

## **Freshman Art**

### **Prerequisites:**

Acceptance into Freshman year.

### **Course Description:**

This course is a true foundational art course that will explore the elements and principles of art through the various movements and themes in the history of art. This course seeks to integrate the information and knowledge from the other Form I subjects through the exploration of the techniques and materials of Ancient world through the Renaissance.

Students will work in both 2D and 3D, with the hope of culminating this learning in an animated 4D piece! Homework, which includes weekly sketches, will be required. This course meets for 50 minutes twice a week.

### **Course Goals:**

1. Students will develop habits of observation and eye/hand coordination through weekly drawing practice.
2. Students will build a repertoire of new vocabulary, techniques, and studio skills while also advancing in the foundational skills of drawing and painting.
3. Students will gain appreciation for a variety of art forms, styles, and subjects of both the past and the present, and be able to make correlations between them.

### **Course Objectives:**

1. Students will learn to how maintain a visual sketchbook.
2. Students will apply the elements and principles of art to achieve successful compositions that effectively communicate ideas.
3. Students will understand how history informs technique and be able to apply such information in a personal manner. Students, once informed by the past, can respond critically to the present culture.
4. Students will be able to recognize and appreciate what is good, true, and beautiful in art.
5. Students will develop good work habits through in-class studio experiences as well through drawing practice at home.

### **Course Overview / Sequence**

- I. Introduction to Form I Art Course Overview & "What is Art?"
  - A. Aesthetics discussion regarding 10 objects that students must categorize as 'art' or 'not art' according to value, skill, function, etc.
  - B. Explanation and demonstration of materials required for the class and layout, rules of the classroom.
  - C. Sketchbooks and homework assignments explained.
- II. Drawing on the Right Side of the Brain
  - A. Introduction to basic drawing skills using the exercises from this book.
    1. Contour Line & Perceived Edges
    2. Trapped Shapes
    3. Relationships between objects/ sighting/measuring
  - B. Introduction to shading techniques and value

1. Using the approaches learned in the above exercises, students will create a finished drawing of a tool/chair/complicated object
2. These finished drawings will demonstrate that drawing skills can improve using the techniques in the drawing book.

### III. Self-Portrait, Chuck Close Style

- A. Introduction to American artist Chuck Close and his technique of gridding and enlarging portraits
- B. Students will grid a 4x6 black and white photo of self and transfer the information one square at a time to a larger piece of paper, also gridded.
  1. This enforces knowledge and application of a variety of values when shading
  2. This technique allows for students to follow a systematic method for drawing that is very successful; this technique also reinforces the use of right side of brain skill building.

### IV. Architectural Models

- A. Introduction to a brief history of architecture
  1. Students will learn how to construct three-dimensional forms using chip board, xacto knives, and hot glue (safety rules and important skills).
  2. Students will create: cube, cylinder, pyramid, rectangular solid with pitched roof, steps
- B. Students will create an architectural model from chip board that has references to 2 historical buildings, fulfills specific detailed requirements, and demonstrates skill in craft and precision of measuring, cutting, and assembly.

### V. Animate a Masterpiece (Color Theory, Painting, Animation)

- A. Students will begin this unit by studying the following animation techniques
  1. Thaumatrope
  2. Zoetrope
  3. Flip Book
- B. Introduction to color theory/painting and the notion of "Masterpiece"
  1. Students will study the history of stop motion animation
  2. Students will be instructed on how to mix colors through a series of exercises in color theory; specific instructions on how to use acrylic paint and how to care for brushes.
  3. Students will draw a copy of their chosen masterpiece, taking into account that any moveable parts must be drawn on a separate piece of bristol
  4. Students will accurately paint their masterpiece.
  5. Students will create a title for their animation piece (painted, cut paper, etc)
  6. Students will animate their masterpiece using StopMotion application and these pieces will be compiled through iMovie.

### VII. Roman Architecture and Perspective Drawing

- A. Students will be introduced to key elements of Roman Architecture and Art
  1. Arch, dome, concrete, mosaic, and various other historical elements.

- B. Students will be instructed in 1 and 2 point perspective.
  1. Students will practice 1 point perspective in a series of exercises
  2. Students will practice 2 point perspective in a series of exercises
- C. Students will create a 2 pt perspective drawing of a tree house that contains 5 elements of Roman Architecture.
  1. This drawing will be painted with a watercolor wash
  2. This painting will be outlined with Sharpie to create an illustrative image.

#### VII. Medieval Art – Bestiary and Textile work

- A. Students will be introduced to the Medieval Bestiary and the notion of animals and combinations of animals/fantasy/imagination
  1. Students will draw an idea of such an animal either from their own imagination or one from the Bestiary book.
  2. Students will be instructed in how to create this animal from pieces of felt through sewing and stuffing. These animals will be suspended from the ceiling when displayed.
- B. Other possible studio projects include ceramic gargoyle rain catchers based on the gargoyles on the Basilica.

#### VIII. Human Figure and Greek Sculpture

- A. Students will be introduced to history of Greek figurative sculpture (Archaic, Classical, Hellenistic)
- B. Students will learn the basic canons for drawing the human figure
  1. Students will practice drawing the human figure by observing classmates as they model; gesture drawings
  2. Students will also practice drawing the human figure by drawing from the statues in the basilica and in CLS.
    - D. Students will become adept at drawing the human figure in proportion and in charcoal.
- E. Other possible studio projects for Greek Art include ceramic vases with figures, wire and plaster figurative sculptures

#### **Evaluation:**

##### **Drawing Practice / Homework (25% of quarter grade):**

A 30-minute drawing will be due in class each Monday or Tuesday and will be completed in the sketchbook purchased for this class. This drawing should take approximately 30 minutes of focused concentration on the subject and technique required (see attached drawing assignment sheet). These drawings will not be accepted late, except in the case of an excused absence. Each drawing is worth a possible 10 points and the sum total of this grade will account for 25% of the quarter grade.

##### **Daily Work/Effort (25% of quarter grade):**

5 points will be given each day for time on task and progress toward an understood project goal. This grade includes having art supplies in class, following directions and special

safety instructions, and timely clean up. This grade, once averaged, will also account for 25% of the quarter grade.

**Projects/Papers/Tests (50% of quarter grade):**

Projects and various exercises leading up to finished art pieces will vary in worth. Most often, however, a finished project will be worth 100 points and will be graded according to a specified criteria established at the onset of the work.

*Grading Rubrics are specific to each project but typically will involve:*

Composition/effective use of elements and principles of art

Craft/skill/neatness

Creativity/originality

Effective use of media or technique

Effort/work ethic