

Geneva CUSD 304
Content-Area Curriculum Frameworks
Grades 9-12
Art Foundations 2

<p><i>Mission Statement</i></p>	<p>The arts are basic to a balanced and complete education for all students. The arts help students learn to deal with ambiguity, to look at problems from multiple perspectives, to engage in speculative inquiry and to understand the role of arts in civilization.</p> <p>It is the hope of the Geneva High School Art Department to provide all students opportunities for enriched lifelong growth and that all students who participate in the arts will:</p> <ul style="list-style-type: none"> • be more aware of themselves, the natural and/or human-made environments, and the variety of cultures -- both past and present. • be independent thinkers enriched with sensitivity, responsibility and discriminating judgment • be self-motivated and self-disciplined in their intellectual and creative development • be confident in expressing themselves • cultivate his/her intrinsic desire to discover art as a life-long endeavor • possess creative problem solving as a basic life-skill, realizing that problems may be variable and complex and may demand flexible, fresh solutions.
<p><i>Course Sequence</i> (Grades 6-12)</p>	<p>Credit: 1/2 Prerequisite: Art Foundations I Grades: 9, 10, 11, 12 Course Fee: \$40.00</p>

Course Framework

Course Title Grade Level Semesters (1-2-3-4) Prerequisite	Art Foundations II Grades: 9, 10, 11, 12 Course Fee: \$40.00 1-2, and 3,4 Prerequisite: Art Foundations I
Course Description	Art Foundations II, using the basic concepts and skills developed in Art Foundations I, focuses on art media and processes as students further explore complex visual issues. Students refine their drawing skills through extensive exercises and projects while experimenting with many traditional as well as nontraditional drawing media. Painting and color experiences are expanded through the exploration of diverse painting styles and media, including tempera, oil pastels, acrylic paints, and watercolor. Other media/related investigations include printmaking and three-dimensional processes. Historic and aesthetic issues are woven into all studies. Students are responsible for outside-of-class assignments and for purchasing some supplies for the course.
District-approved Materials and/or Resources	Existing GHS internet access, computers, LCD projectors, smart boards.

Unit Frameworks

<p>Unit of Study: major topics</p>	<p>Based upon a series of seven concepts, students enrolled in the Art 2 class will further explore the applications, uses, and history of art by studying the "Principles of Art". This will be achieved by continuing the Foundations program's direction, but place a greater importance on their own personal experiences and insights into their art. Art 1 and 2 are one semester courses. Students enrolled in both, will receive a full years introduction to the concepts of established art pedagogy.</p> <p>These seven concepts are conveyed through seven projects. Each of these projects will illustrate the basic mindset of what the concepts are striving to portray. These projects will change/evolve/rotate from year to year to keep the program fresh.</p>	<p>Resources that will support instruction</p> <p>Research, Powerpoint, computers, internet, LCD, Smart Board, Art history, visual culture,</p>
<p>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</p>	<p>State goals; -Rhythm (Music) –</p> <ul style="list-style-type: none"> • 25.A. 1d Visual Arts: Identify the elements of line, shape, space, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation. • 25.B.2 Understand how elements and principles combine within an art form to express ideas. • 25.B.3 Compare and contrast the elements and principles in two or more art works that share similar themes. • 26.A.4e Visual Arts: Analyze and evaluate how tools/technologies and processes combine to convey meaning. • 27. A. 1b Identify how the arts contribute to communication, celebrations, occupations and recreation. • 27. A.2b Describe how the arts function in commercial applications (e.g., mass media and product design). • 27. A .5 Analyze how careers in the arts are expanding based on new technologies and societal changes. • 1.B.5a Relate reading to prior knowledge and experience and make connections to related information. • 1.C.5e Evaluate how authors and illustrators use text and art across 	

materials to express their ideas (e.g., complex dialogue, persuasive techniques).

- 13.B.4a Compare and contrast scientific inquiry and technological design as pure and applied sciences.

-Balance

(The Integrated Images project) –

- 25.A. 1d Visual Arts: Identify the elements of line, shape, space, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation.
- 25.A.2d Visual Arts: Identify and describe the elements of 2- and 3-dimensional space, figure ground, value and form; the principles of rhythm, size, proportion and composition; and the expressive qualities of symbol and story.
- 25.B. 1 Identify similarities in and among the arts (e.g., pattern, sequence and mood).
- 25.B.2 Understand how elements and principles combine within an art form to express ideas.
- 25.B.3 Compare and contrast the elements and principles in two or more art works that share similar themes.
- 26.B.1d Visual Arts: Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building and imagination.
- 26.B.4d Visual Arts: Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving.
- 27. A.3b Compare and contrast how the arts function in ceremony, technology, politics, communication and entertainment.
- 1.C.5c Critically evaluate information from multiple sources.
- 2.B.3b Compare and contrast common literary themes across various societies and eras.
- 2.B.5b Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives.
- 13.B.4e Evaluate claims derived from purported scientific studies used in advertising and marketing strategies.
- 14.D.5 Interpret a variety of public policies and issues from the perspectives of different individuals and groups.

-Movement

(Tape People) –

- 25.A.2d Visual Arts: Identify and describe the elements of 2- and 3-dimensional space, figure ground, value and form; the principles of rhythm, size, proportion and composition; and the expressive qualities of symbol and story.

- 25.B.5 Understand how different art forms combine to create an interdisciplinary work (e.g., musical theatre, opera or cinematography).
- 26.A.3e Visual Arts: Describe how the choices of tools/technologies and processes are used to create specific effects in the arts.
- 26.B.1d Visual Arts: Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building and imagination.
- 26.B.2d Visual Arts: Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing.
- 27. A. 4a Evaluate how consumer trends in the arts affect the types and styles of art products.
- 27. A .5 Analyze how careers in the arts are expanding based on new technologies and societal changes.
- 27. A. 1b Identify how the arts contribute to communication, celebrations, occupations and recreation.
- 5.A.5b Research, design and present a project to an academic, business or school community audience on a topic selected from among contemporary issues.
- 13.B.4a Compare and contrast scientific inquiry and technological design as pure and applied sciences.

Pattern

(Windows to the World) –

- 25.A.3d Visual Arts: Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.
- 26.B.2d Visual Arts: Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing.
- 27. A. 3a Identify and describe careers and jobs in and among the arts and how they contribute to the world of work.
- 27. A. 4a Evaluate how consumer trends in the arts affect the types and styles of art products.
- 27. A.4b Analyze how the arts are used to inform and persuade through traditional and contemporary art forms.
- 1.C.5c Critically evaluate information from multiple sources.
- 13.B.5a Analyze challenges created by inter-national competition for increases in scientific knowledge and technological capabilities (e.g., patent issues, industrial espionage, technology obsolescence).

	<p>-Contrast (Sketch Book Drawing Options) –</p> <ul style="list-style-type: none"> • 25.A.2d Visual Arts: Identify and describe the elements of 2- and 3-dimensional space, figure ground, value and form; the principles of rhythm, size, proportion and composition; and the expressive qualities of symbol and story. • 25.A.3d Visual Arts: Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence • 25.B.2 Understand how elements and principles combine within an art form to express ideas. • 25.B.3 Compare and contrast the elements and principles in two or more art works that share similar themes. • 26.B.2d Visual Arts: Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing. • 27. A.3b Compare and contrast how the arts function in ceremony, technology, politics, communication and entertainment. • 27. A.4b Analyze how the arts are used to inform and persuade through traditional and contemporary art forms. • 1.B.5a Relate reading to prior knowledge and experience and make connections to related information. • 1.C.5c Critically evaluate information from multiple sources. • Understand- how literary elements and techniques are used to convey meaning. • 2.B.3b Compare and contrast common literary themes across various societies and eras. • 13.A.5b Explain criteria that scientists use to evaluate the validity of scientific claims and theories. • 14.E.4 Analyze historical trends of United States foreign policy (e.g., emergence as a world leader - military, industrial, financial). • 14.F.5 Interpret how changing geographical, economic, technological and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights).
<p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<p>-Emphasis (The Caricature project) – Students will create two caricatures; One black and white, the other, color. One will be of themselves, the other of anybody else. They learn the implication and application of emphasis in cartoons, caricature and illustration.</p> <p>-Unity (Aesthetics Project) – Students draw a different card from three piles of cards to create a unique work of art. One pile of cards; an art term, a second</p>

pile of cards; an idea/concept, and the last; a famous quotation. Using their creativity, skills and artistic knowledge, each student will combine each the three to create their personal interpretation.

-Rhythm

(Music) – Each Student will create a visual reference to a song they like. They will base their approach by using the principle of rhythm and recognizing the connection to the science of sound and the (auditory) art of music. A cross curricular connection will be made and assessed to the student's project (and interpretation) results.

-Balance

(The Integrated Images project) – Each Student will have an opportunity to visually explain unity and creatively express their own interpretation by continuing the cut strips of magazine sections to create a completely different form of imagery in paint.

-Movement

(Tape People) – Each Student will review the element of FORM to make a cast of themselves using packaging tape. It would be impossible to do individually. They work in teams to complete this and to experience teamwork for art and grade. The movement principle is either in implied action or the work is physically suspended to rotate or rock.

Pattern

(Windows to the World) – Each Student will explore the various characteristics and techniques of paint. An understanding of Faux Finishing will enrich their paint knowledge base to either use, recognize, or commission in their careers. These painting techniques are professionally practiced, and not overly difficult to recreate.

-Contrast

(Sketch Book Drawing Options) – Each Student will render using a various number of drawing techniques. This exercise will provide the student with the skills and knowledge of different ways to sketch. Using past work each student explores their previous work deeper to incorporate a more professional piece.

Assessments	Performance Tasks Stated above in objectives with topics of study.	Other Evidence There is a final exam that requires the student to respond to what they can express using terminology and concepts learned in both art 1 & 2.
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