**Introduction to Art Syllabus**

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**Course Description:**

Introduction to art is an exploration of the elements and principles of art through various studio processes, techniques, and media. This course examines the ways that these come together to create meaningful artistic expression.

**Course Objectives:**

Students will be able to…

* Utilizevarious techniques and mediums in the creation of works of art
* Know and understand the elements and principles of art and be able to understand how these interact to create meaningful artistic expression
* Communicate both verbal and written expression of ideas about form and content in visual art
* Understand how art interconnects with other academic areas
* Knowand understand the historical and cultural significance of the visual arts

**Textbook:**

*ARTTALK*, Rosalind Ragans, Glencoe/McGraw-Hill Publishing, 2005

* There are classroom copies available for student use and an online textbook available [here.](https://drive.google.com/file/d/0B1q9BPkdPqXaa3pBNE14cTk2MWc/view?usp=sharing&resourcekey=0-yvCYpIhVb2lKH627nSj9-g)

**Assessments:**

* ARTTALK chapter reviews will be assigned during each unit of study
* Studio project work is assessed using a scoring rubric and is assigned a point value that is based on the complexity and duration of the project.
* Daily work, classroom performance, and effort are a consideration on all scoring guides.

Classroom Expectations:

* **Participation:** Students are expected to utilize class time efficiently, remain on-task during studio class time, and contribute to class discussions.
* **Class Preparation:** Students are expected to be prepared with any assigned homework and to bring any necessary materials with them to class.
* **Care of Materials:** Students will be expected to learn, understand, and practice proper care and cleanup of the classroom and tools related to class.
* **Attendance Policy:** Students are expected to attend class and to be prompt.
* **Other Classroom Rules:** Students are expected to follow all Metro rules and regulations while in class.

**Essential Materials to Keep at School for Use in Class:** The following supplies are essential for each student. All of these

supplies can be purchased at office supply stores or at large retailers such as Wal-Mart or Target.

* A sketchbook (at least 8.5” x 11” in size)
* 2 fine point sharpies.
* a black roller ball pen (V5 Pilot or similar brand)
* 3 wood graphite pencils

**Unit Overviews**

**ARTTALK Chapter 4**

Big Idea: The Element of Line

Essential Questions: What is Line?

What are the formal qualities of Line?

What are the expressive qualities of line?

Objectives: FA1D.9-12.2b., FA2B.9-12.1a.,

GLEs: Strand II (EP): 1.A

PROJECTS: Point and Line Drawing

Assignments:

1. Chapter 4 review #1-15
2. Expressive Line Grid in Sketchbook

**ARTTALK Chapter 5**

Big Idea: The Elements of Shape, Form, and Space

Essential Questions: What are shape and form?

What is space?

How do we perceive shape, form, and space?

What are the expressive qualities of Shape, Form, and Space?

Objectives: FA1D.9-12.2b., FA2B.9-12.3a.,

GLEs: Strand II (EP): 1.B, 1.C, 1.G

PROJECTS: Tessellation

Assignments:

1. Chapter 5 review
2. Positive/Negative Space Sketchbook assignment
3. Linear perspective lesson- 1pt/2pt

**ARTTALK Chapter 6**

Big Idea: The Element of Color

Essential Questions: What are Hue, Value, and Intensity?

What is the nature of color and how is color used for expression?

What are the various color schemes and how do they affect expression?

Objectives: FA1D.9-12.2b., FA2B.9-12.3a.,

GLEs: Strand II (EP): 1.E, 1.F

Projects: Creative Color Wheel

Assignments:

1. Chapter 6 review
2. Color wheel notes
3. Paint sampler- techniques

**ARTTALK Chapter 7**

Big Idea: The Element of Texture

Essential Questions: What is texture?

How do artists use texture?

Objectives: FA1D.9-12.2b., FA2B.9-12.3a.,

GLEs: Strand II (EP): 1.D

Projects: Ceramic Effigy

Assignments:

1. Chapter 7 review
2. Frottage Rubbings
3. Simulated texture worksheet

**ARTTALK Chapter 8**

Big Idea: The Principals of Rhythm, Pattern, and Movement

Essential Questions: What are rhythm, pattern, and movement?

What are the different types of rhythm and pattern?

How do artists use rhythm to create movement?

Objectives: FA1D.9-12.2b., FA2B.9-12.3a.,

GLEs: Strand II (EP): 2.D

Projects: Typography Sculpture

Assignments:

1. Chapter 8 review
2. Typography research worksheets (2)

**ARTTALK Chapter 9**

Big Idea: The Principal of Balance

Essential Questions: What is visual balance?

What is the difference between formal and informal?

What are the expressive qualities of balance?

Objectives: FA1D.9-12.2b., FA2B.9-12.3a.,

GLEs: Strand II (EP): 2.A

PROJECT: Color Study

Assignments:

1. Chapter 9 Review
2. Color Study Writing

**ARTTALK Chapter 10**

Big Idea: The Principal of Proportion

Essential Questions: What is the golden mean and how is it used in design?

What is scale?

How do artists use proportion and distortion?

Objectives: FA1D.9-12.2b., FA2B.9-12.3a.,

GLEs: Strand II (EP): 2.F

PROJECT: Self Portraits (figurative and Abstract)

Assignments:

1. Chapter 10 Review
2. Facial proportions sketchbook assignment
3. Brainstorming/sketch assignments for abstract portrait

**ARTTALK Chapter 11**

Big Idea: The Principals of Variety, Emphasis, Harmony, and Unity

Essential Questions: What are principals of variety, emphasis, and harmony?

How is unity created in art?

Objectives: FA1D.9-12.2b., FA2B.9-12.3a.,

GLEs: Strand II (EP):2.B, 2.E

PROJECT: 25 Squares

Assignments:

1. Chapter 11 review
2. Blind contour drawings

**ARTTALK Chapter 12**

Big Idea: Art Traditions from Around the World

Essential Questions: What characteristics existed in prehistoric art and cultures?

What similarities/differences exist in the various arts/cultures of Asia?

What similarities/differences exist in the various arts/cultures the Middle East?

What similarities/differences exist in the various arts/cultures of Africa?

What similarities/differences exist in the various arts/cultures of the Meso-Americans, South Americans, and Native Americans?

Objectives: FA2B.9-12.2b., FA5A.9-12.1a., FA5A.9-12.3b.

GLEs: Strand V (HC): 1.A, 1.B

PROJECT: Linoleum Print

Assignments:

1. Chapter 12 review
2. Hatching, cross-hatching, stumbling spheres

**ARTTALK Chapter 13**

Big Idea: Western Traditions in Art

Essential Questions: How does art help us understand the lives of people of different times, places and cultures?

How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?

Why do artists follow or break from established traditions?

Objectives: FA2B.9-12.2b., FA5A.9-12.1a., FA5A.9-12.3b.

GLEs: Strand V (HC): 1.A, 1.B

PROJECT: Illustrated Poetry Book/Zine

Assignments

1. Chapter 13 review
2. Poetry research worksheet
3. Sample zine/book:

**ARTTALK Chapter 2**

Big Idea: Art Criticism and Aesthetic Judgment

Essential Questions: What is the value of engaging in the process of art criticism?

How can the viewer “read” a work of art as a text?

How does knowing/using visual art vocabularies help us understand and interpret works of art?

How does one determine criteria to evaluate art?

How and why might criteria vary?

How is a personal preference different from evaluation?

Objectives :VA : Re8.1.111a

GLEs: Strand III (AP): 1.A, 2.A

PROJECT:

Assignments:

1. Chapter 2 review

**PROJECT DESCRIPTIONS:**

**Point and Line Drawing:** Students will create an abstract drawing using only lines, taking inspiration from an aerial landscape. Materials needed: pencil, roller ball pen, fine point sharpie.

**Tessellation:** This project is an exploration of how line can to used to create visual texture and the illusion of three-dimensional space. Students also explore thematic considerations in this project as they explore ways to relate visual art to their other classes. Materials needed: roller ball pen, colored pencil, scissors.

**Creative Color Wheel**: This project requires students to identify and creative a variety of colors—hues, tints, shades, and tones. Through a creative and personal approach to the color wheel, students will gain a strong understanding of the element of color.

**The Ceramic Effigy Mask:** An effigy is a representation of a specific person in 3-Dimensional form.This ceramic project emphasizes the development of an awareness of sculptural space and craftsmanship skills.

**Linoleum Print:** Students will learn the process of relief printmaking by creating a visually complex and engaging radial design. The linoleum print emphasizes the development of sophisticated two-dimensional space and craftsmanship skills.

**The Color Study**: This project emphasizes awareness of the role that an understanding of color plays in creation of compelling and successful artwork. There is a focus on visual abstraction and the use of writing to interpret and explain various meanings that may be a part of the artist’s conception. Materials needed: watercolor paints, small brush, no. 1 or 2, color pencils, a good quality black pen such as V7 or V5 Pilot Precise.

**The Self Portrait Project**: This project explores the role that both the traditional and non-traditional self portrait play in the creation of imaginative, creative and individualistic works of art. The critique process, both verbal and written plays an integral role in this project.

**Typography Sculpture:** Students will create a 3-dimensional sculpture using designed and cut out letters. Students will not just focus on the design of the individual letters, but also the emerging sculpture that is created by combining these physical forms together. Materials needed: cardboard, white glue, scissors

**25 Square Project:** Students will begin to develop their perceptual skills and improve hand-eye coordination through a series of drawings that focus on one specific object. Students will need a good quality pen (roller-ball) and black sharpies.

**Illustrated Poetry Book:** Students will choose a poem independently through research. They will then illustrate the text into an accordion-style book. Students will have the freedom to use a variety of different materials and techniques during this project.

**Grading**:

Grades are assigned based on the two components of our visual art exploration: studio projects and theoretical practice (ARTTALK reviews). Evaluation of studio work is determined by the consistency of the student’s efforts and quality of work produced in and outside of class on assigned projects. Effective use of class time and classroom performance will be a factor in grading all projects. Projects are assessed a point value that is based on complexity and duration. Students will be presented with a scoring guide for each project that will include point assessment for performance, quality, effort, homework, and adherence to the assigned due date.

**A (90-100)** Excellent work throughout the semester: Requirements for the course have been fulfilled in an extremely competent manner, and work as been developed beyond previous levels. Artwork shows excellent technical skills and craftsmanship, and control of mediums. Critical understanding of the ideas presented is demonstrated through class participation as well as on homework and tests.

**B (80-90)** Very good work throughout the semester: Requirements for the course have been fulfilled at a high level of competence. The art work and the student’s class participation demonstrates skill development, craftsmanship and an above average understanding of the ideas is demonstrated through class participation as well as on homework and tests.

**C (70-80)** Average Work completed throughout the semester: Completed work is of satisfactory quality and the requirements for the class have been adequately fulfilled. Work is completed on time and most of the homework is complete. Reasonable effort has been devoted to craftsmanship, tests, and homework.

**F (69 and below)** Failure: