Ann Heideman - Ninth grade art - 2013-2014

INTRODUCTION TO 2D AND 3D ART

Freshman Learning Center

LEARNING GOALS

Students will learn the hand and eye skills necessary to use different media in both two and three dimensional creations.

Students will be able to identify and use a wide variety of art elements so as to become more aware of and fluent in the visual language of art.
Students will be able to combine these new skills with conceptual art elements and create work that expresses personal ideas - rational concepts, irrational moods - as well as sensed feelings and emotional ideas.

Students will understand that art is not just whatever the artist does, but a product of calculated manipulation of our senses by a skillful combination of art elements and media to move the viewer to a different and often personal point of view.

Students will also study and relate to how design is used to create all the human made objects that surround us – from cell phone design to cars to fashion to furniture to tools.

Assignments will often reference the work of artists from different times and cultures. Students will leave with a better understanding of how artists influence the flow of history by influencing how people have conceptualized their experiences.

Students will use a variety of traditional and non-traditional materials for creating a variety of art projects by drawing, designing, painting, digital imaging, and sculpting. This should prepare them to enter the tenth grade art classes specifically prepared for art and design, however, it will also prepare them for success in ceramics, digital imaging, web design, photography, wood and/or metal classes as well as any other class that requires training in the basics of using art elements and hand skills.

Each unit will concentrate first on skills but quickly move to being presented as visual problems for students to solve. Students will be asked to do a writing assignment so they can better

complete their grasp of the learning goals for each unit both in terms of skills and art ideas. Students will be encouraged to make a digital record of their work with both school devices – IPads and chrome books as well as their own tablets, laptops or phones. As the ninth grade curriculum and culture begin to be clarified my hope is it will easily attach to a website they have started for another class. Otherwise they can make a dedicated weebly art site that they can continue at the main campus.

Support material will be on my website – both my own material as well as links to other instructional pages

If a student identifies that art is important to their path through high school and beyond I would encourage them to take art for two semesters at the FLC. The curriculum can be modified for a second semester of more independent work. These students would be working in the framework of the ART and DESIGN curriculum already in place at the main campus. In art classrooms there is common to have more advanced students working side by side with the beginning students and it creates a creative classroom environment. I sincerely that freshman would have this opportunity to specialize in art from the beginning of their high school career.

Note – assignments from units may be mixed as the class moves along and one idea go to another, and because this is the first year of the class -however, we will study all units.

Unit one – hand skills / shape / composition

Projects – Notan cutouts, tessellations,
Skills – recognizing outlines of objects, drawing, cutting and pasting to create an image.
Art elements – representing three-dimensional objects with a two dimensional shapes
Art ex – 18th century silhouettes and cut outs and modern artist Kara Walker

Project - Folding and cutting to create symmetrical shapes and creating tessellating patterns out of two distinct shapes. Followed up with a 'crooked' tessellation
Skills- understanding how adding and subtracting from basic shapes preserves the area while changing the form and perimeter. Understanding the concept of fitting shapes on a two dimensional plane to completely fill space. Making clean edges
Art element - create recognizable patterns that conveys an infinitely repeating pattern. Or using the expectation of a repeating pattern to create transformation and movement
Art ex- Islamic tile design, industrial tile design, Escher, Fractals, Crooked quilts

Project – collages to illustrate the design elements
Skills- using 9 shapes to create a variety of compositions. Photographing them and then rearranging according to the need.
Art elements; basics of composition – understanding that many compositions can be created

from the same art elements
CTE – tie into sign designs and logos
Art example – look at examples on the internet
Materials – colored paper, white paper, scissors, rulers, pencils, erasers
iPads for reference images and recording an publishing photos on websites. Students can also use their personal devices

Unit two – line skills / illusion/ traditional perspective

Project – create a grayscale

Project – do a 'line glossary' – how many different kinds of lines can you make?

Projects –radiating line drawing drawing with different line weights to create linear illusions, abstract and or unreal spaces

Skills – basic pencil drawing, using a piece of paper as a box of space
Art elements – creating the illusion of space though dark and light lines, overlap, and relative size
Art ex - Cy Twombly, Al Held, Bryce Marden
Projects – creating a drawing of a space using perspective with chiaroscuro, over-lap and one point perspective
Skills – using a pencil and ruler with a vanishing point
Art elements – creating the illusion of three dimensional space on a flat surface
Art ex – looking at Italian renaissance drawings with perspective and comparing them to medieval works as well as Egyptian painting to understand the difference between styles and meanings of representation of the REAL world.
Materials – paper, pencils, erasers, straight edges, masking tape

Follow up project – create a surreal room – using traditional perspective make an imaginary and 'sureal' space.
Artist to look at – Salvador Dali, Rene Magritte

Unit three – color and design

Projects – creating color charts of primary, secondary and related colors. Making compositions with tints and shades and comparing them to a black and white value scale.

Project – paint a still life of apples. This can be done by copying a photo on iPad or from real apples.

Materials – tempera paint

Follow up project – impressionistic landscape – two Monet landscape copies in colored chalk

Second follow up project – make two – using ipads or personal device take two photos of simple landscapes, must have foreground, middle ground, background and sky. Must show time of day. Recreate the essence of the image with colored pastel on a colored paper.
Skills – mixing colors accurately, understanding how color relates to value, local vs. impressionist color, and optical mixing. Working with an iPad photo program to manipulate colors and change values
Art elements – using color temperatures and schemes to express mood or concept of how the world exisits

CTE – using color to express ideas about interior and product design – why are ipod ear bud white?
Art ex - Seurat and pointillists, Chuck Close, Joseph Albers,
New materials - acrylic paint, stiff paper, brushes, brush cleaner

Unit four – Portraits

Projects – skull drawings – from diagram

Measuring your own head – make a drawing

Do guided face drawing from tutorial

Take a photo of self or friend, do that portrait in pencil and then in color using tempera paint.

Unit five – working in three dimensions – creating functional designs with mid-range fire ceramics

Project: Pinch creatures –students will create imaginative creatures using pinch pot techniques
Art elements - exploring exaggerations – changing space and time perceptions-
art ex - African sculpture

Project: Soft – slab cup with pressed in and added 3d elements

CTE – dishware, volume formula, practical shapes, esthetic of form show function
Art ex - from ceramicist or student work, service designs in use now and in the past
Materials, clay, clay tools, glazes

Project – firm slab box - using all sides to express an idea through turning the box