

# Art Foundations

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Introductory level art course. Students engage in the artistic process using a variety of both 2D and 3d art mediums: drawing, painting, printmaking, sculpture, etc. There is a strong focus on the fundamentals of drawing in order to build a good foundation in the creation of art. Students will develop critical skills in art appreciation, communication, and problem solving that will translate into other disciplines, life in and out of the classroom, and future career choices. Students will self-reflect and self-evaluate their work. Artworks are created for display inside the school and community. All work is kept in both a physical and digital portfolio.

## Graduation Standards

**A | Disciplinary Literacy - Visual Arts:** Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes

**B | Creation, Performance, and Expression - Visual Arts:** Students create, express, and communicate through the art discipline.

**C | Creative Problem-Solving:** Students approach artistic problem solving using multiple solutions and the creative process.

**D | Aesthetics and Criticism:** Students describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

**E | Visual and Performing Arts Connections:** Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

## Unit 1 Elements of Art & Principles of Design

Summary

Students develop an authentic understanding that the art elements are important because they are the building blocks of composition. All seven art elements matter and need to be explained and explored. Students will also learn how they can organize their elements through the principles of design. Once they have a good understanding of the elements, they can begin to consciously think about movement, rhythm, balance, variety, contrast, unity, repetition, and emphasis. These lessons develop both their understanding and their skills and will take their work to the next level.

Performance Indicators Assessed in Unit

Students evaluate all the features of composition.  
 a. Evaluate Elements of Art: color, form, line, shape, space, texture, and value. (VPA A2a)  
 b. Evaluate Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity. (VPA A2b)

Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (VPA B2)

	<p>Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (VPA C1)</p> <p>Students analyze and evaluate art forms. a. Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy. (VPA D1a)</p> <p>Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation. (VPA E4)</p> <p>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (VPA E5a-i)</p>
<b>Unit 1a</b>	<b>Portfolios (Course Long)</b>
Summary	Students will maintain a digital and physical portfolio of their work throughout this course. In addition to the artwork itself, students will document the creative process for each unit. This includes writing an artist statement for each work OR writing an artist statement that conveys the artistic vision demonstrated throughout a body of work. Students will set goals for time management and work towards those goals using class time and/or additional time.
Performance Indicators Assessed in Unit	<p>Students create a body of original artwork. (VPA B3)</p> <p>Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection. (VPA B4)</p> <p>Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (VPA C1)</p> <p>Students make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts. (VPA E3)</p> <p>Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation. (VPA E4)</p> <p>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (VPA E5a-i)</p>
<b>Unit 2</b>	<b>Contour Line Drawing</b>
Summary	Students will develop drawing skills using a variety of techniques (blind contour, continuous contour, nondominant hand, etc.). Students will also compare the effects of contour drawing from gesture drawing. Drawing from observation is the focus of this unit as students draw a variety of subject

	<p>matter using pencil, marker, ink and nontraditional art materials. Students will use their new skills and knowledge to develop an original artwork, or collection of original artwork. Students will reflect on their creative process and participate in a peer critique.</p>
<p>Performance Indicators Assessed in Unit</p>	<p>Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (VPA A3)</p> <p>Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (VPA B1)</p> <p>Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (VPA B2)</p> <p>Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (VPA B2)</p> <p>Demonstrate knowledge of visual art concepts. (VPA B3b)</p> <p>Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (VPA C1)</p> <p>Demonstrate an understanding of the difference between a personal opinion and an informed judgment. (VPA D1c)</p> <p>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (VPA E5a-i)</p>
<b>Unit 3</b>	<b>Negative Space</b>
<p>Summary</p>	<p>Students will deepen their understanding and skill level of representing three dimensional objects on two dimensional surfaces by learning to see negative space. Students will product an original work that manipulates negative space. Students will reflect on their creative process and participate in a peer critique.</p>
<p>Performance Indicators Assessed in Unit</p>	<p>Students evaluate all the features of composition.</p> <p>a. Evaluate Elements of Art: color, form, line, shape, space, texture, and value. (VPA A2a)</p> <p>b. Evaluate Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity. (VPA A2b)</p> <p>Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (VPA B1)</p> <p>Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (VPA B2)</p>

	<p>Demonstrate sophisticated use of media, tools, techniques, and processes. (VPA B3a)</p> <p>Demonstrate knowledge of visual art concepts. (VPA B3b)</p> <p>Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (VPA C1)</p> <p>Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy. (VPA D1a)</p> <p>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (VPA E5a-i)</p>
<b>Unit 4</b>	<b>Perspective</b>
Summary	<p>Students will learn how to use sighting as a tool for determining proportion between objects and spaces in an artwork that demonstrates one point perspective. Students who are familiar with one point perspective will have the opportunity to learn two and/or three point perspective. Students will also have the opportunity to manipulate photographs to create forced perspective. Perspective throughout art history will be explored through formal analysis. Students will reflect on their creative process and participate in a peer critique.</p>
Performance Indicators Assessed in Unit	<p>Students research and explain how art and artists reflect and influence culture and periods of time. (VPA A1)</p> <p>Students evaluate all the features of composition. Evaluate Elements of Art: color, form, line, shape, space, texture, and value. (VPA A2a) Evaluate Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity. (VPA A2b)</p> <p>Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (VPA B1)</p> <p>Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (VPA B2)</p> <p>Demonstrate knowledge of visual art concepts. (VPA B3b)</p> <p>Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or nonprint sources. (VPA D1b)</p> <p>Research and explain how art and artists reflect and shape their time and culture. (VPA D1d)</p>

	<p>Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures. (VPA E1)</p> <p>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (VPA E5a-i)</p>
<b>Unit 5</b>	<b>Value &amp; Grid</b>
Summary	<p>Value adds realism to any two dimensional artwork. Students will learn how to identify and create values in a variety of media including, but not limited to, pencil, ink, and charcoal. Students will also familiarise themselves with the grid method of drawing. We will debate the ethical use of the grid method and why it is sometimes controversial among professional artists. Students will create an original artwork that demonstrates understanding of value using the grid method. Students will reflect on their creative process and participate in a peer critique.</p>
Performance Indicators Assessed in Unit	<p>Students research and explain how art and artists reflect and influence culture and periods of time. (VPA A1)</p> <p>Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (VPA A3)</p> <p>Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (VPA B1)</p> <p>Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (VPA B2)</p> <p>Demonstrate sophisticated use of media, tools, techniques, and processes. (VPA B3a)</p> <p>Demonstrate knowledge of visual art concepts. (VPA B3b)</p> <p>Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (VPA C1)</p> <p>Demonstrate an understanding of the difference between a personal opinion and an informed judgment. (VPA D1c)</p> <p>Research and explain how art and artists reflect and shape their time and culture. (VPA D1d)</p> <p>Students analyze skills and concepts that are similar across disciplines. (VPA E2)</p> <p>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (VPA E5a-i)</p>

<b>Unit 6</b>	<b>Self Portraits</b>
Summary	A self portrait is an artwork that is autobiographical. Artists have pushed the boundaries of what constitutes a self-portrait. We will examine the history of self portraits and participate in formal analysis of the work of professional artists. Students will then exercise artistic choice in media, technique and process to create a self-portrait. Students will reflect on their creative process and participate in a peer critique.
Performance Indicators Assessed in Unit	Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (VPA E5a-i)
<b>Additional Units May Include</b>	<b>Collage</b> <b>Painting</b> <b>Ceramics (Clay)</b> <b>Printmaking</b> <b>3D Sculpture</b>

### Summative Assessments Retake

- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

### Grading of Formative Assessments

- Formative assessments will count as 20% of the grade.
  - Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
  - The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
  - The method of scoring of formative assessments will be determined by assignment.