

## **Art I / Clay Arts Course Expectations**

**Mr. Mazuzan**

My Art classes, regardless of their specific area of focus, are designed to foster a deeper understanding of the fundamental and uniquely human experience of visual self-expression.

These classes have clearly defined bodies of knowledge and articulated content areas as well as a wide variety of learning opportunities and outcome assessments. Their core purpose is to lay out pathways for students to gain enriched visual literacy, skill refinement, and greater self-confidence in their artistic decision-making.

I try to create a studio environment that is illuminating, inventive, exhilarating, and joyful. It's my hope that this environment will encourage students toward greater honesty and integrity in both the production and self-assessment of their work. I also hope that it encourages a growing appreciation for the global nature of artistic expression and for its many manifestations throughout history.

The over-arching purpose of these classes is not so much to train my students to become artists, but rather to teach them how to question like artists as well as become lifelong appreciators of the creative possibilities inherent in the visual world. It is to this end, that I try to promote learning that:

- is open to a wide variety of viewpoints;
- rearranges ideas to gain new perspectives;
- challenges you to work to your potential;
- stretches your limits;
- develops self-confidence in the worth of your own thoughts;
- does not allow frustration to get in the way of solving difficult problems;
- avoids habitual thinking or the obvious solution;
- values craftsmanship;
- respects tradition and embraces change;
- attempts to find beauty in common and everyday experiences of life;
- encourages dreaming and imagination

**Subject:** Visual Arts

**Grade Level:** Art I (9 - 12)

**Course overview:**

This is a full year course that introduces students to a variety of traditional art making tools, techniques, and concepts. Extensive drawing exercises lead to exploration of the elements and principles of design in the production of both 2-D and 3-D work. Students are taught a basic artistic vocabulary that they are expected to use when responding to art. Students are encouraged to think about the global nature of visual expression, to approach artistic problem solving analytically and with an open mind. Students are expected to demonstrate appropriate and safe studio behavior.

**Content: Art I**

Drawing:

- Exploring multiple drawing media
- Sketching (for recording and decision making)

Painting

- Transparent media (watercolor)
- Opaque media (tempera)

Collage

- Image making with cut or torn pieces of paper and fabric

Sculpture

- Creating 3-D forms with papier mâché

Art Criticism

- Developing fundamental artistic vocabulary for responding to; and interpreting art work
- Improving the clarity of ideas through self-reflection and group critiques

Aesthetics

- developing an informed personal opinion
- developing perspectives that encompass a wide range of view points
- developing a global sense of human artistic expression

## **Learning Opportunities:**

Introduction and project overview  
Student exemplars  
Group instruction  
Small group work  
Skill building exercises  
Short- term projects  
Culminating projects  
Handouts  
Vocabulary lists  
Critiques  
Internet web sites  
Videos  
Posters  
Student displays  
Creative writing

## **Assessment criteria: Art I**

### **Content and Skills:**

Students are able to:

- show evidence of a strong and diverse skill base when using drawing, painting and sculpting materials.
- approach visual problem solving with an open mind and a willingness to take artistic risks;
- demonstrate solid work habits and responsible studio conduct;
- demonstrate respect for the work of others.

### **Elements and Principles of Design:**

Students are able to:

- show evidence of insight, reason, and technical proficiency in their design solutions;
- show evidence of unique and creative problem solving in their finished work.

**Art as Language:**

Students are able to:

- demonstrate an understanding and use of a substantial artistic vocabulary;
- express ideas using visual formats.

**Aesthetics and Art Appreciation:**

Students are:

- developing an informed artistic opinion as well as an educated personal aesthetic;
- employing artistic analysis when responding to art;
- improving work through self-reflection and group critiques.

**Multicultural Perspectives:**

Students are able to:

- recognize exemplary works of art from a variety of cultures and historical periods.