

Elements of Design

Form
Line
Shape
Value
Texture
Color
Space

Principals of Design

Balance
Contrast
Emphasis
Movement
Pattern or Repetition
Rhythm
Unity

Art I

Syllabus and Class Information



Objectives

Art I will introduce students to a broad range of the visual arts including the following aspects:

Learning and using the Elements and Principals of Design.

Using active looking and divergent thinking skills.

Development of personal style and self-expression.

Students will gain and expand on strong drawing fundamentals.

Introduction to watercolor, pen and ink, acrylic painting, and printmaking

Introduction to important artists and art history.

Learning and using the vocabulary of the visual arts.

Constructive evaluation of own and others' work.

Evaluation

Student projects will be graded using a point system based on the following three criteria:

Meeting basic assignment objectives. Objectives will be broken into smaller chunks relative to each assignment.	<u>50 points</u>
Presentation.	<u>25 points</u>
Creative Effort.	<u>25 points</u>

Semester Tests

100 points

Covering terms, artists, art history and demonstrated techniques.

Quizzes

20-50 Points

Writing Assignments

15-25 Points

Class Participation:

180 Points

Students will automatically receive 10 points per week for being prepared, on task, and productive. Contrary behaviors will result in a reduction of participation points.

*Note points on late work will be reduced by 2 points for each weekday the work is late. Late work due to excused absences will be granted an extension of 2 days per school day missed, but work must be completed out side of class time.

Rules, Regulations and Procedures

A positive and relaxed environment is essential for creativity. Mean, bullying, inappropriate, and dishonest behavior will not be tolerated.

Students will clean up after themselves and put materials back where they belong.

Quiet talking will be permitted as long as it is appropriate and does not impede on class productivity

Students will remain in assigned seats with the exception of project preparation and clean up. This includes remaining in your seat until the bell rings.

Most materials will be provided to students. Supplies will be checked out, and then returned at an appointed time. Students are responsible for lost or damaged material beyond normal wear.

Students will be allowed access to the supply room, but due to safety and supervision issues no student will be allowed access to the second level of the art room. Accessing the second level will be an immediate referral.

Throwing or mishandling of any material in the Art Room will not be tolerated students will be warned once, if the behavior continues the student will be assigned a five page research paper in lieu of the current assignment

Should a student fail to follow the rules the following procedure will be used

1. warning
2. office referral
3. student will be sent to the office

For major infractions a student may be sent directly to the office

Fire, Lock Down, and Tornado Procedures

In the event of a fire proceed out of the room through the north double doors. Turn right and exit the school thorough the main entrance. Stay together, roll will be taken once outside.

In the event of a lock down students will mass in the Northeast corner of the 2-D studio. Sit down and be absolutely quiet until the all clear is given.

In the event of a tornado we will exit the room via the East single door in the 2-D studio and enter the new art room to the right immediately next to the big art room, sit down and protect your head.

Supplies Required

Number 2 Pencil or Mechanical pencil (everyday)

White Eraser (everyday)

Standard 8 color set of Prang watercolors

[the washable variety of Prang or any Crayola paints do not work very well]

Typically Mr. N will order them for you if you bring in money, they are much cheaper ordered in large quantities. Or they are available year round at Hobby Lobby.



Outside of class work

Nelson's availability:

M-F 7:20-7:55 or earlier by appointment.

During the school day you may come in and work periods 1-8, teacher availability may be limited.

1st period planning.

M & F 3:10-3:45 or later by appointment.

Questions outside of class time? chad.nelson@k12.sd.us

Often before a new assignment is presented students will be asked to come up with ideas for project subject matter. This is an excellent opportunity for students to express themselves and discover their own personal style. Unfortunately if students fail to complete homework they will be assigned subject matter and lose ten points off the Creative Effort portion of the grade for that project.

If you feel you are getting behind you can work on your projects outside of class. You may come in and work before, after school, or during study halls. You may also take work home, but supplies must be checked out.

Class Project Overview

Negative Space
Drawing 3 days



Drawing Skills (pencil)
Painting Skills (water color)

Space

Form

Line

Color

CS II b and c

Value Still Life 5-7 days



Advanced Drawing Skills
(pencil)

Value

Contrast

Shape

Line

Form

Texture

Rembrandt (Baroque Era)

CS I a

CS II b and c

CS III c

Master Study 5-7 days



Drawing Skills (pencil)

Value

Proportion

Space

Rembrandt (Baroque Era)

The Power of Art:

Rembrandt video

Big Quiz 50 points

CS II b and c

CS III c

CS IV a and c

Thematic Development 8-14 days



Drawing Skills (pencil)
Divergent Thinking Skills
Development of Personal Style
and Expression.

Emphasis
Movement
Unity

How Art Made the World:
Once Upon a time Video
Artist Statement 25 points

CS I a, b, and c
CS II b and c
CS IV a, b, and c

Color Wheel 5-days



Painting Skills (watercolor)
Geometry Skills
Measurement Skills
Science of Color

Color
Contrast

Vincent van Gogh
(Post Impressionism)
Andrew Wyeth
(American Realism)

The Power of Art: Van Gogh video

Paragraph contrasting
Van Gogh and Wyeth 15 pnts.

Quiz 25 points

CS II c
CS III c
CS IV a, b, and c

Name Design 5-7 days



Painting Skills (watercolor)
Divergent Thinking Skills

Balance

Color

Pattern and Repetition

Movement

Unity

Mark Rothko (Abstract Expressionism)

Class Critique (5) responses

CS I a

CS II c

CS III b and c

CS IV a, b, and c

Watercolor Final 10 days



Drawing Skills (pencil)
Painting Skills (watercolor)
Design Skills (composition)
Proportion
Color
Value
Negative Space
Unity
Balance

Paul Cezanne (French Impressionism)
The Artist article: Why Still Life

CS I a and b
CS II b and c
CS III a and c
CS IV a and c

Pen and Ink “Something Old and Something New” 8-10 days



Drawing Skills (ink & hatching)
Divergent Thinking Skills
(combining 2 images into 1)
Design Skills (composition)
Line
Value
Unity
Balance
Piranesi, Giovanni

Class Critique (5) responses

CS I a, b, and c
CS II a, b, and c
CS III c
CS IV a and c

Printmaking 8-14 days



Drawing and Planning Skills
Relief Printmaking Skills
Divergent Thinking Skills
Texture
Contrast
Value
Form
Balance
Unity

Albrecht Durer (Northern Renaissance
and the effects of the printing press on the
historical record)

The Story of Painting:
The Northern Renaissance video

Quiz 25 points

CS I a
CS II a, b, and c
CS III a, b, and c
CS IV a and c

Acrylic Painting 10-16 days



Drawing Skills
Painting Skills (acrylic)
Planning and Divergent
Thinking Skills

Color
Texture
Shape
Space
Form
Unity

Raffael and the Renaissance
Monet and Impressionism

The story of Painting: Italian Renaissance
and Impressionism videos

Contrast Essay

CS I a
CS II a, b, and c
CS III a, b, and c
CS IV a and c

Final Observational Drawing

Drawing Skills
Proportion & Active Observation
Planning and Divergent
Thinking Skills

Shape
Line
Proportion
Space
Form
Unity

Proportion through the ages,
Gothic to Renaissance

CS I c
CS II a, b, and c
CS III a, b, and c
CS IV a and c