

Frankfort Community High School

Art and Culture

Course: Art and Culture – Semester Class Semester 1 Fall 2011

Instructor: M. Slider

Web site: <http://www.quia.com/pages/mslider/page19>

Goals

- An understanding and appreciation of artistic and cultural heritage.
- Expressive and creative opportunities for experiences with art tools and materials from many different cultures around the world.
- The ability to describe, analyze, interpret and make critical judgments about the form and content of art
- The opportunity to explore the philosophy of aesthetics of these cultures.

Expectations

Come to class prepared and ready to work on time. Bring a pencil every day. Use the restroom before class. Passes out of the room will be very limited. Tardies will be 5 points deducted from your daily grade each occurrence.

Work to the best of your ability. And then challenge yourself some more. You may surprise yourself as to what you're capable of.

Work the full class period. Use your time well. It reflects in your grade and the quality and quantity of your artwork. If you're absent, I expect you to make up the lab time. Unexcused absences or being removed from class will lower your grade by 20 points each occurrence.

No Food or Drink in class, period. Gum is permitted as long as none is found outside of the waste basket.

Treat others and the room equipment with courtesy and respect. Use appropriate words, language and conduct. Clean up your messes as part of the daily class activity. Points are deducted if you do not.

Grading

Grading is done on a point system – Grading rubrics are used for each project and midterm and end of each quarter. Class critiques worth approximately 20 points each. If you are working to what I believe is the best of your ability, you use your class time well, and all tests and outside of class homework are completed well, I guarantee you at least a "C." **Missing or unacceptable quality work is a "0" F. Half-efforts don't count.**

Targeted Dates	Objective/Content	Activities/Assessment	IL Learning Standards
August 17 through September 2	<p>Intro to Art and Culture course objectives and classroom procedures:</p> <p>Student will learn basic classroom procedures to best facilitate class goals, material use and instructional time.</p> <p>Students will understand the basic Elements and Principles of Art including: Line, Shape, Form, Space, Texture, Color, Value, Pattern, Unity, Repetition, Balance, Movement, Emphasis, and Contrast through comparative art of world cultures and their own art projects.</p> <p>Intro to line drawing – the students will look at works by pre-historic man, ancient Greeks, Michelangelo, Goya, Berthe Morisot Van Gogh, M.C. Escher, Picasso, Käthe, Kollwicz and others.</p>	<p>Visual introduction to art and art history as it relates to culture is part of each activity in class.</p> <p>Preparing a portfolio to store flat work</p> <p>How to critique art</p> <p>Line drawings: Classical images from Greece to Van Gogh.</p> <p>Student works to include 2 examples of</p> <ol style="list-style-type: none"> 1. Sketches 2. Contour line 3. Shading and texture 	25 A.4, 25 A. 5, 26 A. 4e, 27 B. 4a, 27 B 4b
September 6- 23	<p>Intro to line, balance, unity and shape – The art of Japanese sumi-e and Chinese brushwork</p> <p>Introduction to brushwork and painting through the art of Chinese and Japanese images</p> <p>Intro to color – Watercolor techniques intro through the artists Raoul Dufy, Andrew Wyeth, Charles Demuth, Zoltan Szabo, Edward Hopper, Frederic Remington, Childe Hassam, Winslow Homer</p>	<p>Students will complete</p> <ol style="list-style-type: none"> 1. 3 examples of in the sumi-e or Chinese style brushwork, one based on a Chinese or Japanese master. 2.a small study of color wheel properties to include primary, secondary, monochromatic and analogous colors 3. 2 small watercolors to include an outdoor scene and/or still life and one subject of student choice in showing examples of wash, wet on wet, atmospheric perspective and white area. 	25 A. 4, 25 B. 4 26 B. 4d, 27 A. 4b

<p>September 26 through October 7</p>	<p>Continuation of the comparison of shape, repetition and pattern and mola culture of Panamá, Native American rug patterns and their symbolism, and Adinkra cloth patterns.</p> <p>Other artists who inspire shape are - Matisse, Miró, Calder, R. Bearden</p>	<p>The students will</p> <ol style="list-style-type: none"> 1. Create a Mola image based on the study of the Kuna culture of Panamá. 2. Design a rug pattern based on the symbolic shapes of Southwest native American cultures. 3. Stamp a cloth with Adinkra inspired patterns from Africa. 	<p>25 A.4, 25 B. 4, 25 A. 1d, 25 A. 1e, 25 B. 3, 25 B. 4, 26 A. 5, 26 B. 3d, 26 B. 3e, 27 B. 4 a & b 27 B. 5</p>
<p>October 11 through 21</p>	<p>Intro to form and texture through the visual study of outdoor sculptures in Chicago by artists Picasso, Puryear, Oldenburg, Nevelson, Miró, Loyau, Calder, Kapoor and Illinois local artist Medwedeff.</p> <p>Review Native American Art styles of pottery making. Review the techniques of pottery and apply them to examples and student project.</p>	<p>The students will</p> <ol style="list-style-type: none"> 1. View the examples of form in outdoor sculptures of Chicago 2. Create examples of <ol style="list-style-type: none"> a. Coil b. Slab c. Thrown pottery (with wheel or 3. Students will create a functional or nonfunctional clay work for eventual firing and glazing 	<p>25 A. 5, 25 B. 3, 25 A. 3e, 26 A. 2f, 26 B. 3d, 26 B. 3e, 27 B. 4 a & b 27 B. 5</p>
<p>October 24 through November 4</p>	<p>Midterm portfolio review with class. Students will select their 5 best projects for class discussion and critique.</p>	<p><i>Completion of previous project...</i> Students will decorate the exterior of their clay project using repetitious lines or applied decor using slip construction.</p> <p>All grades completed for midterm by Thursday.</p>	<p>25 A. 5</p>

<p>November 7 through 11</p>	<p>The students will explore pattern, texture and contrast in Native American art forms of weaving and beading in contrast with decorative tapestry techniques of the Bayeaux Tapestry and Coptic Weavings of the 4th Century.</p> <p>Compare and contrast the patterns of tapa cloth of the island nations of Tonga, Tahiti, Fiji and Samoa and the Kapa cloth of Hawaii with the Coptic designs of Egypt.</p> <p>Review of texture, pattern, repetition and line through the creating of a simple basket and /or a collage using basket making techniques.</p>	<p>The students will</p> <ol style="list-style-type: none"> 1. Learn the basic weaving terms and techniques to make their own small tapestry weaving on a wooden or cardboard loom. 2. The students will learn about beading and may create a hatband or bracelet using native American beading techniques. 3. Embellishment – The students will use simple stitches to embellish a pair jeans or other wearable item for themselves or a child. 4. The students will learn the basics of basket making to create their own work using basket weaving techniques. 	<p>25 A. 4 25 A. 3d & e 25 B. 4 26 A. 3e 26 B. 4d 27 A. 4b 27 B. 4b</p>
<p>November 14 through November 23</p>	<p>Review of texture, pattern, repetition and line through the creating of a simple basket and /or a collage using basket making techniques.</p> <p>The students will continue to study</p>	<p>The students will</p> <ol style="list-style-type: none"> 1. Printed Cloth – The student will observe the creative process of making different patterns of cloth decoration from the Coptic patterns of Egypt to the island nations of Melanesia and Polynesia. 2. The students will 	<p>25 A. 4 25 A. 3d & e 25 B. 4 26 A. 3e 26 B. 4d 27 A. 4b 27 B. 4b</p>

	line and form through calligraphic writing comparing the brushwork of Chinese, Japanese, and Arabic scripts to medieval manuscript writing styles.	learn the basics of Calligraphy... 3. Then create an Illustrated letter based on medieval illustration techniques and decoration.	
November 28 through December 7	The students will explore balance and contrast as well as line printmaking processes through the art of Dürer, Lautrec, MC Escher, Alfredo Jimenez, Jacob Lawrence, Thomas Hart Benton and others. Art, Music and choral evening – Art exhibition of student work for this semester.	The students will 1. Learn about 4 printmaking processes: Relief and Intaglio 2. The student will create a design for a linocut print block , submit their ideas to the instructor prior to executing the lino block cut	25 A.4, 25 B. 4, 25 A. 1d, 25 A. 1e, 25 B. 3, 25 B. 4, 26 A. 5, 26 B. 3d, 26 B. 3e, 27 B. 4 a & b 27 B. 5
December 8 through 16	American Culture - review of art through the history of America though painting techniques. Students will be permitted to use a paint media to follow the style of a favorite American artist from the 15 th through 20 th centuries. Sculpture may be permied Final Student project discussion– Using a world culture and its art form as a base, the students will complete a project of choice based on previously studied techniques.	The students may use their own materials or materials provided to create a highly personal work for final review with the instructor and their peers.	25 A. 4 25 A. 5
December 19 through Christmas break	Final Student project discussion– Using a world culture and its art form as a base, the students will complete a project of choice based on previously studied techniques. THIS WILL BE COMPLETED AT HOME DURING BREAK	The students will submit their portfolios for the second quarter selecting their 5 best works for class review and critique.	25 A. 4 25 A. 5

<p>Final Exams – last critiques January 2 - 7</p>	<p>The students will reflectively comment on their own and classmates' works for the semester in Feldman critique process</p>	<p>All final projects have been submitted. All other projects are completed at this time.</p>	<p>25 A. 4 25 A. 5</p>
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