**Comprehensive Creative Art** Updated 8/10/12 **Mrs. Blaha   
Contact Information:   
 Office:** 605-286-3291 Ext. 39   
 **Email:** [kathy.blaha@k12.sd.us](mailto:kathy.blaha@k12.sd.us)

* **Textbook**
* **Course Introduction/Description**

Comprehensive Creative Art is an introductory-level class that introduces students to the visual arts. This elective class provides .5 Fine Art credit/semester. This course will introduce students to the elements of art and principles of design. Students will also have a brief overview of art media, careers, as well as western and non-western art history. Throughout the course, students will be asked to analyze works of art, create studio projects as directed, complete sketches in a sketch book, and complete quizzes over the readings as assigned. Students will also be asked to reflect upon their learning for each chapter and carry on art-related blogs with other students in the class.

This course can be completed by the student at their own pace as it is set up through BlackBoard and at this time there are no scheduled face-to-face meetings. All class information, quizzes, assigned projects, and videos will be found in Blackboard as they are presented by modules that correspond to the chapters in the student text book.

* **Rationale and South Dakota Fine Arts: Visual Arts Content Standards**

“The visual arts are an integral part of the human experience and have roots in every culture and historical period throughout the world. Visual art provides students an immediate picture of an era and its people. Knowledge of the cultural and historical context of visual art helps students recognize connections among all aspects of living and learning. Through the visual arts students are provided an opportunity to discover, develop, and actualize their unique potential. The visual arts assist students in developing the many facets of multiple intelligences while providing meaningful learning opportunities and the development of critical and creative thinking.

Visual art is holistic in nature and visual arts education is fundamental if students are to become informed and contributing members of the world community. Engagement in the visual arts permits students to become active initiators rather than passive receivers of information and fosters creative self-expression and aesthetic awareness. Students must be granted opportunities to use the visual arts standards as targets which provide a foundation for setting goals and achieving personal fulfillment” (SD DOE).

**STANDARD ONE:**

Students will understand and use visual arts as means for creative self-expression and interpersonal communication.

**RATIONALE:** *Visual arts production provides a means for creativity and self-expression. Creating visual art provides a way for students to actively use traditional materials and contemporary techniques to demonstrate personal interpretations of feelings, thoughts, and ideas. Integration of visual art with other disciplines helps students see relevance and connections among all curricular areas and increases their knowledge base, self-esteem, and personal confidence.*

9-12 Students will:

1. Analyze how visual arts may express concepts, tell stories, evoke moods or emotions, and symbolize ideas.
2. Communicate personal ideas, experiences, or emotions through a variety of visual art media, processes and techniques.
3. Use artwork which communicates an understanding of themes or concepts from other disciplines.

**STANDARD TWO:**

Students will understand the media, techniques and processes used in the production of visual arts.

**RATIONALE:** *Understanding various media and a variety of production techniques and processes provides students with knowledge of how to use a diversity of appropriate elements and principles to solve visual arts problems. This knowledge-base provides students the background to effectively interpret and portray emotions and ideas. A well-grounded understanding of its many components builds a foundation for life-long engagement in and enjoyment of visual arts.*

9-12 Students will:

1. Analyze the various media and processes used in creating a variety of art forms.
2. Analyze a variety of techniques which give artwork definition and detail.
3. Determine and apply the appropriate compositional elements and organizational principles to solve specific visual art problems.

**STANDARD THREE:**

Students will understand the relationship between visual arts and history, culture, and society.

**RATIONALE:** *When students are given the opportunity to study and experience visual arts which represent other cultures and time periods, they gain a deeper understanding of their own as well as other cultures. Knowledge of the interrelationships between people and their art, and the influence one has on the other, helps students develop an appreciation for and tolerance of differences. The visual arts provide a better understanding of and a common bridge among cultures throughout the world.*

9-12 Students will:

1. Analyze how the visual arts record, preserve, highlight and symbolize the history of humanity.
2. Analyze the role of visual arts in reflecting and influencing the culture and societies in which they are created.
3. Analyze the influence of significant artists on the evolution of the various forms of visual arts.

**STANDARD FOUR:**

Students will demonstrate a capacity for critical and sensitive response to various visual arts experiences.

**RATIONALE:** *By describing, analyzing, and evaluating various processes, production techniques, and media used, students develop the ability to more fully appreciate the visual arts. Students develop the capacity for critical and sensitive response to the effort of others by using appropriate criteria to evaluate various forms of art work. Students must establish criteria to assess their own art work and view self-evaluation as an opportunity for personal improvement.*

9-12 Students will:

1. Evaluate works of art in terms of artistic concepts, ideas, or intentions using criteria appropriate for the style or form.
2. Justify visual art preferences using personal aesthetic criteria.\*
3. Evaluate the quality and effectiveness of personal artwork using specific criteria.

* **Instructional Methods and Activities**
  + The course will use the Blackboard Learn interface. All materials and content related to the class can be found there.
  + Students will participate in discussions, blogs, complete various assignments, and studio projects.
* **Course Expectations**
  + Students are expected to:
    - Be actively involved in their learning about the visual arts.
    - To read as assigned and be prepared for class, complete work as assigned, and participate actively and productively. When working on studio projects, students should get supplies organized *properly clean and put away all materials used by the end of the period.* Manage time wisely!
    - Respect themselves, others, property, and materials. This includes appropriate language.
    - Follow all directions.
    - Work cooperatively in large and small groups, as well as independently.
    - Abide by school policies and classroom rules. Special attention should be given to the plagiarism, makeup work, and incomplete policies in the handbook.
* **Homework and Grading Policy**
* Studio projects are graded on student effort and the specific criteria introduced with each project. See the rubric for each project/assignment. It is expected that students will approach each new project with a willingness to “give it your best shot.” Excuses, including “I can’t,” are not accepted.
* Student projects should address the assigned task appropriately, as well as show creativity and originality.
* No extra credit will be offered.
* In regard to homework and assignments, remember**: Lack of planning on your part does not constitute a state of emergency on mine! In cases of true emergencies, contact me BEFORE the assignment is due!**
* If you miss class, you are expected to get your makeup work promptly! Please note that since most of the work is done in the classroom-studio setting, excessive absences will make it difficult to complete projects in a timely manner.
* \*NOTE: This is an ELECTIVE class. That means you made a *choice* to be here. With that said, I expect full student cooperation and effort.
* **Tentative Class Schedule**
* **Note:** This schedule may be amended due to time constraints and/or student progress on studio projects.
* **1st Nine Weeks**
  + Introduction, Expectations, Guidelines – discussion, sketch
  + Chapter 1 “What is Art?” – blog, test, sketch, discussion
  + Chapter 2 “How Should We Look at Art?” – video (2), blog, test, sketch, discussion
  + Chapter 3 “ Line” – video (2), blog, test, sketch, discussion
    - 3.5 Art Criticism: A Japanese Ukiyo-e Artwork
    - 3.6 Still Life Drawing in pencil and fine-line marker
    - 3.7 Hatching and Cross Hatching – hand with tool in pencil
    - 3.8 Contour Line – pop can and crushed can in pencil and fine-line marker
    - 3.9 Expressive Line – tree in chalk
    - Intaglio Printmaking (Scrimshaw)
  + Chapter 4 “Shape and Form” – video, blog, test, sketch, discussion
    - 4.5 Art Criticism: A Contemporary Metalwork
    - 4.6 Negative Space in pencil with colored pencil
    - 4.7 Foreshortened Figure in pencil and fine-line marker
* **2nd Nine Weeks**
  + Chapter 5 “Value and Color” – video, blog, test, sketch, discussion
    - 5.4 Art Criticism: A Contemporary Surrealist Painting
    - 5.7 Spectrum of Color in watercolor
    - 5.8 Mixed Color in tempra and colored pencil
    - Warm/Cool Color Design in oil pastels
  + Chapter 6 “Space” – video, blog, test, sketch, discussion
    - 6.8 Art Criticism: An American Abstract Landscape
    - 6.9 One-Point Perspective colored pencil
  + Chapter 7 “ Texture” – video, chapter test
    - 7.3 Art Criticism: An Expressionist Landscape
    - Scratch art
* **3rd Nine Weeks**
  + Chapter 8 “Principles of Design” – video, blog, test, sketch, discussion
    - 8.10 Art Criticism: A Contemporary Installation
    - 8.13 Movement in a Comic Strip in pencil with colored pencil and fine-line marker
    - 8.14 Varied forms of Balance in paper
  + Chapter 9 “2-D Media” – video, blog, test, sketch, discussion
    - 9.8 Art Criticism: An American Regionalist Painting
    - Color Mixing in tempra and acrylic
  + Chapter 10 “3-D Media” – video, blog, test, sketch, discussion
    - 10.10 Art Criticism: A Monumental Public Sculpture
  + Chapter 11 “Architecture” – video, blog, test, sketch, discussion
    - 11.6 Art Criticism: A Memorial Library
    - 11.8 Architectural Collage
* **4th Nine Weeks**
  + Chapter 12 “ Careers” – test, sketch, discussion
    - 12.7 Art Criticism: Visual Culture: A Magazine Ad
    - Art Career Research in Powerpoint presentation
  + Chapter 13 “Non-Western Art History I” – video, blog, test, sketch, discussion
    - 13.7 Art Criticism: A Contemporary Fantasy
  + Chapter 14 “Non-Western Art History II” – video, blog, test, sketch, discussion
    - 14.6 Art Criticism: A South African Collage
    - 14.8 Symbolic Sculpture: A Contemporary Totem Pole in cardboard and tempra paints
  + Chapter 15 “Western Art History I” – video, blog, test, sketch, discussion
    - 15.10 Art Criticism: A Neoclassical Painting
  + Chapter 16 “Western Art History II” – video, blog, test, sketch, discussion
    - 16.9 Art Criticism: A Contemporary Triptych
    - Artist research with student created artwork reflecting that individual’s style
  + End of Course Wrap-Up & Evaluation – sketch, assign, survey