Mrs. C. Spencer

**Art Foundations 11- 12**

**Course Syllabus 2015-2016**

**Course Description**

Visual Art Foundations 11 and 12 are comprehensive courses designed to facilitate a broad range of experiences in 2-D and 3-D Visual Arts. This course is designed to provide a balanced program of study in both traditional and contemporary 2-D and 3-D art-forms such as drawing, painting, assemblage sculpture, mixed media and design.

Art Foundations 11 and 12 provides opportunities for students to develop their technical skills in relation to perceiving, responding to, creating, and communicating about a wide variety of types of images.

There are four main goals in Visual Art at Collingwood:

1. Understanding how to use the artistic process combined with‘Big Ideas’ (larger themes) to create personally meaningful work
2. Further developing skills using a variety of art materials and processes.
3. Understanding art in both a historical and contemporary context.
4. Fostering an environment where curiosity and critical thinking guide student learning

Our units are designed to help you learn what it is like to think like an artist, creating work using a variety of materials. Our aim is to teach you how to use the artistic process (thinking, planning and creating like an artist) to create work that is meaningful to you. Each unit you will work through skill building exercises (in your sketchbook and elsewhere), and then use these prompts as a warm-up for each major project. Rather than having a specific end point, you will be given an overall theme, or ‘Big Idea’ to focus on. Your work will be original, and involve your own unique ideas, with a focus on interpreting and developing themes within your work. You will learn to work independently by choosing what supplies to use, and how to interpret each project.

We will use technology to research, share, and create works. You will create and maintain a blog. You will turn in your work for each unit by creating a blog post with images of your work (both finished, and in progress) along with a written reflection.

You will also participate in a critique at the end of each unit where you will be expected to share your work and develop and share opinions regarding the work of others.

Important Contact information:

Email: courtenay.spencer@collingwood.org

## My website: (go here to find project instructions, that I will update as units progress)[the ART smock](http://www.weebly.com/weebly/toSite.php?site=583574030433307484)

1. [http://theartsmock.weebly.com](http://theartsmock.weebly.com/)

**In Art Foundations 11/12 it is expected that students will:**

* Develop artworks using a variety of media
* Create personally meaningful images in a variety of 2-D and 3-D art-forms
* Develop a personal visual voice through an exploration of their sense of selves as artists
* Increase their level of sophistication, complexity, and independence as they explore a range of art-forms and their interrelationships
* Respond to images in a range of art-forms
* Develop critical-thinking skills as applied to the work of self and others
* Examine the role of art in past and present societies
* Document and evaluate their creative processes and artworks
* Explore a range of visual arts careers

**The overall Instructional Goals for Art Foundations 11/12 include the following:**

* To enable students to develop the knowledge, skills, and attitudes required to select and apply a variety of image development and design strategies to create 2-D and 3-D artworks.
* To enable students to analyze image development and design strategies in works of art.
* To enable students to examine the relationships among personal, cultural, social and historical contexts, and how the visual arts are influenced and influence these contexts.
* To enable students to gain an in depth understanding of the visual elements and principles of art and design as they apply to 2-D and 3-D art-forms
* To enable students to refine their technical proficiency in applying the elements and principles of design to their own work and to manipulate selected elements and principles of design according to the medium.
* To enable students to develop competence in their selection and use of a variety of traditional and contemporary materials, technologies, and processes, to create meaningful artworks in a range of 2-D and 3-D art-forms.
* To enable students to learn the safe use, storage, and handling of materials and equipment.
* To Emphasize making art as an ongoing “evolutionary” process that involves the student in informed and critical decision-making.
* To Help students develop technical skills and familiarize them with the functions of the visual elements and principles of art and design.
* To understand and be able to confidently apply the **“Principles of Possibility”** in a Post-Modern art world such as: play, forming of self, investigating community themes, encountering difference, attentive living, empowered experiencing, empowered making, deconstructing culture, reconstructing social spaces, and not knowing.

**BC Prescribed Learning Outcomes for Art Foundations 11 & 12**

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| **Process Organizers** | **Art Foundations 11** | **Art Foundations 12** |
| **Image Development and Design Strategies** |
| **Perceiving & Responding** | * Compare the effects of 2-D and 3-D images (*works*) derived from a variety of image sources
* Examine the relationship between the use of particular image-development strategies and intended mood and message
* Analyze the image-development strategies use in Aboriginal art-forms in BC
* Analyze ethical and legal considerations associated with the design of images
* Identify the impact of traditional and contemporary technologies on image development
 | * Critique the effectiveness of image-development strategies used in particular 2-D and 3-D works
* Critique the relationship between image-development strategies and the intended mood and purpose
* Justify the use of image-development strategies in their work
* Evaluate ethical and legal manipulations of using existing images in personal image making
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| **Creating and Communicating** | * Create 2-D and 3-D works to achieve specific purposes, using a variety of image sources
* Apply a variety of image-development strategies to create 2-D and 3-D works to reach a specific audience or achieve a specific purpose
* Create 2-D and 3-D works that demonstrate a relationship between image-development strategies and art processes
* Apply design strategies to solve a design problem
 | * Demonstrate self-direction in selecting image sources to create 2-D and 3-D works to achieve a specific purpose
* Demonstrate self-direction in selecting image-development strategies to create 2-D and 3-D works to achieve a specific purpose
* Apply design strategies to solve a design problem
* Use a variety of image-development strategies to create a series of images/works on a single concept
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| **Context** |
| **Perceiving and Responding** | * Compare the roles that the visual arts have in reflecting, sustaining, and challenging beliefs and traditions
* Analyze how context influences the content and form of images
* Demonstrate awareness of issues related to Aboriginal art-forms in BC
* Compare the effect of collections, installations, and displays of 2-D and 3-D works in a variety of settings
* Justify interpretations of and preferences for selected images
* Analyze ethical factors affecting the production of 2-D and 3-D works
* Demonstrate understanding of the skills and training needed to pursue visual arts and arts-related careers
 | * Evaluate the roles that the visual arts have in reflecting, sustaining, and challenging beliefs and traditions
* Evaluate how content and form influence and are influenced by personal, historical, social, and cultural contexts
* Analyze characteristics of images from a variety of cultures
* Analyze issues related to Aboriginal art-forms in BC
* Justify a position on ethical issues affecting the production of 2-D and

3-D works* Analyze values and meanings attached to collections, installations, and displays of 2-D and 3-D works in a variety of settings
* Justify personal interpretations of and preferences for images
* Identify skills developed through the study of visual arts that can be transferred to a variety of careers
* Establish goals for lifelong participation in the visual arts
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| **Creating and Communicating** | * Create 2-D and 3-D images/works:
* That reflect personal contexts
* That express, defend, or challenge beliefs, values, and traditions
* That reflect historical and contemporary themes
* That reflect art movements
* For specific purposes
* Develop a presentation of images for a specific purpose
 | * Create 2-D and 3-D works:
* That reflect personal contexts
* That express, defend, or challenge beliefs, values or traditions
* That reflect historical and contemporary themes
* That reflect art movements
* For specific purposes
* Develop a presentation of images for a specific venue, audience and purpose
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| **Visual Elements and Principles of Art** |
| **Perceiving and Responding** | * Analyze how particular elements and principles are used to create meaning and effect in 2-D and 3-D works
* Identify characteristics of particular elements and principles in various cultures
* Identify the use of particular elements and principles of art in Aboriginal art-forms in BC
* Explain how particular combinations of elements and principles influence personal preference
* Use appropriate visual arts terminology in art criticism
 | * Critique the use of the elements and principles as used to create meaning and effect in 2-D and 3-D works
* Compare characteristics of particular elements and principles in various cultures
* Predict the effect of altering visual elements and principles of art and design in selected images
* Justify selection of visual elements and principles of art and design
* Analyze how particular relationships of elements and principles influence personal preference
* Analyze the role of visual elements and principles of art and design in various art styles and movements
* Demonstrate proficient use of appropriate visual arts terminology in art criticism
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| **Creating and Communicating** | * Create 2-D and 3-D works that demonstrate effective use of particular elements and principles
* Manipulate selected visual elements and principles of art and design of an image to:
* Achieve a specific purpose
* Alter the meaning or effect of images
 | * Create 2-D and 3-D works that demonstrate effective use of the elements and principles to convey the intended mood or message
* Manipulate selected visual elements and principles of art and design of an image to:
* Achieve a specific purpose
* Alter the meaning or effect of images
* Reflect stylistic or cultural influences
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| **Materials, Technologies and Processes** |
| **Perceiving and Responding** | * Analyze how materials, technologies and processes are used to affect the meaning of 2-D and 3-D works
* Compare the use of materials, technologies and processes in a range of 2-D and 3-D art-forms
* Identify particular techniques used in selected Aboriginal art-forms in BC
* Identify the effect of evolving technologies on the production and distribution of images
* Use appropriate art terminology to discuss materials, technologies and processes
 | * Evaluate the effect of the selection of materials, technologies and processes on the meaning and purpose of 2-D and 3-D works
* Compare the use of materials, technologies and processes in a range of 2-D and 3-D art-forms
* Analyze contemporary issues related to the use of materials, technologies and processes
* Evaluate ethical and legal implications of using technology to reproduce and distribute images
* Use appropriate art terminology in discussing materials, technologies and processes
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| **Creating and Communicating** | * Apply appropriate materials, technologies and processes to achieve intent in 2-D and 3-D art creation
* Demonstrate competent use of techniques specific to selected materials, technologies and processes
* Use digital technologies to create images/artworks
* Demonstrate the appropriate preparation, clean-up, care and storage of materials and artworks in all stages of development
* Use materials, equipment and workspace in a safe and environmentally sensitive manner
 | * Demonstrate self-direction in selecting materials, technologies and processes
* Use a variety of materials, technologies and processes proficiently to create 2-D and 3-D artworks
* Manipulate a combination of materials, technologies and processes to support intent in 2-D and 3-D works
* Select materials, technologies and processes to create a series of works on a concept
* Use materials, equipment and workspace in a safe and environmentally sensitive manner
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Late Assignment Policy

After each assigned project due date, you will no longer be allowed to work on this project during class time. Despite these deadlines, late work can be turned in at any time for full credit up until the final date of MAY 20th. Keep in mind if you wish to be considered for major awards, (including colours), your work must be submitted by the end of the term in which the project was assigned. I will also accept any work you wish to redo with the same deadlines applying.

Assessment

Artwork and Reflection (Blog posts)……………………………70%

Critique / Group Participation…………………….10%

Sketchbook /Journal exercises……………………..20%

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| **Course Overview & Timeline**The following will be covered in Art Foundations 11/12:**TERM 1** **September & October** Content and Skills/Materials to Be Explored – Drawing & Painting Basics Reviewed and Exploring Issues of Identity* Observational Contour drawing
* Tonal drawing
* Gestural, Still Life, Life Drawing
* Compositional Techniques
* Expressive Line drawing/Mark Making
* Brushwork Techniques and Colour Possibilities

**Mini’s to Include:** ‘From the Fire’ ,Draw something and ‘trash it’, Hand lettering Challenge, Contour and Drawing from observation warm-ups, Blog reflections**Major Studio Assignment:** “Collections” (A mixed media drawing)**November** **Content and Skills/Materials to Be Explored –** Drawing and Painting Continued…* Drawing with – play on positive/negative space
* Coloured Pencil Techniques
* Pushing Imaginative Boundaries – Looking at something in a new way!

**Mini’s to Include:** Sketchbook Assignments and Blog reflections**Major Assignment:** “With Fresh eyes” (Mixed Media)**TERM 2** **December/January** **Content and Skills/Materials to Be Explored –** Collage andMixed Media Experimentation, and Celebrating the power of found imagery * Exploration and Experimentation with Mixed Media Materials & Techniques (ink, dry drawing media, collage, found objects, layering, texture, transfers, build-up vs. reduction, loose vs. tight drawing, etc.)
* Using technology as a tool for generating ideas and planning (pinterest etc)

**Mini’s to Include:** Every image has a story, Paint on paper and Collage, Sketchbook Assignments, Blog reflections**Major Studio Assignment:** “Five Alive” (a collage series), “Diagram This!” (mixed media)**TERM 3** **February/March** **Content and Skills/Materials to Be Explored –** Introduction to Sculpture (Calder’s mobiles)* Sculptural Basics (hand-building and assemblage techniques)
* Idea Generation – Investigating line’s in space and different points of view through the magnification of form

**Mini’s to Include:** A cut-up drawing**,** leave it somewhere public,Sketchbook Assignments**Major Studio Assignment:** “Insect Mobiles” “Make and Destroy”**April/May** **Content and Skills/Materials to Be Explored –** -Drawing/Painting Review, -Discussions and reflections surrounding Art & Fear.-Stepping our of our comfort zones-What inspires us to produce?-The habits of successful artists**Mini’s to Include:** log reflections**Major Studio Assignment:** “Chromophobia – Painting in a Culture of Fear” “The Unfamiliar”**June** The month of June will be used primarily for finishing work, and blog reflections for final submission. |
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