

**Studio in Art** is a mandatory one-credit course necessary for high school graduation. In this year-long course, students will work with a variety of media and expand upon, through studio production, the elements and principles of art, techniques, art history and criticism. Students will also be encouraged to participate in the rich cultural institutions our local community has to offer.

In Studio in Art, students will be expected to demonstrate mastery of artistic skills and an understanding of art appropriate to the Commencement Level of the four New York State Art Standards.

**Art Standards 1: Creating Art** states that all students will produce works of art that explore different kinds of subject matter, topics, themes and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their ideas in art.

**Art Standard 2: Knowing and Using Art Materials and Resources** states that all students will know about resources and opportunities for participation in the visual arts in the community (i.e. cultural institutions) as well as careers in the field.

**Art Standard 3: Responding To and Analyzing Works of Art** states that all students will reflect on, interpret and evaluate works of art, using the language of art criticism.

**Art Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts** states that all students will explore art from various historical periods and world cultures to discover the roles that it plays. Students will explore art to understand the social, cultural, and environmental dimensions of human society.

**Objectives:**

The Studio in Art course will enable students to master the following objectives:

1. Define, recognize, and use the elements of art.
2. Define, recognize, and use the principles of design.
3. Recognize, distinguish, and appreciate art and cultural influences of differing cultures and historical periods.
4. Develop an awareness of and sensitivity to art in both natural and human-made environments.
5. Strengthen perceptual awareness and cognitive skill through sensory experiences.
6. Analyze, compare, interpret, and evaluate art of self, other students, and major artists.
7. Communicate feelings and ideas through creative visual expression.
8. Develop skills in producing visual art in a wide variety of media and techniques.
9. Exhibit proficiency in terminology and techniques related to areas of art study.
10. Explore careers in the field of art.
11. Develop skills in the care and safe use of art supplies and equipment.

**Timeline:**

| Month      | Style/Artist                | Major Unit of Study   | Essential Question  |
|------------|-----------------------------|---|---|
| Sept.      | Vermeer                     | Elements & Principles of Design<br>Drawing Unit                         | What makes the portrait so intriguing?<br>What makes an artwork a masterpiece?                    |
| Oct./Nov.  | Impressionism               | Drawing Unit  | Where do ideas and inspiration derive from?   |
| Dec.-May   | K. Kollowitz                | Printmaking Unit  | Why do we create art?   |
| Jan.-Feb.  | Various modern day artists  | Empty Bowls Project/Auction   | How do artists affect change?   |
| March      | Faith Ringgold              | Painting Unit   | How does technology affect artistic styles?   |
| April-June | Velazquez/Juan de la Pareja | (Self) Portraits / Power Point presentation on specific artists/styles. | Why do we draw ourselves?<br>What does the art of a specific time period tell us about a culture? |

### Grading Components of Studio in Art:

Students will be expected to complete the following assignments for grading:

- **Reading & writing assignments** -The district has purchased new textbooks for this course! Many folks may say read? It is an art class, well let us not forget all the history we humans-artists make!
- **Art projects**- see timeline above
- **Art journals/sketchbook**- homework
- **Final art exam**- (In class -in June)100 pt. mult. choice/ short answer
- **Museum visit(s)** with written critiques
- **Power point presentation**-final art project

A rubric will be used to assess student creativity, understanding of design elements and principles, effort, craftsmanship, attendance, and effective use of class time by use of a rubric. The rubric scale is based on a score of 1-4, with 4 being the highest.

- 4 translates into an A+
- 3 translates into an A
- 2 translates into a B
- 1 translates into a C
- 0 translates into a F

Students will be requested to attend at least **two** local cultural institution for credit.

In the past, I have met students after school at the Albright-Knox to take advantage of the free admission on Fridays. I plan to offer students a few different dates in the spring. One date will be on the Sunday in May that coincides with the student Empty Bowls Auction, (held at Buffalo State College-TBA.) The other date will be in early June at the Central Terminal, (WNY All HS Student Exhibit.) Not only will students have the opportunity to view some famous artwork and architecture, but to promote their involvement in our community. Students will earn credit for their attendance, and extra credit for completion of a 150-word review critiquing their experience.

Students will be **required** to maintain a sketchbook-writing journal in this class. The student can expect **1-2 hours weekly of HOMEWORK in their sketchbook** . The purpose of this is to expand their exploration of thought as well as to build upon their creative skills. As mentioned earlier, this book will be graded based upon the amount of time, thought, **neatness** and effort put forth.

Students will **read two novels** based on the artists Vermeer and Velazquez

Girl with a Pearl Earring will be read in the fall and I, Juan de la Pareja will be read in the spring.

**Class Conduct:** Each student is expected to...

- **Listen** well, respecting the person speaking.
- **Follow teacher's direction and instructions.**
- **Be on time to class**, prepared with proper art materials & **PUNCTUAL WITH PROJECT DEADLINES.**
- **Be prepared to work!** Students need to do their "**other things**" before or after class, not during!
- Be responsible for **cleaning (& sanitizing) up their work area** after each art class. (Neatness will count!)
- Follow school and district-wide codes of conduct- **especially** in regard to dress, food, **musical devices** and **cell phones!**

**Textbooks & Resources:** Texts used in Studio in Art include:

- Teaching Drawing from Art by B & J Wilson
- Drawing on the Right Side of the Brain by Beth Edwards
- Getting into Art History by Annie Smith
- Art: Images and Ideas (textbook) by Laura Chapman
- Paint Happy by Cristina Acosta
- Celebrate your Creative Self by Mary Todd Beam

**Supplies:** needed for this class are...

- A pack of permanent markers (12, 24, or 36 count –Bic, Tül, Sharpies or Prismacolor)
- Glue Stick
- Scissors

We are collecting a \$15 supply fee for...

- art journal set that includes 5 drawing pencils, eraser, sharpener & mannequin
- art brushes
- portfolio cases (20"x26")

A.C. Moore is providing a bulk rate and teacher's discount (as well as tax exempt) for these items. Students who wish to have the teacher purchase the supplies need to send in the fee by September 30<sup>th</sup>! (checks may be made out to City Honors School)

*Students who do not pay the supply fee will be responsible to supply all of the items mentioned in the two lists above.*

**Methods of Communication:** I am available most days after school from 2:30 – 4:30pm. My email address is: **[cstgeorge@buffaloschools.org](mailto:cstgeorge@buffaloschools.org)**  
A preferred method of communication is to call my cell phone @ 472-9259

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After reading the syllabus, kindly sign and return this form to Ms. St. George in room 102.

Parent's Signature \_\_\_\_\_

Parent's Contact Number \_\_\_\_\_

Parent's E-mail \_\_\_\_\_

STUDENT NAME \_\_\_\_\_ HR# \_\_\_\_\_

