

# Studio Art

## Introduction and Course Outline

Welcome to the second semester Studio Art course. During this semester you will continue to learn to use the basic materials and techniques for creating works of visual art. You will learn more about artists and cultures that contribute to our rich global artistic heritage. I look forward to discussions with you about art, artists, and your thoughts about art and how this course can become the best in Cincinnati and maybe the nation.

**Purpose:** You will be able to use the basic materials, tools and techniques of the visual arts to create your own original artworks. You will be able to use a basic art vocabulary and to identify traditions of the visual arts from various geographic areas and historical periods. You will be able to identify and analyze artists, techniques, and the cultures in which artworks were created.

**Assignments:** The course outline describes each of the studio assignments, the museum visit and the research project required to pass this course. You are required to complete three assignments per week. You must have a folder for your course outline, glossary, handouts, grading journals, and museum report and research project. Drawings, plans, and completed assignments must be kept in the pocket folder assigned to you. There is a tracking document so that you will know your progress in the course.

**Website:** <http://www.helenrindsberg.com>  
This website contains links to PowerPoint presentations on artists, artworks and artistic techniques you will explore this semester. There are also museum websites to help you with your compositions and written assignments. As other good sites and resources are found, they are added. I welcome your suggestions.

**Standards:** You must complete all studio assignments, including the introductory PowerPoint presentations on the techniques and sample artworks at the beginning of each unit. You must complete one research assignment in which you'll read a handout, view a PowerPoint presentation, take a short quiz then complete a short writing assignment. You must participate in one museum visit and complete a short written assignment on what you see. The research and museum visit can be done at any time.

# Studio Art

## Semester Two Course Outline

**Structure:** After the introductory unit, all studio units follow the same structure outlined below. (Research and museum units have different structures.)

1. **Explore:** The first assignment will be an introduction to the vocabulary, materials and tools that you will use. You will learn the basic concepts through a PowerPoint presentation and **explore** how artists have used these materials to create their artworks.
2. **Experiment:** In the second assignment you will **experiment** with the materials and get comfortable with various techniques for using the tools and materials creatively. You will **experiment** with ideas for your own work. You are expected to use the correct vocabulary words as you discuss your artwork.
3. **Express:** In the third assignment, you will use the materials, tools and one or more techniques to create your own artwork to **express** your ideas and feelings about the subject of the unit.
4. **Grading:** You will use a grading journal to record what you learn for each unit. At the top is a grid where you will write notes about each assignment in the unit and your progress. When you have completed all three assignments, you will reflect on what you have learned. In the next section you will write a summary using the prompts. At the bottom is an area for Ms. Rindsberg's comments about your research, creativity, effort and cooperation in class.

### Unit Two-One: Fun With Textures

Assignment #1: Handout #2 – 1 “Fun With Textures” explains the details for this project. You will explore how artists have fun playing with colors and shapes to create new designs by experimenting with the materials and techniques for creating your own design with crayon rubbings of different textures in our classroom.

### Unit Two-Two: Make It Bold

Assignment #2-2: Handout #2 – 2 “Make It Bold” explains the details for this unit. It describes the goals and standards for the unit. You will explore how artists express their ideas and feelings using the power of outlines.

Assignment #2-3: You will experiment with the wax resist technique, using colors and bold black outlines that expresses your ideas and feelings about powerful people, animals, landscapes or abstract patterns.

Assignment #2-4: From your experiments, you will create a final artwork, a wax resist design using bold colors and powerful outlines.

### **Unit Two-Five: The Power of Lines**

Assignment #2-5: Handout #2 – 5 “The Power of Lines” explains the details for this unit. It describes the goals and standards for the unit. You will explore how artists carve printing blocks to create lines and textures to express their ideas and feelings.

Assignment #2-6: You will experiment with carving techniques for linoleum block prints using positive and negative lines. You will experiment with different printing techniques and combinations of colors.

Assignment #2-7: From your experiments, you will choose your final design. You will create an edition of six prints or a series of six greeting cards.

### **Unit Two-Eight: Marketing and Promotion**

Assignment #2-8: Handout #2 – 8 “Marketing and Promotions” explains the details for this unit. It describes the goals and standards for the unit. You will explore how advertising artists work with marketing managers to create advertising campaigns to promote people or products.

Assignment #2-9: You will experiment with slogans, color schemes and illustrations to create a personal PowerPoint presentation to promote your career.

Assignment #2-10: From your experiments, you will choose your best idea that expresses you and your career goals. You will create a five slide PPT ad campaign for your dream job.

### **Unit Two-Eleven: Museum Visit**

Assignment #2-11: Sign up and participate in the Cincinnati Wing tour at the Cincinnati Art Museum led by Ms. Rindsberg. Ask questions as you view the artworks, about the artist, materials, and/or culture; your grade is based on your discussions. Take notes about the 24 artworks discussed on the handout provided. You need your notes for assignment #12.

Assignment #2-12: Write a three-paragraph essay – double-spaced – (one paragraph for each item below) that describes:

- 1) The artwork that you liked the most and why the artwork appeals to you.
- 2) The artwork that you liked the least and why it didn't appeal to you.
- 3) Something that surprised you about an artwork, an artist or the museum itself.

For each artwork, identify:

- 1) The title, artist, date, material, and culture
- 2) The theme – human form, natural world, spiritual world
- 3) The type of artwork – painting, sculpture, drawing, etc.
- 4) The tools of the artist that appealed or didn't appeal to you
- 5) What ideas and feelings did the artist communicate to you?

### **Unit two-Thirteen – How To Look At Art: Part B**

A. Composition: how the subject is presented

1. Focus
2. Placement
3. Background
4. Lighting
5. Shapes

B. Style: distinctive use of the elements and principles of design

1. Use of Color
2. Manipulation of Surfaces
3. Amount of Detail
4. Use of Perspective

Assignment #2-13: Read the art history course Handout #2 - 13 “Tools of the Artists: Part B.” View the PowerPoint (PPT) presentation #13 “How To Look At Art: Part B.” You may view either the one from the Western Art History course or the one from the Non-Western Art History course. Study your glossary of art terms to understand the vocabulary of this “Tools” handout. Earn a passing grade on the quiz “How To Look At Art: Part B.”

Assignment #2-14: Use museum websites and choose one work of art to analyze. Write a draft – double-spaced – of a five-paragraph essay using at least ten of the terms in your paper:

- 1) Identify and describe the Elements of Design in the work (1 paragraph).
- 2) Identify and describe the Principles of Design in the work (1 paragraph).
- 3) Identify and describe the Elements of Content in the work (1 paragraph).
- 4) Write about the emotional impact (appeal to your heart) of the artwork on you. What ideas and feelings does the artist communicate to you (1 paragraph)?
- 5) Give information about the artist, his/her life, artistic achievements and the time in which the artwork was created (1 paragraph).

Paste a copy of the artwork into your word processing document; identify title, artist, date, size, medium and museum. If you copy any information from a website, remember to put it in quotes (“ ”).

Ms. Rindsberg will use Checklist #2 – 14 to see that you have met the standards. Make any corrections needed.

### **Unit Two-Fifteen: The Changing Landscape**

Assignment #2-15: Handout #2 – 15 “The Changing Landscape” explains the details for this unit. It describes the goals and standards for the unit. You will explore how artists paint with watercolors to express their ideas about the seasons of the year, effects of weather and times of the day.

Assignment #2-16: You will experiment with different techniques for using watercolors. You will try to show sunsets, summer, spring, storms, sun, etc. using dry brush, wet paper and wet on wet techniques.

Assignment #2-17: You will create a watercolor painting expressing your ideas about a beautiful landscape clearly showing the season, time of day or weather.

### **Unit Two-Eighteen: Make It Beautiful**

Assignment #2-18: Handout #2 – 18 “Make It Beautiful” explains the details for this unit. It describes the goals and standards for the unit. You will explore how artists beautify everyday three-dimensional objects.

Assignment #2-19: You will experiment with decorating a hand-formed object such as a bowl, plate or plaque by carving, modeling and/or painting.

Assignment #2-20: You will create a finished bowl, plate or plaque beautifying it with creative carving, modeling and/or painting.

### **Unit Two-Twenty-One: Art For All**

Assignment #2-21: Handout #2 – 21 “Art For All” explains the details for this unit. It describes the goals and standards for the unit. You will explore how artists create sculptures, murals, fountains and parks for public spaces.

Assignment #2-22: You will experiment with different planning techniques and a proposal format. You will brainstorm possible projects for your neighborhood or city.

Assignment #2-23: You will create a proposal that describes a sculpture, mural, fountain or park to inspire, calm or delight everyone who sees it. You will create an illustration or model to show how the artwork will look in its setting.

### **Unit Two-Twenty-four: Reflective Essay**

Assignment #2-24: Review the PowerPoint Presentation “Through An Artist’s Eyes.” Choose one of the artworks that you created this semester. Write a draft – double-spaced – of a four-paragraph essay analyzing your artwork. You should describe, as Mr. Pepper did:

- 1) How you chose your subject and why.
- 2) How you changed your artwork as you experimented and why.
- 3) What ideas and/or feelings you expressed in your artwork and why.
- 4) What you learned about creating art from the assignment.

Assignment #2-25: Ms. Rindsberg will use Checklist #25 to determine if you have met all the standards for the assignment. Make any additions, corrections or improvements needed.