

STUDIO ARTS 11

(VISUAL ARTS 2002 IRP)

PERCEIVING/RESPONDING

IMAGE DEVELOPMENT *It is expected that students will:*
*compare the effect of drawn and painted images derived from a variety of image sources.

CONTEXT *It is expected that students will:* *Analyze how context influences the content and form of images
*justify interpretations of and preferences for drawn & painted images.

VISUAL ELEMENTS *It is expected that students will:*
*analyse how particular elements and principles are used to create meaning & effect in drawing & painting
* explain how particular combinations of elements and principles influence personal preference.

MATERIALS & TECHNOLOGIES
It is expected that students will:
-identify particular techniques used in selected processes
- use appropriate art terminology to discuss materials, technologies & processes

ACHIEVEMENT INDICATORS: Students demonstrate knowledgeable and skilled use of: **Mark-making materials:** pencils, inks, chalk & oil pastels, tempera paint & acrylics; **Working on different surfaces-** both 2-D and 3-D paper; cardboard, found objects; **using single and mixed mediums;** **mark-making tools-**brushes, pens, erasers, sponges; **drawing and painting techniques-** continuous line, gesture, contour, tonal drawing, **mixed media processes-**collage. Students give and receive feedback from peers and teacher as assessment as learning. Students experiment to create prototypes and explore with materials as assessment for learning. Teacher gives demonstrations as/when needed.

ASSESSMENT of LEARNING: each assignment is presented with a sheet of outcomes. Students are given a percentage mark based on the achievement of these outcomes, their creativity in presenting these outcomes, and their presented workmanship & demonstration of basic principles of Art & Design.

Unit2: Drawing The Human Form (3 weeks)

OVERVIEW: After viewing examples and teacher demonstration of drawing techniques, students are asked to do explore the drawing process through completion of the following assignments. :

CHALK & CHARCOAL LIFE DRAWINGS: In groups three, students are asked to take turns posing for each other, while contour drawings are made that incorporate all of the human form, on large manilla paper. Students then work into these drawing with coloured chalks/charcoals applying tonal effects, shadings, backgrounds and energetic line work.

FULL BODY SELF-PORTRAITS: Using Digital photography, students produce a large tonal image of themselves and reproduce it using charcoal/white chalks on bogus (grey) paper.

Background created may use colour,
CROWD COLLAGE: Students will select a magazine photograph that involves 3 or more full figures of people. They will transpose these images into a large torn-paper collage that is limited only to paper bag paper, corrugated cardboard, newsprint, and brown & black construction paper. A limited use of coloured chalk may be used to increase the 3-D effect. Students will strive to create a sense of mood to their completed art works.

CREATING/COMMUNICATING

IMAGE DEVELOPMENT *It is expected that students will:* *create images within a specific visual expression area
*apply a variety of image sources to achieve a specific purpose
*demonstrate a relationship between image development strategies and [the processes of the drawing & painting]
*apply design strategies to solve a design problem

CONTEXT *It is expected that students will:* *Create images that reflect personal contexts/for specifics purposes

VISUAL ELEMENTS *It is expected that students will:*
*create drawn and painted images that demonstrate effective use of particular elements and principles *manipulate selected visual elements and principles of art and design to achieve a specific purpose and /or alter the meaning or effect of images

MATERIALS & TECHNOLOGIES *It is expected that students will:* apply appropriate materials to achieve intent in image-making
*demonstrate competent use of techniques specific to selected materials, techs. and processes
*manipulate images using digital technologies