

MANCHESTER REGIONAL HIGH SCHOOL

ART I
FINE ARTS EDUCATION

REVISED
2015

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COURSE DESCRIPTION: ART 1

Art is an introductory course in design, fundamentals of drawing, color analysis, painting and sculpture. Emphasis is placed on "Hands On" projects as well as aesthetics and Art Criticism. Art ability is not a requirement. The purpose of this course is to encourage the enjoyment of creating self worth and working with a variety of media, as well as to gain skill and knowledge in this subject area.

COURSE DATA:

Length of Course	Full year
Credits	Five
Periods per week	Five
Classification	Elective- open to grade 9-10-11-12

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 purpose of evaluation is to provide information about student progress and to determine how well a student can work with the tools and media in each unit. Teachers will assess student progress on "Hands On" projects, class participation, and final exams.

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A. COURSE TITLE: ART I

This course covers a broad spectrum of experiences in the art area. These areas include: Design, Drawing, Color, Painting, & Sculpture. Emphasis is on experimentation with new media. Class work includes introduction to various materials needed to work with each area.

B. MINIMUM PROFICIENCIES:

The student will:

1. Be able to work with the following media:
 - a. Paper
 - b. Color pencils
 - c. Tempera paint
 - d. Cardboard
 - e. Markers
 - f. Glue
 - g. Scissors
2. Be able to distinguish each of the art areas and their sub-areas: design, drawing, color, painting, and sculpture.
3. Take care of equipment and all class supplies.

C. EVALUATE ACTIVITIES:

Evaluation will be based on the following weighted components:

1. Class participation..... 50%
2. Projects and Quizzes 50%

D. FINAL ASSESSMENT

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COURSE OUTLINE: ART 1

GUIDELINES FOR HEALTH AND SAFETY

The Fine Arts and Crafts program 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 o 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 on 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.

COUSRE OUTLINE: ART1

UNIT 1: Fundamentals of Drawing

A. Unit Goals

1. Display an awareness of relationships that exist within an object.
2. See proportion and its relative importance in rendering.
3. Provide opportunities for expressive drawings to take place.
4. Utilize a variety of media in drawing.
5. Exhibit sensitivity in drawing or interpreting objects.
6. Exhibit and awareness of flight and dark values in drawing.

Standards

**1.1.12.D.1
1.3.12D1-5
1.4.12B.1**

B. Student Outcomes:

The student will:

1. Demonstrate a more critical approach to looking as his/her surroundings as well as his/her Art project.
2. Compare differences when we examine various subjects.
3. Express ideas verbally as well as through various Art media.
4. Use drawing as a tool to develop thinking.
5. Perceive light and dark areas and their importance to drawing.

C. Suggest instructional materials, methods and equipment that will be utilized to teach drawings are:

1. **Types of drawing exercises**
 1. Drawings completed from nature
 2. Still life compositions
 3. Drawing with lines showing movement
 4. Technical Illustrations
 5. Contour drawing
 6. Half-face
 7. Portraits
 8. 3D Objects

2. Vary the use of drawing media.

1. Pencil
2. Charcoal Pencil
3. Crayon
4. Watercolor
5. Chalk
6. Color pencil markers

D. Suggested activities

1. Still life objects
2. Use of student models
3. Outdoor sketching
4. Quick drawing
5. Gesture drawing
6. Rendering of everyday objects
7. Thumb-nail drawings
8. Drawing from magazines

E. Methods of Evaluation

1. Performance evaluation
2. Class critiques
3. Teacher/Student Conference
4. Weekly work grade

E. Final Assessments

ACTIVITY: Students will create a drawing that includes value scale principles and drawing techniques.

G. Time Frame: 5 weeks

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UNIT II: Introduction to Design

A. Unit Goals

1. Define the elements of design as single modules.
2. Apply the principles of design to relate to all other color analysis.
3. Experience through related projects, the visual importance of design.

Standards:

1.1.12D1-2

1.3.12D.1-5

1.4.12.A.1-4

1.4.12.B.1-2

Time frame: 6-8 weeks

B. Student Outcomes

1. Use artistic terms in communicating concepts dealing with design.
2. Gain insight specific design principles through experiencing projects dealing with isolated topics.
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. Pencils
 - c. Markers
 - d. Water color
 - e. Scissors
 - f. Colored pencils
 - g. glue

2. Discuss various reproductions dealing with different types of paintings and artists.
3. Show examples of students' work.

D. Suggested Activities

1. Line exercises-symmetrical & 4-symmetrical, and grids.
2. Texture-collect materials that are similar in color but vary in texture.
Arrange these materials into a collage.
3. Repetition-
Draw a series of shapes that repeat themselves
Draw a series of shapes that basically repeat themselves, but are modified to produce a more interesting design.
4. Reversal design of positive and negative shapes and forms.
5. Interpretation of a design in stitchery
6. Positive & Negative design
7. Optical art
8. Circle design

E. Methods of evaluation

1. Performance evaluations
2. Teacher/student conferences
3. Critique
4. Weekly work grade

F. Final Assessment

ACTIVITY: Students will create a positive/negative design using creative fonts & names.

UNIT III: Color Analysis

A. Unit Goals

1. Comprehend basic terminology.
2. Apply proper mixing techniques.
3. Identify primary colors & secondary colors.
4. Prepare a color wheel.
5. Make tints, shades and tones of one color.
6. Create with a monochromatic color scheme.
7. Paint with complimentary colors.
8. Employ optic art concepts to a design.
9. Use three related colors in a painting.
10. Paint to blend colors which are determined by a still life.
11. Use warm and cool color relationships in one composition.

Standards

1.1.12D1-2

1.3.12D2,3

1.4.12B1

Time Frame: 6 -8 weeks

These unit goals will be carried into the unit on painting because the scope of the items covered cannot be covered in one unit or even one year.

A. Student Outcomes

The student will:

1. Learn and apply terminology dealing with color concepts.
2. Identify hue, tints, shades and tones of one color.
3. Paint a color wheel with primary, secondary and intermediate colors.
4. Complete a monochromatic color painting.
5. Inject the concept of complimentary colors into a design study.
6. Paint with 3 related colors.
7. Exhibit skill using optic color concepts.
8. Blend soft edge colors together.
9. Demonstrate warm/cool colors and their impact within a design.

B. Instructional materials, methods and equipment that will be utilized in the unit covering color.

1. Dealing with various aspects of color will be employed as well as examples of student work.
2. Demonstrations on the color wheel and its application to numerous problems related to color.
3. Materials that may be used to develop color concepts are:
 - a. Colored pencils
 - b. Water colors-transparent/opaque
 - c. Markers
 - d. Pastels
 - e. Paper
 - f. Collage
 - g. Tempra paint

C. Suggested activities

1. Paint a color wheel and charts that illustrate tints, shades, tones, monochromatic scale, complimentary scale, warm/cool colors, and related colors.
2. Paint a composition predicated on a still life design or imagination with tints only.
4. Draw and paint using a monochromatic color scheme.
5. Paint a still life with natural forms using a complimentary color scheme.
6. Paint using water colors

D. Methods of evaluation

1. Performance results
2. Teacher observation
3. Teacher/student conferences
4. Student exhibit of work in the hallways
5. Weekly work grade

E. Final Assessment

ACTIVITY: Students will create several paintings including the following color theory principles: primary, secondary and tertiary colors, complementary and analogous colors.

UNIT IV: Introduction to painting

A. Unit goals

1. Display of color studies extended into pictorial translations.
2. Care and use of painting equipment.
3. Experiences in interpretive expressions.
4. Gained knowledge of technical drawing.
5. Experimentation with a variety of media.
6. Demonstration of compositional skills cultivated.

Standards

1.1.12D1-2

1.3.12D,2,3

1.4.12B1

TimeFrame: 6-8 weeks

B. Student Outcomes

The student will:

1. Care for equipment used in painting.
2. Gain skill in mixing and applying paint.
3. Expand his/her ability to see relationships of design elements to interacting units within a painting.
4. Experiment on a personal basis with his/her thoughts within the circle of good design concepts

C. Instructional materials, methods and equipment that will be used in painting will be similar to the list given under color, in addition to the following items:

1. Tempera paint
2. Brushes
3. Cardboard
4. Drawing paper

D. Suggested Activities

Much of this unit is an extension of the preceding unit on color in terms of color problems given. Painting activities might include:

1. Abstract
2. Non-objective
3. Realistic
4. Design dealing with values

E. Final Assessment

ACTIVITY: Students will create (2) projects that include the following color theory principles: warm/cool colors, neutral colors and tint/shade techniques.

F. Methods of Evaluation

1. Teacher/student conferences
2. Teacher observation
3. Weekly work grade
4. Quizzes

G. Timeframe: 6-8 weeks

Unit V: Introduction to Sculpture

A. Unit Goals

1. Develop perception skills that deal with form and 3D design.
2. Display skill with materials.
3. Enrich the aesthetic senses to forms, shapes and textures.
4. Expand the students' exploration of materials.
5. Explore the qualities of each material used and the approaches possible with the specific material.
6. Apply design concepts to forms and space.



Standards

1.1.12D1-2

1.3.12D1,3,4,5

1.4.12.B1

Time Frame: 6 - 8 weeks

A. Student Outcomes

The student will:

1. Demonstrate awareness of 3-dimensional space concepts.
2. Display a varied use of materials associated with sculpture.
3. Gain sensitivity to surface textures.
4. Apply design principles from a 2-dimensional plane to a 3-dimensional concept.
5. Students will complete a relief sculpture

C. Instructional materials, methods and tools that will be used to study sculpture:

1. Use student examples, which exemplify solutions to special concepts.
2. Demonstrate the manipulative skills involved in paper, cardboard and newspaper.
3. Emphasize the additive approach and the subtractive method of working with materials.
4. Develop skills in model building.
5. The tools used would be paper cutter, cardboard, various types of glue, paint, scissors, newspaper.

B. Suggested Activities

1. Construct models for sculpture by fabricating cardboard.
2. Translate these models into larger shapes in cardboard-shapes should be free standing with a base. Use textures and paint white.
3. Employ a relief approach and construct a decorative panel. Use negative spaces.
4. Design and construct a decorative panel out paper and cardboard that will be supported vertically on a wall.
5. Create a paper-mache sculpture.
6. Create a mobile using cardboard.

C.Methods of Evaluation

1. Student Critique
2. Teacher/student conference
3. Teacher evaluation of goals
4. Class exhibit
5. Weekly class participation

D.Final Assessment

SCULPTURE: Students will create a 3-D sculpture.

Vocabulary Quiz

