

# Course Overview Introduction to the Visual Arts

Content Area: **Performing Arts**  
Course(s):  
Time Period: **Full Year**  
Length: **35 weeks**  
Status: **Published**

## **School Mission Statement**

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The mission of Chartertech is to provide artists the opportunity to blend principles of artistic expression with cutting-edge technology, so artists will excel in academic, career, and civic pursuits and contribute to the harmony and productivity of the 21<sup>st</sup> century.

**Artistic integration:** Performing arts will be accessible to all artists as a skill and content area and will serve as a vehicle for imparting, enlivening, and motivating excellence in all academic topics, as well as providing a platform for learning multicultural appreciation and empathy, not just tolerance.

**Technological integration:** Technology will serve as the foundation for instructional delivery systems leading to knowledge acquisition, concept understanding, and skill mastery in all academic subjects. Technology will not be studied as a separate entity but infused into the very fabric of educational pursuits, exactly as it occurs in the business world. Artists will be prepared to compete in the modern workplace or post-secondary institution.

*"Education has always been torn between vocational and utilitarian purposes on one hand and creative and holistic purposes on the other... We are rapidly entering a world that is hard to imagine. By developing the problem-solving skills, creativity, and discipline required in the arts, artists can prepare for life in the 21<sup>st</sup> century."*

From Understanding How the Arts Contribute to Excellent Education

National Endowment for the Arts, 1991

## **School Goals**

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### **Goals for Arts Education:**

**Artists will learn the knowledge, skills, and abilities necessary to turn their passions and gifts in the arts into vocations or serious avocations.**

Objective 1: Each year, each artist will take two semesters (10 credits) of career-oriented training (80 minutes per day) in their artistic major.

Objective 2: Each marking period, each artist will perform or produce frequently, in diverse settings and for diverse audiences.

Objective 3: Artistic instruction will be integrated into the study of all academic subjects.

Objective 4: Each year, each artist will complete at least twenty after-school “lab” hours in their artistic major. These will constitute career-oriented service to the school and/or community, and demonstrate accomplishment of the NJCCCS crosscutting workplace readiness standards.

**Goal for Technology:**

**Chartertech will model the technology-intense workplace and artists will be able to compete successfully and perform well in a technology-intense workplace.**

Objective 5: Each artist will routinely use technology in a workplace-like manner to acquire, analyze, communicate, and present information in every subject.

Objective 6: Each artist will have access to a computer every day, every class so that automated sources will be the main conduit for educational content.

Objective 7: All administrative and instructional functions of the school will be supported by the most modern technology available.

**Goals for Academic Achievement:**

**Artists will apply themselves in the serious pursuit of knowledge and skills, especially skills in critical thinking, problem solving, decision making, and communication.**

Objective 8: Each year, and to be promoted to the next grade each artist will pass five credits in English, Health, Social Studies, Science, Mathematics, and PE/Health. Between grades 9-12 artists will also complete 1 year of Spanish.

Objective 9: In each academic subject, each year, each artist will complete a significant project that involves critical thinking, problem solving, decision making, and communication skills, and which demonstrates cross-content workplace readiness skills.

Objective 10: Each year artists will develop a artist resume to guide his/her academic and artistic studies and to document his/her academic and artistic accomplishments. This work will be done under the mentorship of the faculty in the artist’s artistic major.

Objective 11: Academic instruction in all subjects will be highly cross-curricular, in accordance with curricula design and continuously improved by teachers, in compliance with the New Jersey Artist Learning Standards.

**Course Description**

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<b>Course Title:</b>	Introduction to the Visual Arts
<b>Department:</b>	Fine Art
<b>Prerequisite:</b>	N/A
<b>Number of Credits:</b>	3
<b>Grade Level(s):</b>	9, 10, 11, 12

<b>Standards:</b>	Aligned to New Jersey Student Learning Standards for Visual and Performing Arts
<b>Description of Course</b>	Introduction to the Visual Arts Dual Credit course engages artists in art making through painting, drawing, and 3D building while considering important historical and cultural art context. Artists will complete a college-ready portfolio based on the foundations of the visual arts: the Elements of Art and the Principles of Design. Artists will develop a strong art vocabulary through critiques and thoughtful discussion of their peers' artwork as well as their own.

## Overview & Pacing

Unit #	Major Content	Expected Time
Unit 1: Drawing Basics	Unit 1, Drawing Basics, introduces the primary concepts of drawing and presents a visual toolkit for artmaking and art reading. This unit will outline the visual building blocks, the Elements of Art, in a series of projects that explore traditional components of drawing. Questions that will examine the artist's understanding of what we see vs. what we think we see will ground observational assignments such as still life drawings and technique studies. These foundational projects and exercises will focus on line, texture, value, and form. Artists will work in a variety of drawing materials such as graphite drawing pencils, India ink, charcoal, and fine point markers.	Approximately 9 weeks
Unit 2: Color	Unit 2, Color, builds on the artist's growing knowledge of rendering by investigating color theory. This unit gives an in-depth look at the way colors work and the science of how our eyes perceive color. Artists will do extensive work in creating color wheels that challenge color theory compared to color practice. Artists will deepen their understanding of color and color relationships through working with cool and warm colors, color relationships,	Approximately 6 weeks

	and varied techniques in colored pencils, markers, oil pastels, and chalk pastels.	
Unit 3: Painting Basics	<p>Unit 3, Painting Basics, builds on the artist's drawing foundation-- artists must have a thorough understanding how drawing concepts to be able to paint. Through painting exercises, artists will add to their art repertoire by exploring the Principles of Design. Artists will learn painting techniques in both watercolor and acrylic paint. Learning the science and material compound of different paints will also allow them to compare, contrast, and choose the proper brushes and paint application materials per project.</p>	Approximately 7 weeks
Unit 4: Perspective	<p>Unit 4, Perspective, challenges artists to create work using technical drawing skills. Artists will learn one and two-point perspective and their practical/real-world applications. Artists will learn the historical legacy of linear perspective and hone their fine detail and drawing skills, challenging their skillset to create works of art that appear or have the illusion of being three-dimensional but are in fact still on a flat two-dimensional plane.</p>	Approximately 4 weeks
Unit 5: 3D Arts	<p>Unit 5, 3D Arts, will introduce the artists to working “in the round,” or in raised, three-dimensional planes. Artists will apply both concepts of Elements of Art and Principles of Design to create sculptures and other works that go beyond the two-dimensional picture plane. Artists will compare and contrast the differences, challenges, and perks of working 2D vs. 3D and predict new ways to approach artistic planning. Artists will work with an array of traditional and non-traditional</p>	Approximately 4 weeks

	building materials such as cardboard, found objects, and paper mache.	
Unit 6: Art History	Unit 6, Art History, gives an in-depth articulation of the important movements and events throughout art history. Artists will be challenged to make connections between events from cave-paintings to contemporary art today and all art periods in between. Artists will compare and contrast stylistic changes over time looking at not only individual artists but whole art schools and art movements. Artists will demonstrate their understanding of history's influence on art through a series of written (RAFT) assignments as well as a project that challenges their formal artistic skills.	Approximately 3 weeks
Unit 7: Artist Inventory//Portfolio completion	Unit 7, Artist Inventory, is the cumulative self assessment for the artists. In this unit, artists will discuss the importance of professional presentation of their artwork and select the appropriate ways to finish their works of art. Artists will learn tools for mounting, matting, or other techniques in framing their artwork. The final assessment will be a completed (physical) portfolio along with an artist CV.	Approximately 2 weeks