

Studio Art

Introduction and Course Outline

PACE High School
An Independent Ohio Community School

Welcome to the Studio Art course. During this semester you will learn to use the basic materials and techniques for creating works of visual art. You will also learn about artists and cultures that contribute to our rich global artistic heritage. I look forward to discussions with you about art, artists, and your thoughts about art and how this course can become the best in Cincinnati and maybe the nation.

Purpose: You will be able to use the basic materials, tools and techniques of the visual arts to create your own original artworks. You will be able to use a basic art vocabulary and to identify traditions of the visual arts from various geographic areas and historical periods. You will be able to identify and analyze artists, techniques, and the cultures in which artworks were created.

Assignments: The course outline describes each of the studio assignments, the museum visit and the research project required to pass this course. You are required to complete three assignments per week. You must have a folder for your course outline, glossary, handouts, grading journals, and museum report and research project. Drawings, plans, and completed assignments must be kept in the pocket folder assigned to you. There is a tracking document so that you will know your progress in the course.

Website: <http://www.helenrindsberg.com>
This website contains links to PowerPoint presentations on artists, artworks and artistic techniques you will explore this semester. There are also museum websites to help you with your compositions and written assignments. As other good sites and resources are found, they are added. I welcome your suggestions.

Standards: You must complete all studio assignments, including the introductory PowerPoint presentations on the techniques and sample artworks at the beginning of each unit. You must complete one research assignment in which you'll read a handout, view a PowerPoint presentation, take a short quiz then complete a short writing assignment. You must participate in one museum visit and complete a short written assignment on what you see. The research and museum visit can be done at any time.

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Semester One Course Outline

Structure: After the introductory unit, all studio units follow the same structure outlined below. (Research and museum units have different structures.)

1. **Explore:** The first assignment will be an introduction to the vocabulary, materials and tools that you will use. You will learn the basic concepts through a PowerPoint presentation and **explore** how artists have used these materials to create their artworks.
2. **Experiment:** In the second assignment you will **experiment** with the materials and get comfortable with various techniques for using the tools and materials creatively. You will **experiment** with ideas for your own work. You are expected to use the correct vocabulary words as you discuss your artwork.
3. **Express:** In the third assignment, you will use the materials, tools and one or more techniques to create your own artwork to **express** your ideas and feelings about the subject of the unit.
4. **Grading:** You will use a grading journal to record what you learn for each unit. At the top is a grid where you will write notes about each assignment in the unit and your progress. When you have completed all three assignments, you will reflect on what you have learned. In the next section you will write a summary using the prompts. At the bottom is an area for Ms. Rindsberg's comments about your research, creativity, effort and cooperation in class.

Unit One: The Basics of Studio Art – Learn and Have Fun

Assignment #1: Handout #1 “Start With Stamps” explains the details for this project. You will create an artwork using pre-made stamps that will be displayed in the classroom on the Wall of Fame. You can have fun with colors and shapes that will be a unique expression of your personality.

Unit Two: Personal Landscapes

Assignment #2: Handout #2 “Personal Landscapes” explains the details for this unit. It describes the goals and standards for the unit. You will explore how artists express their ideas and feelings about the natural world.

Assignment #3: You will experiment, designing a cut or torn paper collage that expresses your ideas and feelings about a personal landscape in your life; it can be a real place or a fantasy.

Assignment #4: From your experiments, you will create a final artwork, the cut or torn paper collage about your personal landscape.

Unit Five: Story Quilts

Assignment #5: Handout #5 “Story Quilts” explains the details for this unit. It describes the goals and standards for the unit. You will explore how artists tell stories in quilts.

Assignment #6: You will experiment, designing a story quilt square using the subject “Our PACE Community.” You will use construction paper to create geometric shapes, symbols, patterns, words, and/or figures.

Assignment #7: From your experiments, you will choose your final design. You will create two identical finished quilt squares in construction paper. One will be added to the PACE Community Quilt.

Unit Eight: Advertising and Typefaces

Assignment #8: Handout #8 “Advertising and Typefaces” explains the details for this unit. It describes the goals and standards for the unit. You will explore how advertising artists use different typefaces to distinguish their products and catch our attention.

Assignment #9: You will experiment with different typeface styles and graphics to create your own logo using your name. You will also try different arrangements for the letters and graphics.

Assignment #10: From your experiments, you will choose your best idea that expresses you and your name. You will create your finished logo.

Unit Eleven: Museum Visit

Assignment #11: Sign up and participate in a tour of the Cincinnati Art Museum led by Ms. Rindsberg. Ask questions as you view the artworks, about the artist, materials, and/or culture; your grade is based on your discussions. Take notes about the 24 artworks discussed on the handout provided. You need your notes for assignment #12.

Assignment #12: Write a three-paragraph essay – double-spaced – (one paragraph for each item below) that describes:

- 1) The artwork that you liked the most and why the artwork appeals to you.
- 2) The artwork that you liked the least and why it didn't appeal to you.
- 3) Something that surprised you about an artwork, an artist or the museum itself.

For each artwork, identify:

- 1) The title, artist, date, material, and culture
- 2) The theme – human form, natural world, spiritual world
- 3) The type of artwork – painting, sculpture, drawing, etc.
- 4) The tools of the artist that appealed or didn't appeal to you
- 5) What ideas and feelings did the artist communicate to you?

Unit Thirteen – How To Look At Art: Part A

- A. Describe the physical characteristics of the work
 1. Elements of Design: line, color, texture, space
 2. Principles of Design: repetition, emphasis, balance, unity, contrast
 3. Elements of Content: subject matter, ideas, intention, symbols
- B. Consider the artist and the period in which the art was created
 1. Where did the artist live?
 2. In what culture did the artist live?
 3. How many years ago was the artwork created?
- C. Describe the emotional impact of the work on you, the viewer
 1. Feelings of excitement, anticipation, pleasure
 2. Memories of places or events
 3. Hopes for the future for yourself or others

Assignment #13: Read the art history course Handout #13 “Tools of the Artists.” View the PowerPoint (PPT) presentation #13 “How To Look At Art: Part A.” You may view either the one from the Western Art History course or the one from the Non-Western Art History course. Study your glossary of art terms to understand the vocabulary of this “Tools” handout. Earn a passing grade on the quiz “How To Look At Art: Part A.”

Assignment #14: Use museum websites and choose one work of art to analyze. Write a draft – double-spaced – of a five-paragraph essay using at least ten of the terms in your paper:

- 1) Identify and describe the Elements of Design in the work (1 paragraph).
- 2) Identify and describe the Principles of Design in the work (1 paragraph).
- 3) Identify and describe the Elements of Content in the work (1 paragraph).
- 4) Write about the emotional impact (appeal to your heart) of the artwork on you. What ideas and feelings does the artist communicate to you (1 paragraph)?
- 5) Give information about the artist, his/her life, artistic achievements and the time in which the artwork was created (1 paragraph).

Paste a copy of the artwork into your word processing document; identify title, artist, date, size, medium and museum. If you copy any information from a website, remember to put it in quotes (“ ”).

Ms. Rindsberg will use Checklist #15 from the art history courses to see that you have met the standards. Make any corrections needed.

Unit Fifteen: Printmaking

Assignment #15: Handout #15 “Printmaking” explains the details for this unit. It describes the goals and standards for the unit. You will explore how artists create designs that can be printed many times to make multiple copies of the same artwork.

Assignment #16: You will experiment with different shapes, creating at least three geometric designs that communicate rhythm. You will rotate the designs and experiment with color to see how that affects the rhythm.

Assignment #17: You will create a printing block with your final design. You will create five exact copies or five variations on your designs to express rhythm.

Unit Eighteen: Fascinating People

Assignment #18: Handout #18 “Fascinating People” explains the details for this unit. It describes the goals and standards for the unit. You will explore how artists express their ideas and feelings about fascinating people in their lives.

Assignment #19: You will experiment with the materials and techniques for using tempera paint. You will mix primary colors to create secondary colors and use black and white to make shades and tints.

Assignment #20: You will create a finished painting that expresses your ideas and feelings about a fascinating person in your life. It can be a portrait, self-portrait or narrative painting.

Unit Twenty-One: Three Dimensional Masks

Assignment #21: Handout #21 “Three Dimensional Art - Masks” explains the details for this unit. It describes the goals and standards for the unit. You will explore how artists around the world express their spiritual beliefs in masks used for rituals and celebrations.

Assignment #22: You will experiment with the materials and techniques for creating a sculptured mask from paper mache and found objects. You will prepare a working drawing that shows details of your mask and explains how you will build the mask.

Assignment #23: You will create a finished mask that expresses a spiritual belief of a culture that you researched.

Unit Twenty-four: Reflective Essay

Assignment #24: View the PowerPoint Presentation “Through An Artist’s Eyes.” Choose one of the artworks that you created this semester. Write a draft – double-spaced – of a four-paragraph essay analyzing your artwork. You should describe, as Mr. Pepper did:

- 1) How you chose your subject and why.
- 2) How you changed your artwork as you experimented and why.
- 3) What ideas and/or feelings you expressed in your artwork and why.
- 4) What you learned about creating art from the assignment.

Assignment #25: Ms. Rindsberg will use Checklist #25 to determine if you have met all the standards for the assignment. Make any additions, corrections or improvements needed.