

## Advanced Art 2-D/Portfolio

**Course Number: ART 211 (Sem. 1), ART 212 (Sem. 2), ART 217 (Port. Sem. 1), ART 218 (Port. Sem. 2)**

**Room: B61**

**Teacher Name: Mrs. Elizabeth Eagle**

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**Office Hours: 7:00-7:30 & 2:20-2:30**

### **Course Description:**

#### **Year Course-2 Credits**

Advanced Art 2D is a continuation and expansion of Art 2D. Emphasis is placed on in-depth studies in: visual design, drawing, painting, mixed media, and printmaking. Units will focus on **conceptual themes and artistic investigations of various subjects to create original compositions and designs**. Elements and principles of design, along with other skill work and techniques will also be explored. Historical and **contemporary** trends in art will continue to be explored. Students should anticipate a studio-based art class which includes creative problem solving, production of artwork, collaboration among peers, critiques, self-evaluation, and research. **My job as teacher is to facilitate and encourage discussion, guiding students to push themselves further creatively and conceptually.**

Advanced Art 2D Portfolio students will be expected to follow the project rubric and participate in activities within the classroom setting. However, as advanced-portfolio participants, students are expected to work conceptually beyond projects presented in previous semesters, diligently working to develop and hone a personal aesthetic and sensibility as an artist.

### **Standards:**

The National Core Art Standards guides educators in providing a unified quality arts education for students in Pre-K through high school.

#### **Creating**

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.
- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.

#### **Performing/ Presenting/ Producing**

- Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.
- Anchor Standard #5. Develop and refine artistic work for presentation.
- Anchor Standard #6. Convey meaning through the presentation of artistic work.

#### **Responding**

- Anchor Standard #7. Perceive and analyze artistic work.
- Anchor Standard #8. Interpret intent and meaning in artistic work.

- Anchor Standard #9. Apply criteria to evaluate artistic work.

### **Connecting**

- Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

### **Assessments:**

Formative assessments include observations of student progress, formal and informal conferences/discussions with students, artistic explorations, studies, peer review/collaboration, and critiques. Summative assessments include rubrics that reflect the learning targets of culminating projects, which include a written response (artist statement).

### ***COURSE CONTENT***

*\*\*\*Detailed expectations and schedule of Sketchbook and Canvas assignments will be provided to students as a separate handout. Projects and assignments are subject to change; students should always refer to the board for updated assignments and due dates. Canvas will be used primarily as a discussion forum for all advanced students to engage in meaningful dialogue following conversational prompts.*

### **Fall Semester**

#### **I. Drawing Unit: Identity and Cultural Artifacts**

- **Chair Activity**
  - Exploring cultural identity through objects
  - Deconstructing culture
- **Drawing Studies**
  - Exploration of material and technique
    - Light and Shadow
    - Line, Shape, and Pattern
  - Visual Examples
- **Assignments**
  - Sketchbook: Word Wheel Imagery
  - Canvas: Discussion Forum (TBA)
- **PROJECT: Still Life-Identity through Object**
  - Presentation and Discussion
  - Artistic Exploration: developing conceptual understanding of subject
    - Word Wheel interpretations

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#### **II. Painting Unit: Deconstructing Culture through Social Issues**

- **Artistic Exploration**
    - Visual Examples of social issues in Contemporary Art
    - Investigation of identity and social issues
      - Dada narrative
      - Visual Collage
  - **Peer Collaboration-Word Imaging Activity**
    - Deconstruction of Narrative
    - Reconstruction of Concept/Imagery
  - **Assignments**
    - Sketchbook: Block Out Poetry illustration
    - Canvas: Discussion Forum (TBA)
  - **PROJECT: Identity, Culture, and Social Justice**
    - Painting-Collage as resource
    - Public Pedagogy
      - Group collaboration of WebQuest
      - Curating group “exhibit” and Find Cards
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### **III. Mixed Media Unit: Developing, Creating, and Responding to Concept**

- **Artistic Exploration**
    - Sketchbook Cover-relook at developing concept
    - Construct, *Deconstruct*, *Reconstruct*
  - **Assignments**
    - Sketchbook: Mixed Media/Collage-3 papers, 3 mediums
    - Canvas: Discussion Forum (TBA)
  - **PROJECT: Creativity and Conceptual Understanding through Mixed Media**
    - Presentation and Discussion
      - Visual Examples: Mixed Media and Collage in Contemporary Art
      - Student developed concept
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### **IV. Printmaking Unit: Block printing (Linocut)**

- **Artistic Investigation**
    - Open theme-student researches and investigates subject of choice
  - **Assignments**
    - Sketchbook: Contrast-*Positive/Negative space*
    - Canvas: Discussion Forum (TBA)
  - **PROJECT: Print series**
    - Presentation: Relief Printing and Color Reduction art and process
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## Spring Semester

### **I. Mixed Media/Collage Unit**

- **Artistic Investigation**
    - “Memorable Narratives” activity
    - Deconstruction through Dada methods
  - **Assignments**
    - Sketchbook: Cultural Object collage
    - Canvas: Discussion Forum (TBA)
  
  - **PROJECT: Memory and Time within Place**
    - Presentation and Discussion
    - Public Pedagogy
      - Group collaboration of WebQuest
      - Curating group “exhibit” and Find Cards
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### **II. Painting Unit**

- **Artistic Investigation**
    - Research of artist/art movement
  - **Artistic Exploration**
    - Manipulation of Genre
    - Contemporary Art Concepts
    - Painting in Contemporary Art (Webquest)
  - **Assignments**
    - Sketchbook: Ideas for painting project
    - Canvas: Discussion Forum (TBA)
  
  - **PROJECT: Contemporary Art Concepts**
    - Presentation and Discussion
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### **III. Fiber Arts Collage**

- **Artistic Investigation**
    - Mythology
  - **Artistic Exploration**
    - Personal Narrative through Myth
    - Fiber Art Skill Work
      - Weaving, Screen Printing, Embroidery
  - **Assignments**
    - Sketchbook: Illustrated Narrative
    - Canvas: Discussion Forum (TBA)
  
  - **PROJECT: Cultural Narrative-Myth**
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#### **IV. Printmaking Unit: Block printing (Linocut)**

- **Artistic Investigation**
    - Open theme-student researches and investigates subject of choice
  - **Assignments**
    - Sketchbook: *Contrast-Positive/Negative space*
    - Canvas: Discussion Forum (TBA)
  - **PROJECT: Print series**
    - Presentation: Relief Printing and Color Reduction art and process
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#### **Grading:**

Much of your grade will be based on rubrics (self/teacher assessment sheets) for the **final projects** that are assigned. Written responses are an important part of each rubric; they are meant to encourage reflection and growth of personal concepts, and help in writing more complete **artist statements**. Studies, sketchbook and Canvas assignments, and participation in critique/group activities are included in the overall grade.

#### **Material/Equipment Expectations:**

Art materials will be provided for this class. Students can purchase additional materials if they wish to enhance their projects with materials not provided by the instructor. All tools and materials are property of the school and should be taken care of. Students must clean and put away any materials/tools that are used in order to maintain an organized work area and studio environment. Students work area should be completely cleaned at the end of class, and materials put away.

#### **Classroom Expectations:**

An overall environment of respect and cooperation is the goal. Anyone continually breaking the behavior expectation will be subject to class and school consequences. If you follow these simple guidelines we should not have any problems:

1. Be here!
2. Be respectful to teachers, other students, and materials.
3. Be in control (no running, throwing things, talking loud etc.)
4. No food or drink (accept water)
5. Be working on art projects.
6. Help with clean-up.
7. ID's worn.

#### **Devices:**

Devices may be used for learning purposes and only in a way that is not disruptive to classroom learning. Students will be asked to put their devices away if they are using them in an inappropriate

way and/or is distracts the student from work. Please be respectful of devices; they can be a wonderful resource for artmaking and research.

**Attendance Policy:**

*See Senior High School Student Handbook (p.33).* This is a studio art class where all of the work and demonstrations take place in class. Missing a lot of class will usually have a negative effect on your grade unless work time is made-up. I can be contacted to arrange a time to make up work that has been missed.

**Discipline Policy:**

First time using inappropriate behavior you will get a verbal warning. Any incident after that will be written up in the AP office and consequences assigned. You can be dropped from this class with an F for severe infractions or continued disruptions. Severe infractions include stealing, fighting, vandalism, and making illegal objects. Because the art studio contains potentially dangerous equipment, any volatile or untrustworthy person must be removed from the class.

**Communication Plan:**

Powerschool will be updated regularly to keep students and parents aware of grades. Email is the preferred method of communication with parents.