

**COURSE SYLLABUS**  
**ART FOUNDATIONS A/B**

**COURSE DESCRIPTION**

Art Foundations A/B is a lively, inviting, comprehensive course written for beginning level artists. This course includes interactive activities and multicultural studio projects representing a wide variety of cultures, artistic styles and art media. This course is designed to enrich the lives of its participants through discovery and creative problem solving. It provides students with a broader perception of their environment and cultural perspectives. The course was designed around the following key concepts:

- Meaningful, hands-on learning experiences that allow for personal growth and creative expression
- Integration of aesthetics, art criticism, art history, and studio production
- Sequentially planned experiences that build on concepts and provide learning opportunities that incorporate a variety of media, artistic styles and historical periods

Throughout this course, students will keep a sketchbook and develop an art portfolio featuring selected works of art. In addition, students will self-examine completed works in an effort to foster a sense of accomplishment and commitment to high standards of art production. This course is written to National Standards for Art Education.

**COURSE OBJECTIVES**

Students will...

- be able to talk about works of art and learn basic skills and knowledge necessary to communicate in each art form.
- learn the elements and principles of art
- work with various media
- evaluate the work of master artists
- develop an awareness of an appreciation for the presence of art both within the classroom and everyday experiences
- will create studio projects and participate in studio activities that give students the opportunity to create works of art using various media and techniques
- review works of art from various periods, styles, and cultural groups to develop a broad base that celebrates cultural diversity and an understanding of global views
- explore, theorize and apply principles of aesthetics and art criticism to their own artwork and the artwork of their classmates
- form an appreciation of and a satisfying experience in the arts

**PREREQUISITES / CO-REQUISITES**

- English / Language Arts
- World History
- Geometry

Primary Text:	
This course is not text dependent	
Materials	
Art Foundations A	Art Foundations B
Sketchbook Black felt-tip pens (different thicknesses) Colored markers Colored pencils Tempera paints (red, yellow, blue) Newsprint Water colors Water color paper Graphite pencils of varying degree of hard and softness ( 2H to 4B) Chalk pastels India ink Brushed of varying size Needle-nose pliers Wire cutter Pliable wire String Oil pastels Paper towels Scissors Large sheets of white paper (9 x12 or larger) Cardboard shapes, boxes, tubes Viewing frame Magazines White glue Crayons Acrylic paint (red, yellow, blue) Wax paper Non-toxic rubber cement Aluminum foil Colored construction paper Portfolio envelope	Sketchbook Black felt-tip pens (different thicknesses) Colored markers Colored pencils Graphite pencils Yellow Chalk Acrylic Paints (red, yellow, blue) Brushes Ruler Scissors White glue Poster board Construction paper Watercolors Drawing paper Colored yarn, raffia or natural fibers Tapestry needle Masking tape Compass Tracing paper Carbon paper Linoleum piece Bench hook or C-clamp Small brayer and inking plate Newspaper Paper towels Non-toxic papier mache paste Portfolio envelope
** Note: If students are taking both semesters, some of the materials used for Semester A can also be used in Semester B	

### COURSE METHODOLOGY

This is an inquiry-based course where you will discover and utilize knowledge of art history via the textbook, videos, and other readings, and class discussions with other students and the instructor.

Acting as a facilitator, your instructor will guide you through the process; however, as the learner, you are responsible for actively acquiring and constructing knowledge by completing all assigned readings and activities.

Both formal and informal assessment will be used in evaluating your performance throughout the course. Informal assessment will include an evaluation of the quality and timeliness of your participation in class activities. Formal assessment will involve multiple-choice quizzes, written essays, major writing assignments, a midterm, a final exam and a course project.

**COURSE PARTICIPATION OBJECTIVES**

This course for which you are registered is an academically rigorous course that covers an entire year’s worth of material (both Art Foundations A and B). As such, it is important that you adhere to the following guidelines as you manage your time and commit to successfully completing all required coursework:

1. The requirements for this course are equivalent to completion of minimum of 90+ hours of class instruction at a traditional on-site high school.
2. Assignments must be submitted for each unit as they are completed so that the teacher may review and assess your performance. Do not hold your work, you must submit each unit’s homework as it is completed, demonstrating weekly assignment completions.
3. You participate regularly in your course to demonstrate not only continued participation, but also completion of all course requirements, including assignments, assessments and class discussion forums.
4. You must complete your individual work and any incident of suspected cheating, plagiarism or collaboration on assignments violates the academic integrity expectations outlined at the time of your enrollment and can result in failure of the course or further action as deemed appropriate.

**COURSE OUTLINE**

**Art Foundations A**

Unit	Activities
<p>Art in Your World</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Explain what is meant by "perceive"</li> <li>• Understand the purposes of art</li> <li>• Name sources of ideas that artists might use for inspiration</li> <li>• Identify the elements and principles of art</li> </ul>	<p>Introduction</p> <p>Lecture: What is Art? Lecture: Why do Artists Create? Lecture: The Language of Art</p> <p>Vocabulary Flashcards</p> <p>Curriculum Connection Activity : Art and The Ride of Paul Revere</p>

<ul style="list-style-type: none"> <li>Identify the subject, composition, and content in a work of art</li> </ul>	<p>Featured Artist Activity: Grant Wood</p> <p>Assignment 1</p> <p>Sketchbook Activity: Outdoor event  Sketchbook Activity: Dream or Reality  Sketchbook Activity: Visual Symbols</p> <p>Art Critique: Marc Chagall</p> <p>Questions to Ponder and Discuss: 5 questions</p> <p>Project 1: Story, myth or legend  Project 2: Fable illustration</p> <p>Quiz</p>
<p>Art Criticism and Aesthetics</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Explain the purpose of art criticism</li> <li>Use the steps of art criticism</li> <li>Explain the three aesthetic theories of art</li> <li>Know what to look for when judging functional objects</li> <li>Use the steps of art history operations</li> </ul>	<p>Introduction</p> <p>Lecture: Learning from a Work of Art  Lecture: Thinking about a Work of Art  Lecture: Art History</p> <p>Vocabulary Flashcards</p> <p>Featured Artist Activity: Georgia O’Keeffe</p> <p>Assignment 2</p> <p>Sketchbook Activity: Barricade by Orozco</p> <p>Art Critique: Faith Ringold</p> <p>Questions to Ponder and Discuss: 8 questions</p> <p>Quiz</p> <p>Timed Writing Exercise</p>
<p>Media and Process of Art Creation</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Identify four different shading techniques</li> <li>Name the kinds of painting media</li> <li>Follow the basic steps of printmaking</li> </ul>	<p>Introduction</p> <p>Lecture: Two-Dimensional Media  Lecture: Three-Dimensional Media  Lecture: Technological Media</p> <p>Vocabulary Flashcards</p> <p>Featured Artist Activity: Winslow Homer</p>

<ul style="list-style-type: none"> <li>• Identify the four sculpting techniques</li> <li>• Recognize the media of functional crafts</li> <li>• Understand how new media influenced the development of architecture</li> <li>• Use the media of technology to create artworks</li> </ul>	<p>Assignment 3</p> <p>Sketchbook Activity: Reflection  Sketchbook Activity: Art inspired by Poetry or Song  Sketchbook Activity: Sketching buildings / Cityscapes</p> <p>Art Critique: Miriam Schapiro</p> <p>Questions to Ponder and Discuss: 6 questions</p> <p>Project 1: Printmaking  Project 2: Redesigning a Building</p> <p>Quiz</p> <p>Timed Writing</p>
<p>Fundamentals of Line</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Observe the lines in their environment more closely</li> <li>• Be able to name the different kinds of lines</li> <li>• Be able to tell the five ways lines can vary in appearance</li> <li>• Use lines to change values</li> <li>• Understand the expressive qualities or meanings of different lines in works of art</li> <li>• Use lines to make contour, gesture, and calligraphic drawings</li> </ul>	<p>Introduction</p> <p>Lecture: The Elements of Line  Lecture: Expressive Qualities of Line</p> <p>Vocabulary Flashcards</p> <p>Featured Artist Activity: Jacob Lawrence</p> <p>Assignment 4</p> <p>Sketchbook Activity: Caricatures  Sketchbook Activity: Close-up Drawing  Sketchbook Activity: Shoes  Sketchbook Activity: Freestyle  Sketchbook Activity: Gesture Drawing  Sketchbook Activity: Calligraphic Drawings</p> <p>Art Critique: David Malangi</p> <p>Project 1: Contour Wire Sculpture  Project 2: Imagination Landscape  Project 3: Drawing Expression and Movement</p> <p>Questions to Ponder and Discuss: 8 questions</p> <p>Quiz</p> <p>Midterm</p>

<p>Fundamentals of Shape, Form, and Space</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Explain the difference between shapes and forms</li> <li>• Create two-and-three dimensional works of art</li> <li>• Observe more carefully the shapes and forms in the space around you</li> <li>• Use point of view and perspective to create artworks</li> <li>• Identify the expressive qualities of shapes, forms, and spaces in artworks</li> </ul>	<p>Introduction</p> <p>Lecture: Shapes and Forms  Lecture: How to use Space  Lecture: How We Perceive Shape, Form, and Space  Lecture: How Artists Create Shapes and Forms in Space  Lecture: Expressions of Spaces, Shapes, and Forms</p> <p>Vocabulary Flashcards</p> <p>Featured Artist Activity: MC Escher</p> <p>Assignment 5</p> <p>Sketchbook Activity: Geometric Shapes  Sketchbook Activity: Three Dimensional Sketches  Sketchbook Activity: Positive and Negative Space  Sketchbook Activity: Sculpture Drawing  Sketchbook Activity: Still Life  Sketchbook Activity: Design 3-Ways</p> <p>Art Critique: Christo</p> <p>Project 1: Drawing an Outdoor Scene  Project 2: Landscape Using Surreal Space</p> <p>Questions to Ponder and Discuss: 3 questions</p> <p>Quiz</p>
<p>Fundamentals of Color</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Understand how your eyes see color</li> <li>• Name the properties of color and the colors of the spectrum</li> <li>• Identify different color schemes</li> <li>• Use color as the expressive element in creating two- and three-dimensional artworks</li> <li>• Recognize the expressive qualities of color that artists use to create meaning</li> </ul>	<p>Introduction</p> <p>Lecture: Properties of Color  Lecture: Color Schemes  Lecture: Understanding the Nature and Uses of Color</p> <p>Vocabulary Flashcards</p> <p>Featured Artist Activity: Elizabeth Murray</p> <p>Assignment 6</p> <p>Sketchbook Activity: Tints and Shades  Sketchbook Activity: Color Wheel  Sketchbook Activity: Looking at light  Sketchbook Activity: Line Drawing of a Landscape  Sketchbook Activity: Working with Shapes</p>

	<p>Sketchbook Activity: True Color, Arbitrary Color, Tonality, Optical Color and Depth</p> <p>Art Critique: Romare Bearden</p> <p>Project 1: Photo Collage and Mixed Media Project 2: Photo Enlargement Questions to Ponder and Discuss: 9 questions</p> <p>Quiz</p>
<p>Fundamentals of Texture</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Understand how texture is perceived through the senses</li> <li>• Describe various textures</li> <li>• Reproduce textures by changing values</li> <li>• Use texture as the expressive element in creating two- and three-dimensional works of art</li> <li>• Understand how artists use textures</li> </ul>	<p>Introduction</p> <p>Lecture: Texture in Your Life Lecture: How Artists Use Texture</p> <p>Vocabulary Flashcards</p> <p>Featured Artist Activity: Edgar Degas</p> <p>Assignment 7</p> <p>Sketchbook Activity: Texture Rubbings Sketchbook Activity: Texture Drawings Sketchbook Activity: Texture Shapes</p> <p>Art Critique: Audrey Flack</p> <p>Project 1: Fantasy Landscape Project 2: Assemblage Project 3: Paper Sculpture Creature</p> <p>Questions to Ponder and Discuss: 5 questions</p> <p>Quiz</p> <p>Final</p>
<p>Art Portfolio Project</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Determine how to choose a project for your portfolio</li> <li>• Including art criticism / critiques in your portfolio</li> <li>• The presentation of works in your portfolio</li> <li>• Choosing artworks for your portfolio</li> </ul>	<p>Choosing a Project</p> <p>Art Criticism Entries</p> <p>Presentation</p> <p>Choosing Artworks</p> <p>Color Combinations</p> <p>Self-Reflection</p>

<ul style="list-style-type: none"> <li>• Show mastery in using color combinations</li> <li>• Self-reflection</li> </ul>	<p>Portfolio Pieces for this Class</p> <p>Questions to Ponder and Discuss: 3 questions</p>
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## Art Foundations B

Unit	Activities
<p>Rhythm and Movement in Art</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Identify rhythms occurring in the work around you</li> <li>• Understand how rhythm adds a sense of movement to a work of art</li> <li>• Identify and explain motif and pattern</li> <li>• Name and identify the types of rhythm</li> <li>• Use the principles of rhythm to create their own works</li> </ul>	<p>Introduction</p> <p>Lecture: Rhythm and Repetition Lecture: Types of Rhythm Lecture: How Artists Use Rhythm to Create Movement</p> <p>Vocabulary Flashcards</p> <p>Featured Artist Activity : Rosa Bonheur</p> <p>Assignment 1</p> <p>Sketchbook Activity: 3D Modules Sketchbook Activity: Decorative Patterns Sketchbook Activity: Motifs</p> <p>Art Critique: George Bellows</p> <p>Project 1: Painting with Rhythmic Activity Project 2: Pattern Collage Project 3: Coil Baskets</p> <p>Questions to Ponder and Discuss: 7 questions</p> <p>Quiz</p>
<p>Balance</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Understand why balance is important in a work of art</li> <li>• Explain how visual weight is created and produce it in their own work</li> <li>• Describe the types of balance and use</li> </ul>	<p>Introduction</p> <p>Lecture 1: Visual Balance Lecture 2: Natural Balance Lecture 3: Expressive Qualities of Balance</p> <p>Vocabulary Flashcards</p> <p>Featured Artist Activity: Diego Rivera</p>



<p>them in their own work</p> <ul style="list-style-type: none"> <li>• Tell what different types of balance can mean in a work of art</li> </ul>	<p>Assignment 2</p> <p>Sketchbook Activity: Formal Balance Composition  Sketchbook Activity: Symmetrical Still Life  Sketchbook Activity: Analytical Flower Drawing  Sketchbook Activity: Informal Balance Composition</p> <p>Art Critique: Alice Neel</p> <p>Project 1: Formal Portrait  Project 2: Informal Group Portrait  Project 3: Linoleum Print Using Radial Balance</p> <p>Questions to Ponder and Discuss: 4 questions</p> <p>Quiz</p>
<p>Proportion</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Explain and recognize the Golden Mean</li> <li>• Understand how we perceive proportion</li> <li>• Measure and draw human faces and bodies with correct proportions</li> <li>• Understand how artists use proportion and distortion to create meaning</li> </ul>	<p>Introduction</p> <p>Lecture: The Golden Mean  Lecture: Scale  Lecture: How Artists Use Proportion and Distortion</p> <p>Vocabulary Flashcards</p> <p>Featured Artist Activity: Pablo Picasso</p> <p>Assignment 3</p> <p>Sketchbook Activity: Scale Collage  Sketchbook Activity: Measuring  Sketchbook Activity: Figure Drawing  Sketchbook Activity: Proportions  Sketchbook Activity: Self-portraits</p> <p>Art Critique: Isabel Bishop</p> <p>Project 1: Papier mache Mask  Project 2: Soft Sculpture</p> <p>Questions to Ponder and Discuss: 5 questions</p> <p>Quiz</p>
<p>Variety, Emphasis, Harmony, and Unity</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Identify and describe variety,</li> </ul>	<p>Introduction</p> <p>Lecture: Variety, Emphasis and Harmony  Lecture: Unity</p> <p>Vocabulary Flashcards</p>

<p>emphasis, harmony and unity in their environment and in a work of art</p> <ul style="list-style-type: none"> <li>• Understand how artists use variety and emphasis to express their ideas and feelings</li> <li>• Understand how artists use the elements and principles of art to create unified works of art</li> <li>• Use variety, emphasis, and harmony to create your own unified works of art</li> </ul>	<p>Featured Artist Activity: Allen Houser</p> <p>Assignment 4</p> <p>Sketchbook Activity: Focal Point and Elements of Art</p> <p>Sketchbook Activity: Contrast</p> <p>Sketchbook Activity: Window Display</p> <p>Art Critique: Henri Rousseau</p> <p>Project 1: Assemblage with Handmade Paper</p> <p>Project 2: Designing a Mural</p> <p>Questions to Ponder and Discuss: 6 questions</p> <p>Quiz</p> <p>Midterm</p>
<p>Art Traditions from Around the World</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Briefly discuss art traditions from many cultures around the world</li> <li>• Understand how cultural traditions influence artists' works</li> </ul>	<p>Introduction</p> <p>Lecture: Early Art</p> <p>Lecture: Asian and Middle Eastern Art</p> <p>Lecture: African Art</p> <p>Lecture: Art of the Americas</p> <p>Vocabulary Flashcards</p> <p>Featured Artist Activity: Ando Hiroshige</p> <p>Assignment 5</p> <p>Sketchbook Activity: Mohenjo Daro Map</p> <p>Sketchbook Activity: Ancient Indian Stamp</p> <p>Sketchbook Activity: New Writing System</p> <p>Sketchbook Activity: Chinese Brush Strokes</p> <p>Sketchbook Activity: Benin Reliefs</p> <p>The Meaning of Stone Circles Activity</p> <p>Project 1: Mask Design</p> <p>Questions to Ponder and Discuss: 10 questions</p> <p>Quiz</p>
<p>Western Traditions in Art</p> <p>Objectives:</p>	<p>Introduction</p> <p>Lecture: Western Art Traditions</p>

<ul style="list-style-type: none"> <li>• Identify how historical and cultural events shape art styles</li> <li>• Name the major Western art styles and movements</li> <li>• Identify major modern artists such as Monet, Cezanne, and Picasso</li> <li>• Briefly discuss modern art movements</li> </ul>	<p>Lecture: Modern Art  Lecture: 19<sup>th</sup> Century Art  Lecture: Early 20<sup>th</sup> Century Art  Lecture: Art After 1945</p> <p>Vocabulary Flashcards</p> <p>Featured Artist Activity: Michelangelo Buonarroti</p> <p>Assignment 6</p> <p>Sketchbook Activity: Greek and Roman Building Styles  Sketchbook Activity: Gothic Style  Sketchbook Activity: Byzantine Mural  Sketchbook Activity: Romantic Composition  Sketchbook Activity: Modern Art Feelings</p> <p>Art Critique: Leonardo da Vinci</p> <p>Questions to Ponder and Discuss: 11 questions</p> <p>Project 1: Self-Portrait</p> <p>Presentation Assignment on Architectural Styles</p> <p>Museum Visit : Observations and Art Reproduction</p> <p>Quiz</p>
<p>Art Careers</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Discuss many fields in which one can pursue a career in art</li> <li>• Describe some of the skills artists need for various jobs</li> <li>• Determine their own interest in the field of art</li> </ul>	<p>Introduction</p> <p>Lecture: Careers in Business and Industry  Lecture: Environmental and Educational Careers</p> <p>Vocabulary Flashcards</p> <p>Featured Artist Activity: I.M. Pei</p> <p>Assignment 7</p> <p>Sketchbook Activity: Graphic Design  Sketchbook Activity: Stretching Ideas  Sketchbook Activity: Storyboard  Sketchbook Activity: Animation Observations  Sketchbook Activity: Planning an Urban or Suburban Community  Sketchbook Activity: Stage Design</p>

	<p>Art Critique</p> <p>Project 1: Video Game Fantasy Creature</p> <p>Questions to Ponder and Discuss: 8 questions</p> <p>Quiz</p> <p>Final Exam</p>
<p>Portfolio Project</p> <p>Objective:</p> <ul style="list-style-type: none"> <li>• Complete the final portfolio for presentation</li> </ul>	<p>Components include examples and reflections of:</p> <ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Personal Style</li> <li>• Evolution of your art</li> <li>• Balance</li> <li>• Caricatures</li> <li>• Assessment</li> <li>• Purpose</li> <li>• Attention to Organization</li> <li>• Art History</li> <li>• Written Summaries</li> <li>• Opinion</li> <li>• Presentation</li> <li>• Artist Interviews</li> <li>• Preparing for Formal Presentation</li> </ul> <p>Questions to Ponder and Discuss: 3 questions</p> <p>Art Class Survey</p>

## ACADEMIC HONESTY

The following are forms of academic dishonesty. These practices will not be tolerated.

**Plagiarism:** Plagiarism consists of using another author's words without proper identification and documentation of that author. Plagiarism takes the form of direct quotation without the use of quotation marks and/or documentation, or paraphrasing without proper identification and documentation. The fabrication of sources, or the act, deliberately or unconsciously, of passing another author's work off as your own are also considered to be plagiarism.

**Falsification:** Falsification consists of deliberately changing results, statistics, or any other kind of factual information to make it suit your needs. It also consists of deliberately changing a source's intent by misquoting or taking out of context.

**Multiple submission:** If you wish to turn in the same work or use the same research, in whole or in part, for more than one course, you must obtain permission to do so from all instructors involved. Failure to obtain this permission constitutes academic dishonesty. This course is a chance for you to explore your own creativity.

## GRADING POLICY

Grade	Skills
A	Demonstrates excellence in grasping key concepts; critiques the work of others; provides ample evidence of support for opinions; readily offers new interpretations of discussion material.
B	Shows evidence of understanding most of the major concepts; is able to agree or disagree when prompted; is skilled in basic level of support for opinions; offers an occasional divergent viewpoint.
C	Has mostly shallow grasp of the material; rarely takes a stand on issues; offers inadequate levels of support.
D or F	Shows no significant understanding of material.

## CLASS DISCUSSION RUBRIC

### Initial Posts

Score	3	2	1	0
<b>Initial Response</b>	Response <i>completely</i> addresses the prompt with a well---developed paragraph of <i>at least</i> five to seven sentences.	Response <i>adequately</i> addresses the prompt with a paragraph of <i>five to seven</i> sentences.	Response <i>somewhat</i> addresses the prompt with a paragraph <i>less than</i> five to seven sentences.	Response <i>Does not</i> Address the prompt.  Or <i>No response.</i>

### Responses to Classmates

Score	2	1	0
<b>Follow-up posts</b>	Responses are <i>Thoughtful</i> and create <i>discussion</i> .  And: One response given to <i>two classmates</i> .	Responses <i>only</i> agree Or disagree with <i>no</i> Thoughtful discussion.  And/or: Only <i>one</i> response to <i>One</i> classmate.	No response given

\*If there is more than one prompt, students must reply to all prompts. All prompts are worth a total of 5 points. Scoring is detailed above.