

# **Intro to Art**

**(A.K.A Fundamental Design)**

**A one-semester elective course in the High School Art Department**

**This course is offered for one-half credit**

**This course is a prerequisite for all other art courses at the high school level.**

**Developed by:**

Steven Deeb

Kimmi Dukes

Karen Feder

Bobby Kelly

Tony Leonardo

Hope Palmer

Gail Piepenburg

Sarah Rozdilski

Lynn Schatzle

Tom Szmrecsanyi

Nina Weis

## Overview/Course Description

Fundamental Design is an introductory course providing a strong foundation for students to build upon through the study of the basic Elements and Principles of Design. Students will be required to creatively solve numerous two and three dimensional design problems using a variety of media, materials and equipment. Historical and aesthetic discussion will intersperse art production and evaluation. Fundamental Design is a one-half credit, one-semester prerequisite for all other art courses at the high school level.

## K – 12 Arts Education Content Standards - Michigan Department of Education

Content Standard I	All students will apply skills and knowledge to perform in the arts
Content Standard II	All students will apply skills and knowledge to create in the arts.
Content Standard III	All students will analyze, describe and evaluate works of art.
Content Standard IV	All students will understand, analyze and describe the arts in their historical, social, and cultural contexts.
Content Standard V	All students will understand, analyze and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

## Units of Study

The four units of study will be presented as a cumulative approach to the art making process. Students will use the elements of design to create artwork through organizational skills that reflect the principles of design.

<b>UNIT I-</b>	<b>Mark Making</b>
<b>UNIT II-</b>	<b>Value</b>
<b>UNIT III-</b>	<b>Design Application</b>
<b>UNIT IV-</b>	<b>Color</b>

### Each Unit is composed of:

**Key Concepts** that state the major ideas students are expected to comprehend.

**Benchmarks** are statements of what students will know or are able to do while progressing towards achieving the standards.

**Assessment Tasks** are suggestions of ways students can demonstrate the degree to which they have reached the Benchmarks.

**Opportunities for Integration** are connections between concepts with the unit and subject matter from related units or disciplines.

**Authentic Application/Career** are statements that show where these skills and processes are used in the world beyond school.

**Instructional Resources** are listed materials that support the teaching of this unit.

## Unit I – Mark Making

### Key Concepts

1. Line is a basic foundational design element created by various mark making strategies
2. The effective use of a variety of media and tools determines how line reflects texture in two dimensional and three dimensional art
3. Line has been an essential component in the communication process throughout history and across cultures.

### Benchmarks

Students will:

1. Experiment with various media to produce artwork containing expressive lines. (ART.I.VA.HS.1), (ART. I.VA.HS.2), (ART.I.I.VA.HS.6)
2. Apply media, techniques, and processes with sufficient skill and sensitivity that personal intentions are carried out in artworks. (ART.I.VA.HS.1), (ART.II.VA.HS.1), (ART. III.VA.HS 1), (ART.III.VA. HS.4), (ART.V.VA.HS.3)
3. Compare characteristics of mark making within a particular historical period or style with ideas or themes in the visual arts. (ART.II.VA.HS.3), (ART.V.VA.HS.4)
4. Demonstrate awareness of line in their environment (ART.II.VA.HS.2), (ART.II.VA.HS.3)

### Assessment Tasks

Assessment is a continuous process in the Art classroom that includes one or more of the following activities: monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept, originality, skill, progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

### Examples

The students will perform tasks such as:

1. Develop a contour line drawing of a still life assessed with rubric criteria measuring expressive line quality.
2. Reflect upon the characteristics and assess the merits of his/her personal artwork through written critique of identified criteria.
3. Reflect on the art of others by participating in oral critiques of identified criteria.
4. Replicate line as it is applied in various cultures by creating a painting such as an Aboriginal x-ray painting.

### Integration

1. Use line and mark making to create topographic maps in Social Studies.
2. Use computer programs such as Adobe Photoshop, Illustrator, Corel Draw etc. to create graphs, illustrations and layout in Math and Technical Drawing.
3. Recognize line, shape and texture in other arts such as music, dance, and theater.

### Authentic Applications

1. Students will identify the use of line as a visual reduction of the environment for communicating ideas.
2. Students will identify line used in the many facets of commercial and industrial design as a way to communicate ideas through sketches and storyboards.

## Unit II – Value

### Key Concepts

1. Value is an element of design concerned with the degree of light and dark.
2. Light and shadow affect the appearance of objects in space.
3. The illusion of depth and form can be created using a variety of values.

### Benchmarks

Students will...

1. Use a variety of wet and dry media to create a range of values from light to dark. (ART.II.VA.HS.1), (ART.II.VA.HS.2)
2. Investigate the importance of value within the context of drawing and painting to create mood and feeling. (ART.III.VA.HS.3)
3. Use values to heighten expressive features and organize principles. (ART.II.VA.HS.1)

### Assessment Tasks

Assessment is a continuous process in the Art classroom that includes one or more of the following activities: monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept, originality, skill, progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

### Examples

Students will perform tasks, such as:

1. Apply their understanding of value within art through a project such as translating a color photograph into a grayscale pencil drawing.
2. Produce artwork that uses value to create the illusion of form and depth through the use of perspective, shading and color.
3. Identify the effectiveness of using values to create the illusion of form and depth through a written critique of an established artist such as M. C. Escher.

### Integration

1. In science, students study light and how its reflection can influence values.
2. In Journalism and Photography, students can investigate the use of light in creating photographs.
3. The concept of light can be used metaphorically to create mood or feeling in a piece of writing.

### Authentic Applications

1. The use of light in theatre and photography creates visual effects.
2. The use of light in interior design affects mood and physical environment.

## Unit III – Design Applications

### Key Concepts

1. Design organizes the Basic Elements of Art (line, value, form, shape, space, color and texture) into a composition.
2. Design applies the Principles of Art (movement, contrast, unity, pattern, rhythm, balance, and focal point) into a composition.
3. An integrated understanding of how the Basic Elements and Principles of Art come together in a composition is essential to communicating effectively through Art.

### Benchmarks

Students will:

1. Create artworks that utilize the creative process while using the organizational principles and functions to solve specific visual arts problems. (ART I.VA.HS.4), (ART.II.VA.HS.2), (ART. II.VA.HS.4), (ART.II.VA.HS.5)
2. Use line, value, texture to further understand relationships in size and proportion of shapes or objects to one another. (ART.I.VA.HS.1). (ART I.VA.HS.3)
3. Compare characteristics of visual arts within a particular historical period or style with ideas, issues or themes in the humanities or sciences. (ART.III.VA.HS.3), (ART.IV.VA.HS.1), (ART. IV.VA.HS.2), (ART. IV.VA.HS.3), (ART.V.VA.HS.1), (ART.V.VA.HS.2), (ART.V.VA.HS.4)

### Assessment Tasks

Assessment is a continuous process in the Art classroom that includes one or more of the following activities: monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept, originality, skill, progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

### Examples

Students will perform tasks, such as:

1. Create artworks that use organizational principles and functions to solve specific visual arts problems, such as creating a graphic design for a compact disc within given criteria.
2. Demonstrate visual literacy when observing contemporary media images through an oral or written analysis of organizational structures and functions.
3. Recognize and describe design features and motifs as applied in Non-Western cultures

### Integration

1. Layout and design is essential for yearbook and newspaper organization.
2. Design elements are used in planning architectural drawings.
3. Students will be able to apply their understanding of design to computer aided design programs.

### Authentic Applications

1. The Elements of Design are universal concepts that apply to numerous industries, including automotive, marketing, engineering, architecture, and other applied arts.
2. Understanding the Elements of Design help students make more aesthetically informed choices as consumers.

## Unit IV – Color

### Key Concepts

1. Color is a multi-faceted, basic element of art that communicates shape, texture and other expressive qualities.
2. Light influences the hue, value and intensity of an image, defining shapes or objects in a composition that leads to further interpretations.
3. Color across culture... the use of color is influenced by culture.... Colors are interpreted differently in various cultures...

### Benchmarks

Students will:

1. Learn basic color theory and the importance of value within the context of color. (ART.I.VA.HS.1)
2. Intentionally use color to effectively communicate ideas and emotions. (ART.II.VA.HS.1), (ART.III.VA.HS.2), (ART.III.VA.HS.5)
3. Produce artworks incorporating color mixing to solve specific visual art problems. (ART.I.VA.HS.3), (ART.II.VA.HS.2)

### Assessment Tasks

Assessment is a continuous process in the Art classroom that includes one or more of the following activities: monitoring the work in progress, questioning and clarification to check for understanding, peer observations, group critiques during the process, journal or sketchbook activities, and peer/teacher feedback. Evaluation of artwork is based upon concept, originality, skill, progress, craftsmanship, and classroom participation. Assessment may include the use of rubrics, tests, portfolios, self-assessments, critiques, and exhibits.

### Examples

Students will perform tasks, such as:

1. Produce artwork that demonstrates an understanding of color theory by completing a painting using various color schemes according to criteria.
2. Identify basic color relationships within works of art by developing an oral or written critique of the artwork of an established artist.

### Integration

1. In science, students study the light spectrum and understand how light is broken into color by way of a prism.
2. Color theory has many applications within various forms of desk top publishing.

### Authentic Applications

1. Having a thorough understanding of color and color schemes, students will be able to make more informed choices as consumers.
2. Color has universal applications in all areas of the curriculum and mass media.
3. Knowledge of color can be applied to certain aspects of both chemical and industrial engineering.
4. Choosing a color scheme creates a personal style.
5. Using color effectively produces a desired effect within an interior space.

## **Instructional Resources**

Resources may include

1. Arttalk textbook - Ragans, R; (1995), Arttalk, MacMillan/McGraw-Hill School Publishing Co.
2. Art Reproductions
3. Art Teacher's Book of Lists, Hume, Helen D., Prentice Hall, New Jersey, 1998.
4. Art Websites such as ArtEdNet.
5. Books and other visual aides of art movements and art history
6. Instructor's professional artwork as examples
7. Local art exhibits
8. Michigan Art Education Association and National Art Education Association publications
9. Magazines such as: Scholastic Art, Arts and Activities, School Arts, National Geographic, photo stock books
10. Microsoft office/ Powerpoint
11. Slides of students work
12. Videos of various artist's work

## CAREER PATHWAYS

Career Pathways are careers that are grouped together because many of the people in them share similar interests and strengths. All pathways include a variety of occupations that require different levels of education and training. Selecting a Career Pathway provides a *focus* into which one can begin directing energies and determining a *tentative* career "fit" though it is always acceptable to change one's mind. By identifying with a pathway students are aided in selecting courses, extra-curricular activities and part-time employment. Career Pathways provide a plan for all students regardless of their interests, abilities, talents, or desired levels of education. *All pathways have equal dignity*. The following six (6) Career Pathways have been developed by the state of Michigan:

**Arts and Communications** - careers related to humanities and the performing, visual, literary and media arts.

**Business, Management, Marketing & Technology** - careers related to all aspects of business including accounting, business administration, finance, information processing and marketing.

**Engineering, Manufacturing and Industrial Technology** - careers related to technologies necessary to design, develop, install or maintain physical systems.

**Health Sciences** - careers related to the promotion of health as well as the treatment of injuries and disease.

**Human Services** - careers in child care, civil service, education, hospitality and the social services.

**Natural Resources and Agriscience** - careers related to natural resources, agriculture and the environment.



The accompanying **ART curriculum** falls within the **ARTS AND COMMUNICATIONS Pathway**. Some personal characteristics\* of people in this pathway are that they:

- ◆ seek opportunities for self-expression;
- ◆ Exhibit an imaginative and creative thinker;
- ◆ demonstrate good writing skills; and
- ◆ Posses strong communication skills.

Examples of additional careers\* that fall under this **pathway** include:

Advertising Agent	Interior Designer	Actor/Actress
Broadcast Technician	Clergy	Author
Photographer	Audiovisual Technician	Technical Illustrator
Public Relations Specialist	Photo Process Worker	Bookbinder
Painter and Sculptor	Merchandise Displayer	Dancer
Musician and Composer	Religious Worker	Broadcast Technician
Set Decorator	Radio and Television Announcer	Archivist & Curator
Advertising Copywriter	Historian	Commercial Artist

\* Taken from MOIScripts, Michigan Occupational Information System, © 2000