. Unit Goals

1. Define terms used in ceramics.
2. Perform assignments within the ability of the individual student using the pinch, slab and coil methods of construction.
3. Understand the process of transforming clay into ceramics through a heat process.
4. Apply design concepts to the construction and decoration of the ceramic piece.
5. Exhibit workmanship of materials.
6. Apply glaze with an understanding of color concept.

STANDARDS

1.1.12D1-2

1.3.12D1,3,4,5

1.4.12B1

Time Frame 6-8 weeks

B. Student Outcomes

1. Define the terms associated with the field of ceramics.
2. Apply design principles to the formation of aesthetically pleasing ceramic shapes.
3. Demonstrate care of glazes and equipment used to apply glazes to bisqueware.
4. Gain skills in wedging clay.
5. Demonstrate slab and coil building techniques.
6. Create a 3-D sculpture using clay.

C. Instructional materials, methods and tools that will be utilized in ceramics are:

1. Videos illustrating the proper techniques for wedging and working clay into useful objects.
2. Assorted scrapers and clay tools.
3. Demonstrate wrapping and storage techniques.
4. Care and use of brushes used for applying glazes.

D. Suggested Activities

1. Construct chimes, bells or small pots that employ the pinch method.
2. Design a square tile and apply surface textures. This can be used as a trivet.
3. Form a container from slab that is capable of becoming hanging plant holder.
Employ a coil method to create a container for flower arrangements.
4. Combine a slab and coil technique in a project.

E. Methods of Evaluation

1. Quizzes
2. Teacher/student conferences
3. Class discussions
4. Work grades

F. Final Assessment

Create a 3-D project-pottery or sculpture.
Vocabulary Quiz

UNIT IV: Painting

A. Unit Goals

1. Apply design skills to artistic problems dealing with our immediate surroundings.
2. Gain first hand observation skills.
3. Create perspective in painting.
4. Relate to previous learning experiences to environmental painting.
5. Develop skill in color blending and application.

STANDARDS

- 1.1.12D1-2
- 1.3.12D2,3
- 1.4.12B1

Time frame:6-8
weeks

B. Student Outcomes

The student will be able, to the best of his/her ability:

1. Gain skills in seeing and recording through aesthetic experiences.
2. Show the objects that are further away from us appearing smaller in a painting.
3. Blend colors in order to harmonize objects with a painting.
4. Paint directly from objects.
5. Distinguish colors that will enhance the mood within a painting.
6. Use color scheme from the color wheel.
7. Paint monochromatic color schemes.

C. Instructional materials, methods and tools that will be utilized in painting are:

1. Paper canvas & Brushes
2. Small cups for blending paint.

D. Suggested Activities

1. Paint the inside of an organic object in a monochromatic color scheme.
2. Paint a mirror image design.
3. Paint a 3-D effect in with tempura
4. Paint a reversal of positive and negative shapes.
5. Group painting of wall murals.
6. Objects painted using monochromatic colors.

E. Method of Evaluation

1. Quizzes
2. Class critique of projects
3. Work grade

F. Final Assessment

An acrylic or tempra painting.

