

**Bedford High School
Visual Art Department
Sean Hagan, Program Director**

Course Syllabus

Course #7112, 7123 Art 1 Major/Minor

These introductory courses in visual problem solving are recommended for freshmen and/or students who wish to follow a sequential development of art courses, as well as participate in department electives. They are organized around a variety of media selected to help students express and illustrate the design elements (line, shape, value, form, texture, space, color) and design principles (contrast, balance, repetition, variety, unity, movement, harmony). Students will be exposed to a variety of experiences, such as drawing, painting, sculpture, printmaking and ceramics. The objectives of these courses emphasize exploration and discovery through studio work.

Periods per cycle: 4/2 Credits: 5/2.5

Primary responsibility for the following academic expectations:

Active Learners:

- 1a: Students will understand and use what they learn
- 1c: Students will engage in inquiry and self-directed learning
- 1d: Students will use feedback and self-reflection to extend learning

Resourceful Thinkers:

- 2a: Students will employ creative thinking skills
- 2d: Students will make meaningful connections

Effective Communicators:

- 3b: Students will express knowledge and skill creatively using a variety of media, technology and the arts
- 3c: Students will engage effectively in discussion

I. Learning Objectives

Students who successfully complete this course will have learned:

- a. drawing from observation, using techniques including contour drawing, gesture drawing, construction lines, and value sketches
- b. rendering skills using materials such as pencil, colored pencil, pen and ink, marker, charcoal, pastel,
- c. shading and texture techniques such as hatching, stippling, and value scales
- d. several techniques for creating illusionistic space, including overlapping, recession in space and linear and atmospheric perspective,
- e. techniques of using different kinds of paint such as watercolor, tempera and acrylic
- f. basic color theory and color mixing
- g. methods of designing and producing a print
- h. additive and subtractive sculpture techniques such as constructing, molding , shaping, carving and assembling
- i. proper use and care of materials and tools

II. Learning Experiences

In this course students will:

- a. participate in presentations on current projects and connections with art history
- b. watch demonstrations of techniques with materials and tools
- c. work on individual and group projects during studio time
- d. participate in group discussions and critiques
- e. evaluate their own artwork through written assignments and discussion
- f. do weekly sketchbooks assignments (majors)
- g. participate in the annual K-12 Art Festival
- h. maintain a portfolio of artwork throughout the year
- i. be responsible for maintaining cleanliness of tools and workspace

III. Course Outline

Students will work on many of the following (or similar) projects:

- a. Ordinary to Extraordinary: transform an every day object into a work of art
- b. Courtyard Landscapes: contour drawing, watercolor and pastel
- c. Art from Recycle: creating imaginary insects and birds from aluminum cans
- d. Putting Things in Perspective: drawing from observation and imagination using perspective and shading techniques
- e. Working with Shape and Space: Henri Matisse and cut paper collage
- f. Color and Mood: paint mixing, color theory, personal imagery
- g. Poster Design: learn about graphic design while focusing on events around the school
- h. Portraits: portraits in various drawing media, digital self portraits
- i. Clay Sculpture: non functional clay connecting with art history
- j. Movie Making : illustrate an art term using the laptops, cameras and simple movie making software (Majors)
- k. Expressive Hands: use plaster sculpture to make a statement
- l. Caricature: make clay sketches as a basis for paris craft sculptures emphasizing expression and exaggerated individual characteristics
- m. Experimental drawing techniques: getting compositional ideas from blurry projected images
- n. Color scheme and perception of design: interpret the same design twice by varying the use of a single color scheme to create two significantly different final images

Students will use a wide variety of materials such as:

pencil, colored pencil, oil pastel, pastel, watercolor, tempera, acrylic, ink, collage materials, clay, wire, foam core, plaster craft, printing ink, various papers, sketch books, found objects, as well as books, reproductions, videos and slides