

Prep8 Art

Prerequisites:

Acceptance into Prep 8 year.

Course Description:

This course will introduce students to the concept of visual art and the skills and techniques necessary to communicate visually. Specifically, students in Prep 8 will be introduced to American art and artists as they learn the elements and principles that will guide them in the creation of drawing, paintings, sculptures, and other forms of art. This class meets for 50 minutes twice a week.

Course Goals:

1. Students will develop habits of observation and eye/hand coordination through in-class studio 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. This course will have a focus on American Art.
4. Students will be introduced to notions of why people create art and how art reflects culture.

Course Objectives:

1. Students will learn how to maintain a visual sketchbook.
2. Students will learn how to 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 begin to recognize and appreciate what is good, true, and beautiful in art.

Course Overview / Sequence

I. Introduction to Prep 8 Art Course Overview & "What is Art?"

- A. Aesthetics discussion regarding 10 objects that students must categorize as art or not art; value; skill;
- B. Explanation and demonstration of materials required for the class and layout, rules of the classroom.
- C. Sketchbook Drawing assignments explained.

II. Elements and Principles of Art (Structure of Art) & American Art

A. Line/Space

1. Using American Drawing Manual (c. 1870s), students will be instructed in exercises of line, line weight, perception of space and the development of hand/eye coordination.

2. Using this method, students will create (using graph paper) 4 to 6 significantly complicated but original designs in pencil.
- B. Value & Texture
 1. Using these designs, students will learn how to render in a variety of values and textures, thus understanding the notion of shading and depth (texture and shading will be further studied in the Relief Printmaking Unit).
 2. Connections will be made to American artists who work in the technique of drawing.
- C. Color & Color Theory
3. Using the more complicated designs, students will learn the following new terms and be able to apply them in art (these designs will be rendered in colored pencil, watercolor, and tempera paint to expose the students to a variety of media):
 - a. Primary, secondary, tertiary colors
 - b. Monochromatic schemes
 - c. Complementary colors
 - d. Hue/value/intensity (tint, shade)
 - e. Warm and cool colors
- D. Form / Shape
 1. Using the rendering techniques used in the design projects, students will be instructed on how to draw simple forms.
 2. These simple forms will be shaded in pencil and colored pencil.
- E. Displaying Art
 1. Students will learn how to accurately measure, neatly cut out, and precisely mount these designs on a black mounting board for display.
 2. Students will also create artwork for the Christmas Art Sale at CLS using these techniques. Students will visit the Basilica and observe the designs in the building as inspiration for their art.
 3. Students will be introduced to a variety of careers in the area of art.

III. Classical Training in art using Masterpieces

- A. Students will choose an American Painting Masterpiece to copy.
- B. Students will accurately draw the elements of the painting.
- C. Students will be introduced to Acrylic paint (techniques in mixing colors accurately, blending values, and how to care for brushes)
- D. Students will be instructed to accurately paint the masterpiece to the best of their ability.
- E. Oil Pastels could also be used for this project.

IV. Relief Printmaking / Poetry Book Unit

- A. Using poems and short stories developed in their Language Arts class, students will be introduced to the art of illustration and relief printmaking.
- B. Students will be instructed in how to develop an image suitable for their literary selection and how to render this image using only texture to communicate value.
- C. Students will transfer this image to linoleum and learn the essential skills required for cutting the linoleum safely

- D. Students will print this image using the traditional relief printmaking technique. Limited editions will be signed properly.
- E. Students will be introduced to the history of bookbinding and will sew together the supplied pages of an anthology for each class. This project will involve marbling paper, folding and preparing each signature, and sewing. Each student will, therefore, create a hand-bound book containing fellow classmates' written and visual work.

V. Applied Art / Folk Art (2 projects)

- A. Students will be introduced to American Folk Art through folk dolls and whirly gigs. This history will also include ancient Greek and Roman dolls as they relate to this classical school.
- B. This unit will incorporate sculptural materials and found objects into a whirly gig that will function/ or a figure with moveable parts.
- C. Students will gain knowledge and skill in the areas of sculpture and three-dimensional form and space. These pieces also incorporate an element of time.

VI. Perspective & Neoclassical American Architecture

- A. Students will be introduced to the concepts of linear perspective & atmospheric perspective as they examine examples of neoclassical structures in American architecture.
- B. Students will practice 1 and 2 point perspective
- C. Students will create a simple drawing of a building which will be illustrated with tints of watercolor and line work (engaging the students in the field of illustration and applied art)

VII. American Ceramics – Rookwood Tiles

- A. Unit on Cincinnati-based Rookwood Pottery. History of Arts and Crafts Movement and impact on art in Cincinnati.
- B. Students will create a ceramic tile/plaster mold/ edition of same tile using the plaster mold. Glaze and possible marketing.

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. 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