FINE ARTS COURSE SYLLABUS

**Course Title:** STUDIO ART FOUNDATION PROGRAM: Drawing & Color (STUDIO I)

**Department:** ART

**Primary Course Materials:**
DRAWING:
PENCIL (2B, 4B, 6B; CHALK/PASTELS/CHARCOAL; BLACK MARKER/INK; colored markers/ink; scratchboard; crayon; conte crayons; colored pencils

COLOR:
COLORED PENCILS, COLORED PAPER, PASTELS/OIL CRAYON, tissue paper, WATERCOLORS, TEMPERA/ACRYLICS

**Course Description:** The Drawing and Color component of the STUDIO ART FOUNDATION PROGRAM provides directed hands-on opportunities to discover, learn and refine one's knowledge and skill in drawing and the use of color.

Assignments are given which require a variety of observational, abstract, and imaginative work, and although the curriculum implies the need for pre-planned studies, opportunities for spontaneity are also provided.

All major assignments require a minimum of 3 investigative sketches and/or a preparatory exercise, and there will be a minimum of one class critique per marking period. Major assignments will be introduced and/or critiqued with at least one art historical reference.

Student learning will be assessed in the following categories: INVESTIGATION, TECHNICAL PROFICIENCY, ARTISTIC INTENTION, APPLICATION OF INSTRUCTION, and PRESENTATION/COMMUNICATION.

**Essential Questions:**

**Course Objectives:**
Chelmsford High School's Art Foundation Program is designed to serve two purposes. First, the program provides a comprehensive visual art education which is necessary for the total learning development of the high school student. Secondly, it provides the groundwork for all future pursuits in art at the high school.

**Common Goals:**

**Thinking and Communicating**
1) ☐ Read information critically to develop understanding of concepts, topics and issues.
2) ☑ Write clearly, factually, persuasively and creatively in Standard English.
3) ☑ Speak clearly, factually, persuasively and creatively in Standard English.
4) ☑ Use computers and other technologies to obtain, organize and communicate information and to solve problems.
5) ☐ Conduct research to interpret issues or solve complex problems using a variety of data and information sources.

**Gain and Apply Knowledge in and across the Disciplines**
6) ☐ Gain and Apply Knowledge in:
   a) ☐ Literature and Language
   b) ☐ Mathematics
   c) ☐ Science and Technology
d) Social Studies, History and Geography

e) Visual and Performing Arts

f) Health and Physical Education

Work and Contribute

7) Demonstrate personal responsibility for planning one’s future academic and career options.

8) Participate in a school or community service activity.

9) Develop informed opinions about current economic, environmental, political and social issues affecting Massachusetts, the United States and the world and understand how citizens can participate in the political and legal system to affect improvements in these areas.

Learning Standards from the Massachusetts Curriculum Framework:

A chart is attached identifying which of the standards from the Massachusetts Curriculum Frameworks will be assessed in this course.

Additional Learning Objectives Beyond the Curriculum Framework:

Students will learn to take responsibility for maintaining the condition of art tools, supplies and their own work space.

Students will learn to respect the ideas of others.

Content Outline:

DRAWING:

Required Drawings: portrait, observational drawing, abstract drawing, imaginative drawing

CONCEPTS: (each will have an observational and a non-observational experience)

Shape, Form, Line, Value, Perspective, Texture, Composition

SKILL OBJECTIVES:

Create an image or composition using only shapes.

Create studies using line to do the following:

create various values
create textures
create form through line direction
define form by using contour lines

Create a finished drawing using line in at least two of the above ways

Create studies rendering form in the following shading techniques:

density variation
pressure variation

Create a finished drawing using value to create or suggest form

Create an observational study that accurately depicts relative proportion

Create a drawing using perspective to create an accurate representation of space

COLOR:

Required color studies: monochromatic study, warm/cool study, analogous study

CONCEPTS: (when appropriate each will have an observational and a non-observational experience)

Color Theory and Mixing: monochromatic, warm/cool, analogous, complementary

Color Perspective, Expressive Color, Color Transparency

SKILL OBJECTIVES:

Create a composition using monochromatic color to render form

Create a composition in which all color is mixed on surface
Create a composition in which color change is created by transparent layers
Create studies in which full gradation of color is achieved by blending within the mentioned color schemes
Create a composition using color perspective to give the illusion of depth on a 2-D surface, by one of the following ways: dark to light; pure to saturated
Create a composition using color to express a mood or feeling
## Major Evaluation Strategies:

<table>
<thead>
<tr>
<th>Name of Assessment</th>
<th>Type of Assessment</th>
<th>Common Goals Assessed</th>
<th>Standards Assessed</th>
<th>Other Objectives Assessed</th>
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### Learning Standards from the Massachusetts Curriculum Framework:

#### MUSIC STRANDS AND STANDARDS

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>PreK–12 STANDARD 1</td>
<td>Students will sing, alone and with others, a varied repertoire of music.</td>
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<tr>
<td>PreK–12 STANDARD 2</td>
<td>Students will read music written in standard notation.</td>
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<tr>
<td>PreK–12 STANDARD 3</td>
<td>Students will play instruments, alone and with others, to perform a varied repertoire of music.</td>
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<tr>
<td>PreK–12 STANDARD 4</td>
<td>Students will improvise, compose, and arrange music.</td>
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<tr>
<td>PreK–12 STANDARD 5</td>
<td>Students will describe and analyze their own music and the music of others using appropriate music vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.</td>
</tr>
<tr>
<td>PreK–12 STANDARD 6</td>
<td>Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.</td>
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<tr>
<td>PreK–12 STANDARD 7</td>
<td>Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.</td>
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<tr>
<td>PreK–12 STANDARD 8</td>
<td>Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.</td>
</tr>
<tr>
<td>PreK–12 STANDARD 9</td>
<td>Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.</td>
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<tr>
<td>PreK–12 STANDARD 10</td>
<td>Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.</td>
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#### THEATRE STRANDS AND STANDARDS

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<th>Standard</th>
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<tbody>
<tr>
<td>PreK–12 STANDARD 1</td>
<td>Students will develop acting skills to portray characters who interact in improvised and scripted scenes.</td>
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<tr>
<td>PreK–12 STANDARD 2</td>
<td>Students will read, analyze, and write dramatic material.</td>
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<tr>
<td>PreK–12 STANDARD 3</td>
<td>Students will rehearse and stage dramatic works.</td>
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<tr>
<td>PreK–12 STANDARD 4</td>
<td>Students will demonstrate skills in using the basic tools, media, and techniques involved in theatrical production.</td>
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<tr>
<td>PreK–12 STANDARD 5</td>
<td>Students will describe and analyze their own theatrical work and the work of others using appropriate theatre vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.</td>
</tr>
<tr>
<td>PreK–12 STANDARD 6</td>
<td>Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.</td>
</tr>
<tr>
<td>PreK–12 STANDARD 7</td>
<td>Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.</td>
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<tr>
<td>PreK–12 STANDARD 8</td>
<td>Students will demonstrate their understanding of styles,</td>
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<thead>
<tr>
<th>Concept</th>
<th>PreK–12 STANDARD 7: Roles of Artists in Communities</th>
<th>Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.</th>
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<tbody>
<tr>
<td>PreK–12 STANDARD 8: Concepts of Style, Stylistic Influence, and Stylistic Change</td>
<td>Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.</td>
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<td>PreK–12 STANDARD 9: Inventions, Technologies, and the Arts</td>
<td>Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.</td>
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<tr>
<td>PreK–12 STANDARD 10: Interdisciplinary Connections</td>
<td>Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.</td>
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**VISUAL ARTS STRANDS AND STANDARDS**

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<th>Standard</th>
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<tbody>
<tr>
<td>PreK–12 STANDARD 1: Media, Materials, and Techniques</td>
<td>Students will demonstrate knowledge of the media, materials, and techniques unique to the visual arts.</td>
</tr>
<tr>
<td>PreK–12 STANDARD 2: Elements and Principles of Design</td>
<td>Students will demonstrate knowledge of the elements and principles of design.</td>
</tr>
<tr>
<td>PreK–12 STANDARD 3: Observation, Abstraction, Invention, and Expression</td>
<td>Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.</td>
</tr>
<tr>
<td>PreK–12 STANDARD 4: Drafting, Revising, and Exhibiting</td>
<td>Students will demonstrate knowledge of the processes of creating and exhibiting artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.</td>
</tr>
<tr>
<td>PreK–12 STANDARD 5: Critical Response</td>
<td>Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.</td>
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