Honors Art 4 Syllabus

Honors Art 4 is designed for students to explore a variety of art making processes independently while also exploring meaning and self expression.  Students are expected to design and execute their own projects with **minimal** teacher instruction.  Students are encouraged to experiment with new art making techniques and processes, as well as, further explore familiar ones.  As honors students you are a leader in the art room because of your art experience and artistic maturity. All lesson plans are created in accordance with NC state Standards under Advanced High School Visual Arts. The focus of these standards are as follows:

***Visual Literacy***

**A.V.1 Use the language of visual arts to communicate effectively.**

A.V.1.4 Analyze the compositional components of art.

**A.V.2 Apply creative and critical thinking skills to artistic expression.**

A.V.2.1 Create original art in response to artistic problems.

A.V.2.2 Create art using experiences and observation to represent individual perspectives.

A.V.2.3 Generate art based on a creative exploration of a concept.

**A.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.**

A.V.3.1 Produce art by using a variety of tools and media appropriately, safely, and effectively.

A.V.3.2 Produce art by using a variety of processes appropriately, safely, and effectively.

***Contextual Relevancy***

**A.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.**

A.CX.1.1 Interpret visual arts from personal, cultural, and historical contexts.

A.CX.1.2 Implement a personal philosophy of art.

A.CX.1.3 Apply personal artistic style while creating art.

A.CX.1.4 Apply a personal aesthetic to the creation of art.

A.CX.1.5 Apply environmental responsibility to the creation of art.

**A.CX.2 Understand the interdisciplinary connections and life applications of the visual arts.**

A.CX.2.1 Design a portfolio to reflect personal choices and growth over time as an artist.

A.CX.2.2 Create art using skills and knowledge learned in other disciplines.

A.CX.2.3 Understand the collaborative relationship between the artist and the community.

A.CX.2.4 Analyze the influence of digital media and technology on creating art.

***Critical Response***

**A.CR.1 Use critical analysis to generate responses to a variety of prompts.**

A.CR.1.1 Construct convincing and logical arguments, individually and collaboratively, to defend analyses of art.

A.CR.1.2 Critique personal portfolios using personal and teacher-generated criteria.

**WEEKLY SKETCHBOOK ASSIGNMENTS**

Each week you will be given a creative topic to stimulate your mind and express yourself in drawing and writing. You will be given time at the beginning of each week to reflect about the weekly topic and begin drawing or writing ideas inspired from the specific topic. Weekly journals are due each Monday at the beginning of class.

**COMMUNITY SERVICE ART PROJECT**

Every November art students take a few weeks to create art for the community. The project for this year has not yet been determined. (2-3 Weeks)

## EARTH WEEK PROJECT- Students will create an artwork on campus based on the work of artist Andrew Goldsworthy. (1-2 Weeks)

**FINAL PROJECT-** Choice based artwork where you create an artwork and write about it based on these NC standards: (4-6 weeks)

A.CX.1.2 Implement a personal philosophy of art.

A.CX.1.3 Apply personal artistic style while creating art.

A.CX.1.4 Apply a personal aesthetic to the creation of art.

## UNITS STUDIED/PROJECTS

**Unit 1: Experimentation & Expression through Art-making: (13 weeks)**

Project 1: “Homage” Portrait: Research a contemporary artist whose style you admire and create a self portrait paying homage to that artist’s style. (2 Weeks)

Project 2: Trompe L’Oile Identity Watercolor: Create a small, personal still life from a variety of personal objects in large scale and paint realistically. (2 Weeks)

Project 3: Neo-Abstract Expressionism: Create a nonobjective painting or sculpture representing a common emotion you experience. (2 Weeks)

Project 4: Photo Extension Poetry/Surrealism Project: The student will find a poem and create based upon it a photograph and draw from it imaginary extensions. (3 Weeks)

Artist: Ben Heine

Based on Poem by Peter S. Quinn

Project 5: Environmentally Responsible Art Project: Explore contemporary artist making environmentally friendly art, then create your own version of this type of art in sculpture, textile, or mixed media form. (4 weeks)

**Unit 2: Understand the global, historical, societal, emotional & cultural contexts of the visual arts. (12 weeks)**

Project 1-Global: Global art

project-http://www.globalartproject.org/about/projectdescription.html

Participants from around the world participate in this exchange where they create a work of art in any medium, expressing their vision of global peace and goodwill. The art is displayed locally in each participant’s community. Global Art Project then organizes an international exchange by matching participants—group-to-group and individual-to-individual. The exchange occurs April 23-30 biennially, resulting in thousands of people sending messages of Peace around the world at one time—visions of unity simultaneously encircle the Earth. The art is sent as a gift of global friendship and exhibited in the receiving community. (2 Weeks)

Project 2-Historical Event Visual Interpretation-Choice of Medium: Research a historical event that took place in our country. Create a mixed media painting or a sculpture with your interpretation of the event. This piece should be inspired by the artwork of one or more contemporary artists. In this project you should also experiment with a medium or process that you have never used before.

(3 Weeks)

Project 3-Societal: Social and Political Issues in Art: Choose and create an artwork illustrating an issue you care deeply about, and would want to try and do something about. This issue should be something that is a general issue or concern in society somewhere in the world.

(3 Weeks)

Project 4-Cultural Proverb-Based Artwork: Choose a proverb from another culture (from provided list) and create a large-scale detailed storytelling drawing illustrating it. This project includes a thorough research of the culture and paying homage to traditional styles and influences as well as interpretation of the story. (4 Weeks)

**Unit 3- Explore Careers in the Arts (12 weeks)**

Project 1: Contemporary Artist “Big Idea” Project: Modeling the studio practice of contemporary artists, you will produce an independent series of works around a central concept, or Big Idea. Contemporary artists look to the world around them for inspiration, pulling ideas from personal experience, filtered through social interaction and viewed through the lens of art history. The work of contemporary artists is often conceptual – that is, it puts the idea forward and the idea leads to form and content.

In this series, you will generate the idea that forms the framework for your series. A Big Idea

is a large, overarching idea or question that generates other ideas. It should be explored through

research, but also informed by experimentation and play. Process is equally as important as

product. In that case, it is not important that you know what your work is “about” at first. The

process will reveal the meaning behind your idea.

Project 2: Student Career Choice Exploration #1:You will take a career aptitude test and fill out worksheets exploring careers in the arts that they may be interested in pursuing. You will then choose a field in the arts, create a project and research it in a 3 Page paper covering:

(1) The career (details, salary, employment outlook).

(2) Why you are interested in it and how you will meet the requirements to succeed.

(3) Reflective- How your project reflects what this type of artist would do.

The project must be a relevant, original and complex example of an endeavor that an artist in your chosen field would do. For example, If you are interested in a theater set design job, you would chose a play and create 2-3 sets on paper first and then create 1 in 3-D form to show your design dimensionally. (5-6 Weeks)

Career examples include- Commercial Architect, Interior Architect, Interior Designer, Museum Curator, Graphic designer, Magazine Layout Designer, Book illustrator, Set designer…& more.