Experimental Studio in Art

Grade 10, 11, or 12

Prerequisite: Exploring Art

Credit Value: 5

ABSTRACT

Students in the full-year Experimental Studio in Art course apply a variety of media, such as pen and ink, paint, and clay. The study of art history and aesthetic thought builds evaluative skills and creative techniques. The lives and times of representative artists are examined to provide students with the historical and cultural context in which the artists worked. Personal sketchbooks and work journals document students' progress as they study and apply the elements of art, principles of design, and technological advances in art. Emphasis is placed on the development of an appreciation of the artists' work and purpose. Successful completion of Experimental Studio in Art fulfills the NJ state graduation requirement for visual arts.

Adopted by the Somerville Board of Education on July 25, 2017
## Experimental Studio in Art
### Grade 10, 11, or 12

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
</tr>
</thead>
</table>

### Essential Question:
- How does value affect the way we look at the world?
- In what ways does value aid an artist to create texture?
- What role does line play in simulating texture?
- How does color express emotion in a work of art?
- What happens to harmony and unity when the principles of color theory are fully applied?

### Content:
- **Value**
- **Value and Texture**
- **Texture and Line**
- **Color**
- **Color Theory**

### Skills and Topics:
- **Value**
  - define value using positive and negative space
  - demonstrate value using the *chiaroscuro* method
  - analyze a grey tone photograph
  - apply research of examples of value to the development of an original work of art
  - assimilate lighting, point of view, and composition in an original work of art
  - conduct research about artists and the world events that affect(ed) their work
- **Value and Texture**
  - assess the impact of light and dark shapes on the creation of texture
  - collaborate to create a unified original work of art
  - apply the use of varied media (e.g., organic material, found objects, metals) to create paper
  - conduct research of examples of texture to add to a personal work of art
  - compile additional research regarding artists in a personal sketchbook project
- **Texture and Line**
  - differentiate among the types of lines (e.g., curved, diagonal, horizontal, vertical, zigzag)
  - utilize line as a tool to add value to an original work of art
  - employ varied media to create line textures
  - apply the use of real and simulated textures in an original work of art
  - conduct research of examples of line to add to a personal work of art
  - compile additional research regarding artists in a personal sketchbook project
- **Color**
  - analyze the use of color to create emotion in various works of art
  - apply the knowledge of color to produce a color palette of primary colors
  - examine the effect of different color schemes that evoke emotion in a variety of works of art
  - conduct research of examples of color to add to a personal work of art
  - compile additional research regarding artists in a personal sketchbook project
- **Color Theory**
  - develop a personal color scheme to evoke or illustrate emotion in an original work of art
  - validate the desired effect of a personal color scheme in a survey or peer responses to an original work of art
  - conduct research of examples of color theory to add to a personal work of art
  - complete research regarding artists in a personal sketchbook project

### Integration of Technology:
- Internet, Web Quests, classroom computers, wireless laptop computers, multimedia presentations, virtual museum tours

### Writing:
- Open-ended responses, conclusions and analysis of exploratory activities
### Experimental Studio in Art
#### Grade 10, 11, or 12

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formative Assessments:</strong></td>
<td>Sketchbook, sketchbook reflective journals, self assessment/peer assessment using scoring rubric</td>
<td><strong>Summative Assessments:</strong> Quizzes, tests, midterm examination, final studio projects, scoring rubric for final project results</td>
<td><strong>Performance Assessments:</strong> Studio projects, design projects, art history research projects</td>
<td><strong>Interdisciplinary Connections:</strong> Add any relevant interdisciplinary connections here</td>
<td><strong>Interdisciplinary Connections:</strong> Add any relevant interdisciplinary connections here</td>
</tr>
</tbody>
</table>

**21st Century Themes:**
- ☒ Global Awareness  ☐ Civic Literacy
- ☐ Financial, Economic, Business, and Entrepreneurial Literacy  ☒ Health Literacy

**21st Century Skills:**
- ☐ Creativity and Innovation  ☒ Media Literacy  ☒ Critical Thinking and Problem Solving
- ☒ ICT Literacy  ☐ Communication and Collaboration  ☐ Information Literacy  ☒ Life and Career Skills

**Resources:**
- Art reproductions, art books, posters, newspapers, magazines, films/videos

**Careers:**
Applicable career options are discussed as they arise throughout the arts program. Career options include, but are not limited to, the following career clusters: Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Education and Training Career Cluster; Hospitality and Tourism Career Cluster.
## Experimental Studio in Art

**Grade 10, 11, or 12**

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Question:</strong></td>
<td>How can an artist produce an original idea?</td>
<td>In what ways does a culture influence experimentation in art?</td>
<td>What impact has technology had on an artist’s work?</td>
<td>In what ways do artists portray historical and current events?</td>
<td>What skills are needed to interpret a work of art?</td>
</tr>
<tr>
<td><strong>Content:</strong></td>
<td>Architectural Drawing</td>
<td>Cultural Art</td>
<td>Experimental Media</td>
<td>Experimental Media</td>
<td>Three-Dimensional Art</td>
</tr>
<tr>
<td><strong>Skills and Topics:</strong></td>
<td>• analyze how shape and form combine in a work of art</td>
<td>• conduct research of the effect of cultural change on works of art</td>
<td>• appraise the effect of technology on the creation of media (e.g., silk screening, printing, digital photography)</td>
<td>• define an “altered book”</td>
<td>• distinguish how form is derived from shape</td>
</tr>
<tr>
<td></td>
<td>• apply multiple point linear perspective in an original three-dimensional drawing</td>
<td>• determine the impact of cultural background on personal works of art</td>
<td>• investigate a culture of personal choice</td>
<td>• investigate the papermaking process</td>
<td>• demonstrate how synergy is constructed using new media in sample works of art</td>
</tr>
<tr>
<td></td>
<td>• incorporate color to create the mood of an architectural drawing</td>
<td>• utilize technology to investigate a culture of personal choice</td>
<td>• apply technology in the creation of an original work of art</td>
<td>• determine the media and technology to be used in the creation of an “altered book”</td>
<td>• analyze how exaggeration and distortion are used to create a strong focal point</td>
</tr>
<tr>
<td></td>
<td>• assimilate materials to produce a textural drawing</td>
<td>• interpret a specific culture in an original work of art</td>
<td>• examine samples of the combination of traditional media and technology</td>
<td>• synthesize the use of traditional and experimental media in the creation of a theme-based “altered book”</td>
<td>• construct a unique work of art employing new media, traditional media, exaggeration, and distortion to create a strong focal point</td>
</tr>
<tr>
<td></td>
<td>• design an outdoor space combining color, space, form, and texture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Integration of Technology:</strong></td>
<td>Internet, Web Quests, classroom computers, wireless laptop computers, multimedia presentations, virtual museum tours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing:</strong></td>
<td>Open-ended responses, conclusions and analysis of exploratory activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Experimental Studio in Art
Grade 10, 11, or 12

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Assessments:</td>
<td>Sketchbook, sketchbook reflective journals, self assessment/peer assessment using scoring rubric</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summative Assessments:</td>
<td>Quizzes, tests, final examination, final studio projects, scoring rubric for final project results</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Assessments:</td>
<td>Studio projects, design projects, art history research projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections:**

- **ELA:** TBD
- **Mathematics:** TBD
- **Science:** TBD
- **Arts:** TBD
- **Health/PE:** TBD
- **Technology:** TBD
- **World Language:** TBD
- **Social Studies:** TBD
- **21st Century Life/Careers:** TBD
  - CRP4, CRP5, CRP8, CRP11, CRP12

**21st Century Themes:**
- ☒ Global Awareness
- ☐ Civic Literacy
- ☐ Financial, Economic, Business, and Entrepreneurial Literacy
- ☒ Health Literacy

**21st Century Skills:**
- ☒ Creativity and Innovation
- ☒ Media Literacy
- ☒ Critical Thinking and Problem Solving
- ☒ ICT Literacy
- ☒ Communication and Collaboration
- ☒ Information Literacy
- ☒ Life and Career Skills

**Resources:**
- Art reproductions, project samples, mixed media

**Careers:**
- Applicable career options are discussed as they arise throughout the arts program. Career options include, but are not limited to, the following career clusters: Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Education and Training Career Cluster; Hospitality and Tourism Career Cluster.
Experimental Studio in Art
Course Requirements

Grade: 10, 11, or 12  Prerequisite: Exploring Art  Credit Value: 5
Length of Course: Academic Year

Course Description

Students in the full-year Experimental Studio in Art course apply a variety of media, such as pen and ink, paint, and clay. The study of art history and aesthetic thought builds evaluative skills and creative techniques. The lives and times of representative artists are examined to provide students with the historical and cultural context in which the artists worked. Personal sketchbooks and work journals document students' progress as they study and apply the elements of art, principles of design, and technological advances in art. Emphasis is placed on the development of an appreciation of the artists' work and purpose. Successful completion of Experimental Studio in Art fulfills the NJ state graduation requirement for visual arts.

Course Content

This course will consist of the following units of study:

- Value
- Value and Texture
- Texture and Line
- Color
- Color Theory
- Architectural Drawing
- Cultural Art
- Experimental Media
- Three-Dimensional Art

Course Objectives

The student will demonstrate the ability to answer in detail the following essential questions:

- How does value affect the way we look at the world?
- In what ways does value aid an artist to create texture?
- What role does line play in simulating texture?
- How does color express emotion in a work of art?
- What happens to harmony and unity when the principles of color theory are fully applied?

Course Objectives (continued)
• How can an artist produce an original idea?
• In what ways does a culture influence experimentation in art?
• What impact has technology had on an artist's work?
• In what ways do artists portray historical and current events?
• What skills are needed to interpret a work of art?
• What are the post-graduation and/or career options that apply to the course content?

Evaluation Process

A final average of 65% or better is required to be awarded course credit. Throughout the length of this course, students may be evaluated on the basis of, but not limited to:
• Formative Assessments, such as writing prompts, journals, and portfolios
• Summative Assessments, such as quizzes, tests, and midterm and final examinations
• Performance Assessments, such as projects and presentations
• Class Participation
• Homework

Specific weights will be determined by course and level.
Experimental Studio in Art
Student Agreement

STUDENT NAME: ____________________________________________________________

Last Name                       First Name

GRADE: _______________________

My signature below indicates that I have received a copy of the Somerville Public Schools Course Requirements for Experimental Studio in Art.

I acknowledge my responsibility to read and understand all of the information contained in the Experimental Studio in Art Course Requirements information and syllabus packet.

Student Signature ___________________________ Date __________________________

Note: Please share the course requirements for Experimental Studio in Art with your parents.