

2018-2019



VISUAL ARTS DEPARTMENT COURSE SYLLABI

Instructors: Rod Little •VA Chair | Mike Easton | Kimberly King | Patricia Little | Mark Walker

GRADING/RUBRIC

All Visual Arts students will be graded based on **3** MAIN FACTORS:

1

WARM UPS PARTICIPATION

Daily, beginning of each studio session, a series of exercises ranging from reviewing of handouts, quizzes/ tests, critiques, reading, homework or preparation of materials.

10%

2

WORK ASSIGNMENTS PRACTICE & APPLICATION

Cornerstone assignments, tests, studio projects/ application and home-worked projects, tests.

50%

3

FINISHED PRODUCT ASSESSMENTS

Quizzes, presentations, projects and cornerstone assignments.

40%

ATTENDANCE

5 unexcused absences:

Parent/guardian and student are required to have a Student Support Team meeting conducted by the Attendance Counselor.

7 unexcused absences:

Students will receive a Metropolitan Police Department/DCPS notification letter.

10 total absences – excused or unexcused:

Student will be referred to the school's Attendance Office for follow-up.

15 unexcused absences:

Students will receive a Metropolitan Police Department/DCPS notification letter.

30 absences:

Students will receive a FA [Failure due to absences].

A

Produces outstanding work, Resolves all the components of the problems in a unique and imaginative way, Shows total comprehension.

B

Work will show above average achievement. Resolves the majority of the components and a general understanding of the concept

C

Work will show average achievement Student will show comprehension of concept but work will lack uniqueness of idea. Other criteria not met

D

Produces work of poor quality. The work lacks an adequate amount of understanding the concepts. Also lacks the appropriate criteria as stated

F

Unsatisfactory, the work produced does not demonstrate any comprehension of the concepts. Also lacks the appropriate criteria as stated

Syllabus: ART & DESIGN FOUNDATION**Instructors:** Mike Easton • Kimberly King • Rod Little • Mark Walker**School:** Duke Ellington School of the Arts | **Visual Arts Department****COURSE DESCRIPTION:**

Art and Design Foundations is a one semester visual arts course that serves as one alternate choice for non-visual arts students to satisfy their DCPS art requirement. It is a foundational study of art content integrating the areas of artistic perception, structure and function of design, American/world art historical and cultural context, art criticism, and connections to other disciplines as well as the artist's role in society. This course will help the student to understand the structural (elements) and (principles) that support artistic development. The student will learn to appreciate the skills and knowledge necessary to produce good art. This standards-based course will also provide the student with a understanding of historical and cultural perspectives with regard to art. The student will be required to complete a series of practical studio assignments in a variety of media in the development of a classroom portfolio as well as a series of written assignments that will allow the student to apply the principles of aesthetics and art criticism to various works viewed in and outside of the classroom. Through this course the student will be able to formulate a lifelong appreciation of the visual arts and will acquire the basis for further artistic (visual) literacy.

COURSE OUTLINE (GOALS):

By the end of the course of study, students will be able to:

- Perceive and understand the components of visual language: the elements art and the principles of design
- Apply artistic processes and skills in a variety of media to communicate meaning and intent in original works of art.
- Investigate and understand history and cultural dimensions of the visual arts and to construct meaning in the diverse ways in which human experience is expressed across time and place.
- Respond to, describe, analyze, and make judgments about works in the visual arts.
- Connect and apply what is learned in the visual arts to other art forms, content areas, visual culture and communication, and careers.
- Develop oral and written communication skills using specific art vocabulary.

CONTENT STANDARDS:

Strand 1: Artistic Perception: Perceive and understand the components of visual language Develop perceptual skills, analyze elements of art and principles of design.

HSP 1.1 – Distinguish between types and expressive qualities of line

HSP 1..2 – Compare and contrast the concept of visual field in relation to shape and form

HSP 1.5 – Describe and analyze the way the elements of art are used to convey an intended concept based on works of art found in the classroom, in art reproductions, student generated works, and gallery examples.

HSP 1.6 – Write a critique of art that demonstrates use of the elements and principles of design in establishing a point of view, a sense of space and mood.

HSP 1.7 – Analyze the principles of design as used in works of art.

HSP 1.8 – Analyze and describe how the composition of a work of art is affected by the use of a particular principle or principles of design (e.g. –balance, unity, contrast, emphasis, proportion, pattern, movement, rhythm, harmony, variety).

Strand 2: Production and Creative Expression: Apply artistic processes and skills in a variety of media to communicate meaning and intent in original works of art.

HSP 2.7 – Prepare a portfolio of original two-dimensional works of art that reflect refined craftsmanship and technical skills, shows knowledge of unique characteristics of particular media, materials and tools, employing the elements of art as well as the principles of design. These projects will explore the ideas of how balance, unity, contrast, emphasis, proportion, pattern, movement, rhythm, harmony and variety are combined with color, line, texture, shape, space, value, and form to create art.

Strand 3: Historical and Cultural Context: Investigate and understand history and cultural dimensions of the visual arts.

HSP 3.3 – Discuss the similarities and differences between several comparable works of art from the same cultural domain across time.

Strand 4: Aesthetics, Valuing and Perspectives of Art. Respond to, describe, analyze, and make judgments about works in the visual arts.

HSP 4.1 – Derive Meaning – Employ the conventions of art criticism in writing and speaking about works of art:

Description – Visual Analysis – Interpretation – Judgment

ASSIGNMENTS:

- Completion of all class projects (on time)
- Class work and class participation (weekly)
- Project presentations (on time)
- Classroom/Portfolio maintenance
- Prompt and regular attendance
(see student handbook regarding student attendance)

RESOURCES/SUPPLY LIST:

- Pair of scissors
- Three black sharpies (large, medium and small)
- Set of colored pencils
- 8 ½ x 11" sketch book
- Art box for supplies
- Artist tape
- 18" ruler

Syllabus: ART HISTORY**Instructor:** Kimberly King**School:** Duke Ellington School of the Arts | **Visual Arts Department****COURSE DESCRIPTION:**

This course is an analysis of visual arts history through an introduction of artist, major art movements, Western and Non Western works including Pre Historic through contemporary periods. Students will analyze, interpret, and evaluate works of art as they develop critical thinking skills. Students will complete a research paper on a master artist that relates to the student's interest regarding the techniques, and visual ideas.

COURSE OUTLINE (GOALS):

By the end of the course of study, students will be able to:

Pre-History/Stone Age; Mesopotamia; Egypt; Greek/Hellenistic; Roman; China; India; Japan; Africa; Meso-America; Pacific; Byzantine/Islamic; Medieval; Renaissance Mannerism; Baroque/Rococo; Neoclassicism; Romanticism; Realism; Impressionism; Post Impressionism [Japanese Woodblock, Late 19th Century]; Art Nouveau; Art Deco/Fauvism/Expressionism; Cubism/Futurism/Related Styles; Dada/Surrealism; Abstract Expressionism; Pop Art/Op Art; Post Modernism/Deconstructivism/Global Contemporary

- To discuss a wide range of art with a historical and contextual understanding
- To analyze, investigate, and present information with critical thinking skills
- To develop artwork that moves beyond duplication

COURSE REQUIREMENTS:

Regular attendance, promptness to class, participation and improvement in skill development through class projects, research, and departmental enrichment opportunities.

ASSESSMENT / CRITERIA:

- How well the project resolves the problem. Students will be graded on their comprehension of all the components of the problem.
- Quality of the Work - This includes craftsmanship as well as originality and imagination
- Class work habits and Participation – Those who work consistently and contribute during class in the critiques and other discussions will improve their grade

RESOURCES/SUPPLY LIST:

- Students are recommended to invest in the following supplies and materials.
Pencils (6B, 2B, HB, H)
- Faber Castel (M, F, S, XS)
- Ruler

STUDIO CONDUCT:

- Use studio time wisely
- Do not abuse art materials
- Return all borrowed tools and materials
- Clean your area before leaving studio
- Respect fellow students and work
- Use appropriate behavior and language

Syllabus: AP ART HISTORY**Instructor:** Mark Walker**School:** Duke Ellington School of the Arts | **Visual Arts Department****Email:** Mark.Walker2@dc.gov**COURSE DESCRIPTION:**

This course is designed to discuss (in detail) the two-hundred fifty images in the AP Art History Course Description and Exam. Students will discuss the form, function, content and context of the two-hundred fifty images. Students will analyze works and be tested on their knowledge through multiple choice and essay writing. This course will use source material from books/readings/slides/videos/web and museum visits to maximize the comprehension abilities while being conscious of how art effects each era. The first semester will concentrate on art from a global perspective. The second semester will cover works from a thematic perspective. The primary goal of the course is to make the student more aware of perceptibility in art history.

COURSE OUTLINE (GOALS):

By the end of the course of study, students will be able to:

- To understand form, function, content and context (F2 C2 method)
 - To study the two-hundred fifty works and understand the F2 C2 method for each image
 - To discuss world history in relation to the art period/movement
 - To critique/analyze works of art
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- Pre History – 11 Images
 - Ancient Mediterranean – 36 Images
 - South, East, and Southeast Asia – 21 Images
 - Africa – 14 Images
 - Indigenous Americas – 14 Images
 - Pacific – 11 Images
 - West and Central Asia – 11 Images
 - Early Europe and Colonial Americas – 51 Images
 - Later Europe and Americas – 54 Images
 - Global Contemporary – 27 Images

CONTENT STANDARDS:

- 1. Artistic Perception** - Perceive and understand the elements and principles of art and design.
- 2. Production and Creative Expression** - Apply artistic skills and processes in a variety of media to communicate meaning and intent in original art work.
- 3. Historical and Cultural Content** – Investigate and understand history and cultural dimensions of visual art.
- 4. Aesthetics, Valuing, and Perspectives of Art** – Respond to, describe, analyze and make judgment about works of art.

TEXT:

(Required)

- M. Lazzari, Exploring Art: A Global Thematic Approach. Cengage, 5 th Edition (2016)
- Thames and Hudson, Gateways to Art AP Edition, DeWitte, Larmann, Shields (2012)

SCHEDULE:

Class sessions will include an intro to the movement, an image/slide review and open discussion. The following class period will begin with a test of the Images reviewed during the previous class period. At the end of the movement/chapter the student will be quizzed on the movement and will be required to write an essay on selected Images.

RESOURCES/SUPPLY LIST:

- Sketchbook [hardbound recommended]
- Pencils [4B, 2B, HB, H]
- Faber Castel [M, F, S, XS];
- Ruler,
- Flash/Index Cards
- Some supplies [paper, utensils] will be provided. It is highly recommended that the Artist to begin investing in their own supplies and materials.

Syllabus: AP STUDIO

Instructor: Mark Walker

School: Duke Ellington School of the Arts | **Visual Arts Department**

Email: Mark.Walker2@dc.gov



COURSE DESCRIPTION:

The AP studio drawing course is designed for the student who is highly motivated and his portfolio demonstrates mastery of basic drawing skills. The student has developed a critical awareness stemming from the global aspects of creating art. The student will create twelve [12] works for their Senior Thesis/Project and twelve [12] breadth works for their College Board portfolio submission. The AP portfolio component consists of quality, concentration, and breadth. In the process of developing the portfolio, students will engage in critical thinking and creative problem-solving that demonstrates mastery of materials, techniques and concepts.

COURSE OUTLINE (GOALS):

By the end of the course of study, students will be able to:

Breadth:

Students are to demonstrate a breadth of high-quality work. This work will be documented in digital form and sent to the AP College Board exam. Students may include works that were created prior to or outside of the course. The breadth portfolio should demonstrate the students understanding of fundamental drawing concepts. Through classroom assignments, students will be exposed to a variety of ideas, materials, techniques and approaches in drawing. Assignments include but not limited to observation drawings, working with invented or non-objective forms, value, line shape, and composition.

Concentration/Senior Series:

Students will create a concentration of high-quality work stemming from a sustained investigation and plan of action. The concentration portfolio will consist of 12 artworks that are conceptually and visually related and show the students development and discovery of a personal narrative. The student will be expected to devote a considerable amount of time and effort in this process. Students will be required to submit a written commentary describing the nature of the concentration and its development. Likewise, students will be required to fill out a theme sheet, which helps to facilitate the personal investigation in arriving at a successful theme that they are excited about and proud of.

Updating and Documentation:

The student will be responsible for documenting and labeling said work throughout the course in preparation for the AP Exam. Students will need to understand the importance of time-management and goal-setting to maintain a strong pace throughout the school year.

CONTENT STANDARDS:

- 1. Artistic Perception** - Perceive and understand the elements and principles of art and design.
- 2. Production and Creative Expression** - Apply artistic skills and processes in a variety of media to communicate meaning and intent in original art work.
- 3. Historical and Cultural Content** – Investigate and understand history and cultural dimensions of visual art.
- 4. Aesthetics, Valuing, and Perspectives of Art** – Respond to, describe, analyze and make judgment about works of art.

RESOURCES/SUPPLY LIST:

- Sketchbook [hardbound recommended]
 - Pencils [4B, 2B, HB, H]
 - Faber Castel [M, F, S, XS]
 - Ruler
- Some supplies [paper, utensils] will be provided. It is highly recommended that the Artist to begin investing in their own supplies and materials.

Syllabus: ADVERTISING DESIGN**Instructor:** Rod Little**School:** Duke Ellington School of the Arts | **Visual Arts Department****COURSE DESCRIPTION:**

This course will help the student to understand and explore the professional realm of Advertising Design. The student will be introduced to basic fundamental terms and techniques of Advertising & Graphic Design and will apply them to a variety of exciting and creative event based design projects. The student will learn how to implement fonts and type treatment, vector images, illustrations and photographs in classroom assignments in a timely professional manner as if he or she were in the working professional Advertising Design industry.

COURSE OUTLINE (GOALS):

Students will work primarily in three Creative Suite core group programs: Adobe Illustrator, InDesign and Photoshop. The Student will be encouraged to be very creative, clever and daring with every conceptual solutions for each project and demonstrate planning by the use of thumbnail sketching and mocked compositions. The student shall be able to produce several portfolio print ready Advertising & Graphic Design projects.

- Event Posters
- Font types & terminology
- Logo design & vector images
- Event Identity Packaging
- Designing composition & layouts with components
- Advertising Collateral design
- T- shirt design

CONTENT STANDARDS:

Six DCPS visual art content standards make up the core skills, concepts and knowledge for the Advertising Design course:

- Technique, Process, and Media
- Structures and Functions
- Subjects, Symbols and Ideas
- History and Culture
- Reflecting and Assessing
- Making Connections

COURSE REQUIREMENTS:

Regular attendance, promptness to class, participation and improvement in skill development through class projects, research, and departmental enrichment opportunities. Students must maintain a classroom portfolio.

ASSESSMENT / CRITERIA:

- Test / Research
- Meet the objectives
- Presentation
- Preliminary Preparation
- Craftsmanship
- Creativity / Originality
- Aesthetics
- Critique

SUPPLY LIST:

- 1 Flash drive to save projects and store class room files
- 1 sketchbook or Tissue tracing pad
- 1 Exacto knife
- 1 triangle or ruler
- 2 pencils
- 1 self healing cutting mat (optional)

STUDIO CONDUCT:

- Use studio time wisely
- Do not abuse art materials
- Return all borrowed tools and materials
- Clean your area before leaving studio
- Respect fellow students and work
- Use appropriate behavior and language

Syllabus: COMPUTER GRAPHICS I&II

Instructor: Rod Little

School: Duke Ellington School of the Arts | **Visual Arts Department**



COURSE DESCRIPTION:

This introductory course will help the student to understand and explore the basics of Computer Graphics. The student will be introduced to basic fundamental terms and techniques of Computer Graphics and will apply them to a variety of exciting and creative computer generated design projects. The student will learn how to implement fonts and type treatment, vector images, illustrations and photographs in a variety of classroom assignments.

COURSE OUTLINE (GOALS):

Students will work primarily in three Creative Suite core group programs: Adobe Illustrator, InDesign and Photoshop. The Student will be encouraged to be very creative, clever and daring with every conceptual solutions for each project and demonstrate planning by the use of thumbnail sketching and mocked compositions. The student shall be able to produce several portfolio print ready Computer Graphic projects.

- Font types & terminology
- Logo design & vector images
- Identity Packaging/Merchandise design
- Illustration
- Poster design

CONTENT STANDARDS:

Six DCPS visual art content standards make up the core skills, concepts and knowledge for the Computer Graphics I&II course:

1. Technique, Process, and Media
2. Structures and Functions
3. Subjects, Symbols and Ideas
4. History and Culture
5. Reflecting and Assessing
6. Making Connections

COURSE REQUIREMENTS:

Regular attendance, promptness to class, participation and improvement in skill development through class projects, research, and departmental enrichment opportunities. Students must maintain a classroom portfolio.

ASSESSMENT / CRITERIA:

- Test / Research
- Meet the objectives
- Presentation
- Preliminary Preparation
- Craftsmanship
- Creativity / Originality
- Aesthetics
- Critique

SUPPLY LIST:

- 1 Flash drive to save projects and store class room files
- 1 sketchbook or Tissue tracing pad
- 1 Exacto knife
- 1 triangle or ruler
- 2 pencils
- 1 self healing cutting mat (optional)

STUDIO CONDUCT:

- Use studio time wisely
- Do not abuse art materials
- Return all borrowed tools and materials
- Clean your area before leaving studio
- Respect fellow students and work
- Use appropriate behavior and language

Syllabus: DESIGN II

Instructor: Rod Little

School: Duke Ellington School of the Arts | **Visual Arts Department**



COURSE DESCRIPTION:

This advanced course will help the student to expand and explore aspects of Design and will apply them to a variety of exciting and creative computer generated design projects. The student will learn how to implement fonts and type treatment, vector images, illustrations and photographs in a variety of classroom assignments. The student will also be introduced to basic fundamental terms and techniques of After Effects and will apply them to a variety of basic but creative animated design projects. The student will learn how to implement fonts and type treatment, vector images, illustrations and photographs.

COURSE OUTLINE (GOALS):

Students will work primarily in four Creative Suite core group programs: Adobe Illustrator, InDesign, Photoshop and After Effects. The Student will be encouraged to be very creative, clever and daring with every conceptual solutions for each project and demonstrate planning by the use of thumbnail sketching and mocked compositions.

- Animation
- Illustration
- Logo design & vector images
- Identity Packaging
- Designing composition & layouts with components
- Collateral design
- Poster design

CONTENT STANDARDS:

Six DCPS visual art content standards make up the core skills, concepts and knowledge for the Design II course:

1. Technique, Process, and Media
2. Structures and Functions
3. Subjects, Symbols and Ideas
4. History and Culture
5. Reflecting and Assessing
6. Making Connections

COURSE REQUIREMENTS:

Regular attendance, promptness to class, participation and improvement in skill development through class projects, research, and departmental enrichment opportunities. Students must maintain a classroom portfolio.

ASSESSMENT / CRITERIA:

- Test / Research
- Meet the objectives
- Presentation
- Preliminary Preparation
- Craftsmanship
- Creativity / Originality
- Aesthetics
- Critique

SUPPLY LIST:

- 1 Flash drive to save projects and store class room files
- 1 sketchbook or Tissue tracing pad
- 1 Exacto knife
- 1 triangle or ruler
- 2 pencils
- 1 self healing cutting mat (optional)

STUDIO CONDUCT:

- Use studio time wisely
- Do not abuse art materials
- Return all borrowed tools and materials
- Clean your area before leaving studio
- Respect fellow students and work
- Use appropriate behavior and language

Syllabus: IMAGING A/B (PHOTOGRAPHY)

Instructor: Patricia Little

School: Duke Ellington School of the Arts | **Visual Arts Department**



COURSE DESCRIPTION:

This course in Photography is designed to develop your skills in pixel-based photographic design and printing. The dream of film-less photography has finally become a reality. Printers, inks and paper have evolved that are able to not only match traditional continuous tone photographic quality, but can also extend traditional possibilities. Many darkroom activities are made easier and more powerful in the digital realm. We will use Adobe Photoshop CS6 as the primary image-editing tool.

Photoshop is software that allows: "...designers and photographers to create original artwork, correct color, retouch and composite scanned images, and prepare professional-quality separations and output with more flexibility than ever before. With a wealth of powerful painting and selection tools, plus multiple layers, special effects filters, and lighting effects, Adobe Photoshop is a camera for your mind."

COURSE OUTLINE (GOALS):

This is a generalized scheme, and not necessarily in the order given. Topics may include, but are not limited to:

- Basic introduction to computer-based art; overview of methods and strategies; modes and paths of input and output
- Macintosh OS basics and file handling
- Styles, trends, modes and aesthetics of modern photography
- understanding ISO, f-stops, shutter speeds, light metering
- Landscapes (panoramic)
- Still life and/or abstract composition
- Self-portrait—representational work created on computer rules of facial portraiture.
- Image correction/accuracy—A sharp, tonally broad color-corrected and edited complex image imported via scanning.
- Depth of field; (shallow and long) using aperture and shutter speeds to create a sense of distance.
- Motion; capturing still motion, understanding creative techniques: panning for sharp and blurred pictures.

CONTENT STANDARDS:

Six DCPS visual art content standards make up the core skills, concepts and knowledge for the Imaging A/B course:

- Technique, Process, and Media
- Structures and Functions
- Subjects, Symbols and Ideas
- History and Culture
- Reflecting and Assessing
- Making Connections

COURSE REQUIREMENTS:

Regular attendance, promptness to class, participation and improvement in skill development through class projects, research, and departmental enrichment opportunities. Students must maintain a classroom portfolio.

ASSESSMENT / CRITERIA:

- Maintain assignments in desktop folder or flash drive
- Meet the objectives
- Preliminary Preparation
- Craftsmanship
- Creativity / Originality
- Sketchbook
- Aesthetics
- Critique

SUPPLY LIST:

- To transport, store, or archive your files and media, you should consider obtaining a portable USB keychain or jump drive (e.g. 256 MB)
- Students are encourage to invest in a new or refurbished (used) digital camera

STUDIO CONDUCT:

- Use studio time wisely
- Do not abuse art materials
- Return all borrowed tools and materials
- Clean your area before leaving studio
- Respect fellow students and work
- Use appropriate behavior and language

Syllabus: DRAWING I**Instructor:** Mike Easton**School:** Duke Ellington School of the Arts | **Visual Arts Department****COURSE DESCRIPTION:**

The Drawing I class is designed to develop the student skills, knowledge and confidence needed to advance to Drawing II. This Art course develops the student's skills in duplicating actual visual phenomena using line and tone on various grades of papers utilizing a diverse number of graphic media. Students will increase awareness of two-dimensional organizational skills. Students will render visual points of view, perspective, and representation. It is the first course of a mandatory three-year program in drawing. This is a Duke Ellington course.

COURSE OUTLINE (GOALS):

Drawing I is essentially a course, which seeks to provide students with the necessary skills for drawing. The refinement of the skills allows the student to produce more personalized work coupled with more creativity. Work in the following areas will be covered:

- Basic Shapes in drawing
- Light and Form studies
- Value studies
- Still Life studies
- Color drawings
- Interior/exterior drawings
- Portraiture drawing

CONTENT STANDARDS:

Six DCPS visual art content standards make up the core skills, concepts and knowledge for the Drawing I course:

- Technique, Process, and Media
- Structures and Functions
- Subjects, Symbols and Ideas
- History and Culture
- Reflecting and Assessing
- Making Connections

COURSE REQUIREMENTS:

Regular attendance, promptness to class, participation and improvement in skill development through class projects, research and departmental enrichment opportunities. Students must maintain a classroom portfolio and a sketchbook is mandatory.

ASSESSMENT / CRITERIA:

- Meet the assignment objectives
- Craftmanship
- Creativity/ Originality
- Sketchbook
- Aesthetics
- Critique

SUPPLY LIST:

- Kneaded eraser
- Drawing pencils - HB, 2H, 3H, 6H, B, 2B, 3B
- Conte' crayon - Black, Brown and White
- Charcoal pencil
- Masking Tape
- Smock
- Sketch Book (8 ½ x 11)

STUDIO CONDUCT:

- Use studio time wisely
- Do not abuse art materials
- Return all borrowed tools and materials
- Clean your area before leaving studio
- Respect fellow students and work
- Use appropriate behavior and language

Syllabus: DRAWING II

Instructor: Rod Little

School: Duke Ellington School of the Arts | **Visual Arts Department**



COURSE DESCRIPTION:

The Drawing II class is designed to continue the advancement of the student skills, knowledge and confidence needed to advance to Drawing III. The student will study the art elements and the principles of design as related to creating good composition. This course is also second in a series of sequential drawing courses required for graduation from the department of Visual Arts. (DESA)

COURSE OUTLINE (GOALS):

Drawing II is essentially a course which seeks to build on the skills learned in the Drawing (I) course. The refinement of the skills allows the student to produce more personalized work coupled with more creativity. Work in the following areas will be covered:

- Figure drawing of human anatomy
- Light & Form studies
- Value studies
- Replicate an “Old Master” drawing
- Still Life studies
- Color drawings
- Interior/exterior drawings
- Portraiture drawing

CONTENT STANDARDS:

Six DCPS visual art content standards make up the core skills, concepts and knowledge for the Drawing II course:

- Technique, Process, and Media
- Structures and Functions
- Subjects, Symbols and Ideas
- History and Culture
- Reflecting and Assessing
- Making Connections

COURSE REQUIREMENTS:

Regular attendance, promptness to class, participation and improvement in skill development through class projects, research, and departmental enrichment opportunities. Students must maintain a classroom portfolio.

ASSESSMENT / CRITERIA:

- Maintain assignment reference in a folder or notebook
- Meet the objectives
- Preliminary Preparation
- Craftsmanship
- Creativity / Originality
- Sketchbook
- Aesthetics
- Critique

SUPPLY LIST:

- Kneaded eraser
- Drawing pencils - HB, 2H, 3H, 6H, B, 2B, 3B
- Conte' crayon - Black, Brown and White
- Charcoal pencil: White & Black (soft, medium & hard)
- Masking Tape
- Smock
- Sketch Book (8 ½ x 11)

STUDIO CONDUCT:

- Use studio time wisely
- Do not abuse art materials
- Return all borrowed tools and materials
- Clean your area before leaving studio
- Respect fellow students and work
- Use appropriate behavior and language

Syllabus: DRAWING III**Instructor:** Mike Easton**School:** Duke Ellington School of the Arts | **Visual Arts Department****COURSE DESCRIPTION:**

This Art course provides students with an opportunity to advance in their drawing skills through assignments that will at the same time enrich their portfolio. Students will be given assignments (individually, if necessary) to explore a variety of media as they relate to the rendering of specific subject matter. Students will address issues of light and shade, line quality, rendering This Art course provides students with an opportunity to advance in their drawing skills through assignments that will at the same time enrich their portfolio. Students will be given assignments (individually, if necessary) to explore a variety of media as they relate to the rendering of specific subject matter. Students will address issues of light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth. This is a Duke Ellington course.

COURSE OUTLINE (GOALS):

Use various mediums and surfaces to develop quality works. Demonstrate a variety of technical drawing applications. Develop work that reflects compositional strategies

CONTENT STANDARDS:

Artistic Perception: Perceive and understand the components of visual language; the elements of art and the principles of design.

- Analyze complex ideas such as distortion, color theory, arbitrary color, expressive content, and real versus virtual in works of art, including in series of their original works of art.
- Analyze students original works of art, explaining in detail their personal direction and style, including the use of elements to express mood in one or more of their works of art.
- Select works of art from student's portfolio and discuss the intent of the work and the use of the medium.

Production and Creative Expression: Apply artistic processes and skills in a variety of media to communicate meaning and intent in original works of art.

- Render subtle differences of light and shadow, reflection, transparency, and utilize implied texture in solving drawing and painting problems.
- Explore a single subject through a series of works that demonstrates a variety of materials, techniques and tools.
- Create works of art that demonstrates use of local value, variation, irradiation, and aerial perspective.
- Plan and works of art that reflect complex ideas, such as distortion, color theory and expressive content.
- Demonstrate a personal style that communicates an idea, theme, or emotion in a series of compositions.

COURSE REQUIREMENTS:

Regular attendance, promptness to class, participation and improvement in skill development through class projects, research and departmental enrichment opportunities. Students must maintain a classroom portfolio and a sketchbook is mandatory.

ASSESSMENT / CRITERIA:

- Meet the assignment objectives
- Craftmanship
- Creativity/ Originality
- Sketchbook
- Aesthetics
- Critique

SUPPLY LIST:

- Kneaded eraser
- Drawing pencils - HB, 2H, 3H, 6H, B, 2B, 3B
- Conte' crayon - Black, Brown and White
- Charcoal pencil
- Masking Tape
- Smock
- Sketch Book (8 ½ x 11)

STUDIO CONDUCT:

- Use studio time wisely
- Do not abuse art materials
- Return all borrowed tools and materials
- Clean your area before leaving studio
- Respect fellow students and work
- Use appropriate behavior and language

Syllabus: DRAWING IV

Instructor: Mark Walker

School: Duke Ellington School of the Arts | **Visual Arts Department**

Email: Mark.Walker2@dc.gov



COURSE DESCRIPTION:

The self-portrait is a powerful form of self-reflection for the Visual Artist. It is a way to record what the artist sees, feels and senses about his or herself. Self-Portraits began its rise in popularity during the Early Renaissance [Movement of rebirth]. The senior year in the Visual Arts Department is a time to reflect on what has been learned and to apply that knowledge/skill-set into a Visual Senior Thesis. The intent is to enhance the Artist's portfolio with college-level assignments.

The theme of Drawing IV will be “**Self Reflection: EXPLORING WITHIN**” Utilizing the core elements and principles of design through multi-media, the Artist will create works that will feature ‘The Artist’ as the primary subject. Most assignments will feature the Artist but will not be limited to only those concepts. If the senior is missing strong figure and still life illustrations in their portfolio, they will have an opportunity to work on those assignments. The Artist will be challenged by concepts to inspire creativity and out-of-the-box thinking. The assignments will be multi-layered to create depth [both inward and outward]. The Artist will engage in critiques to understand the components of visual language and interpretation.

COURSE OUTLINE (GOALS):

By the end of the course of study, students will be able to:

- To use various media to develop college-level works.
- To illustrate utilizing multiple techniques and layering.
- To develop thought-provoking works that contains directional meaning.
- To critique, analyze and present high quality work.

CONTENT STANDARDS:

- 1. Artistic Perception** - Perceive and understand the elements and principles of art and design.
- 2. Production and Creative Expression** - Apply artistic skills and processes in a variety of media to communicate meaning and intent in original art work.
- 3. Historical and Cultural Content** – Investigate and understand history and cultural dimensions of visual art.
- 4. Aesthetics, Valuing, and Perspectives of Art** – Respond to, describe, analyze and make judgment about works of art.

RESOURCES/SUPPLY LIST:

- Sketchbook [hardbound recommended]
 - Pencils [6B, 4B, 2B, HB, H]
 - Prismacolor Pencils [70% Cool Grey, 50% Cool Grey, 30% Cool Grey, White, Black, various];
 - Faber Castel [M, F, S, XS]
 - Ruler
-
- Some supplies [paper, utensils] will be provided. It is highly recommended that the Artist to begin investing in their own supplies and materials.

Syllabus: 2D CONCEPTS/DESIGN I**Instructors:** Kimberly King • Mark Walker**School:** Duke Ellington School of the Arts | **Visual Arts Department****Email:** Mark.Walker2@dc.gov**COURSE DESCRIPTION:**

2D (Two Dimensional) Concepts is an introductory course to the core elements and principles of visual communication primarily on a flat surface. Students will be introduced to various media while exploring the elements and principles of art and design. Students are encouraged to practice these techniques and media outside of the classroom/studio on their own time for further development. Students will also have a chance to engage in critiques to understand the components of visual language and interpretation.

COURSE OUTLINE (GOALS):

By the end of the course of study, students will be able to:

- To experiment with various media.
- To understand the core elements and principles of design.
- To create works of art highlighting the art elements.
- To critique, analyze and present created works.

Elements

- Line
- Typography
- Shape/Form
- Value/Volume/Shade
- Color
- Texture

Principles

- Space
- Rhythm/Movement
- Balance
- Perspective
- Emphasis
- Pattern
- Scale (FINAL)

CONTENT STANDARDS:

- 1. Artistic Perception** - Perceive and understand the elements and principles of art and design.
- 2. Production and Creative Expression** - Apply artistic skills and processes in a variety of media to communicate meaning and intent in original art work.
- 3. Historical and Cultural Content** – Investigate and understand history and cultural dimensions of visual art.
- 4. Aesthetics, Valuing, and Perspectives of Art** – Respond to, describe, analyze and make judgment about works of art.

TEXT:

- ARTTalk, Rosalind Ragans, PH.D. Glencoe/McGraw-Hill. (2001)
- Cengage, 5 th Edition (2016)
- Exploring Visual Design – The Elements and Principles, Davis Publications, Inc. (2001)

RESOURCES/SUPPLY LIST:

- Sketchbook [hardbound recommended]
 - Pencils (6B, 4B, 2B, HB, H)
 - Prismacolor Pencils (various)
 - Faber Castel (M, F, S, XS)
 - Pentel Ink Pen; Marker; Charcoal; Pastel; Watercolor; Gouache; Acrylic
 - Ruler
- Some supplies [paper, utensils] will be provided. It is highly recommended that the Artist to begin investing in their own supplies and materials.

Syllabus: PAINTING I**Instructor:** Mike Easton**School:** Duke Ellington School of the Arts | **Visual Arts Department****COURSE DESCRIPTION:**

Painting I is a foundation course for all first year visual arts students. It is the first in a series of sequential Painting courses required by the department for three or four consecutive years, depending on the student's entry level grade. This is a skills development course designed to strengthen and refine the student's Painting abilities and observational capabilities. Emphasis is placed on hand/eye co-ordination, compositional balance, and the development of three-dimensional (illusion) space on a two-dimensional surface. This is accomplished through a series of studio and homework assignments that incorporate a variety of repeated concepts, processes, techniques, and media designed to refine the student's abilities and bolster their confidence in visual expression.

COURSE OUTLINE (GOALS):

The students will be given a number of Painting assignments that will introduce the importance of compositional placement within a two-dimensional format/surface along with the development of imagery (using various media) from observation. Students will be trained (through repetition) to recognize and understand the geometry of tangible objects and how to re-create the illusion of those objects on a two-dimensional surface.

Beginning with the elements of line, shape, space, and value, the student is guided through varied assignments in image structure. Once the student has successfully mastered monochromatic image structure, color is introduced through dry as well as liquid media, tools and techniques. In this process each student is required to maintain a class room (portfolio) that serves as a continuous barometer of his/her progress and will be used in the evaluation of the individuals' grade. Frequent and regular (critiques) are employed in an effort to re-enforce the student's ability to recognize the relative success or lack of success of ongoing work. The principles of art and the elements of design are emphasized in each and every assignment. The concept of artistic perspective is introduced repeatedly in each successive assignment throughout the course as well as an increase in the degree of difficulty of each visual problem to encourage refinement of the student's Painting skills. Various text books are used to provide visual examples and written explanations of various concepts and ideas.

- Use various media and surfaces to develop quality paintings
- Demonstrate a variety of technical painting applications
- Produce paintings that reflect good compositional strategies
- Identify historical and contemporary styles in painting
- Develop paintings that reflect personal expressions
- Critique artwork objectively and in groups
- Develop paintings that reflect student's knowledge of elements and principles

CONTENT STANDARDS:

Artistic Perception: Perceive and understand the components of visual language; the elements of art and the principles of design.

- Analyze complex ideas such as distortion, color theory, arbitrary color, expressive content, and real versus virtual in works of art, including in series of their original works of art.
- Analyze students original works of art, explaining in detail their personal direction and style, including the use of elements to express mood in one or more of their works of art.
- Select works of art from student's portfolio and discuss the intent of the work and the use of the medium.

Connections, Relationships, and Applications:

Connect and apply what is learned in the visual arts to other art forms, subject area, visual culture, and communication, and careers.

- Speculate on how advances in technology might change the definition and function of the visual arts.
- Determine size and proportion of illustrated objects by measuring dimensions area and volume.

ARTISTIC (SKILL DEVELOPMENT) OBJECTIVES

- Understanding correct compositional balanced placement
- Sharpening of hand/eye co-ordination in Painting from observation
- Sharpening skills in creating the illusion of space
- Refinement of skills with various dry as well as wet media
- Understanding the use of the elements and principles of art/design
- Understanding the importance of using a sketchbook
- Understanding and mastering the concepts of linear and atmospheric perspective
- Understanding how use mixed media effectively
- Learning to perceive with regard to aesthetics and art criticism
- Maintaining a representative portfolio that represents progressive skill development

COURSE REQUIREMENTS:

Regular and prompt attendance (with adequate supplies), participation in (all) classroom assignments and activities/projects. Completion of homework, attendance of class and department enrichment activities as well.

ASSESSMENT / CRITERIA:

- Tests
- Objective is met
- Preliminary Preparation
- Craftmanship
- Creativity/ Originality
- Sketchbook
- Aesthetics
- Critique

SUPPLY LIST:

- 1 (8 ½ x 11) sketchbook
- 3 ebony graphite pencils
- 1 hand held pencil sharpener
- 2 kneaded erasers
- 1 set of primary colors acrylic paint (red, yellow and blue)
- 1 fishing tackle box (for holding collected tools and supplies)
- 1 palette and palette knife
- 1 smock
- 1 assortment of acrylic brushes
- 1 water color set
- 3 pre-stretched cotton canvases (8 x 10, 11 x 14, 16 x 20) in inches

STUDIO CONDUCT:

- Use studio time wisely
- Do not abuse art materials
- Return all borrowed tools and materials
- Clean your area before leaving studio
- Respect fellow students and work
- Use appropriate behavior and language

Syllabus: PAINTING II

Instructor: Mike Easton

School: Duke Ellington School of the Arts | **Visual Arts Department**



COURSE DESCRIPTION:

The painting II course is designed for the student who is highly motivated and whose portfolio demonstrates mastery of basic drawing skills, demonstrates good color theory and has developed a critical awareness stemming from the formal and informal aspects of creating art. The student must be prepared for the demands of advanced assignments reflecting application and research.

The Painting II component consists of quality and concentration. In the process of production, students will engage in critical thinking and creative problem solving. Students will be involved in discovering creative problems that are challenging. They will use informed and critical decision making in an ongoing process of solving creative problems through the production of art that demonstrates mastery of materials, techniques and concepts.

COURSE OUTLINE (GOALS):

- Use various media and surfaces to develop quality paintings
- Demonstrate a variety of technical painting applications
- Produce paintings that reflect good compositional strategies
- Identify historical and contemporary styles in painting
- Develop paintings that reflect personal expressions
- Critique artwork objectively and in groups
- Develop paintings that reflect student's knowledge of elements and principles

CONTENT STANDARDS:

Artistic Perception: Perceive and understand the components of visual language; the elements of art and the principles of design.

- Create artwork that demonstrates an understanding of the elements and principles of design to establish a personal style.
- Based on a museum visit, research two periods of painting, sculpture or other media and discuss their similarities and differences, using the language of the visual arts in written paper and oral presentation.
- Explain the role and influence of new technologies on contemporary works.

COURSE REQUIREMENTS:

Regular attendance, promptness to class, participation and improvement in skill development through class projects, research, class field trips, and departmental enrichment opportunities.

ASSESSMENT / CRITERIA:

- Tests
- Objective is met
- Preliminary Preparation
- Craftmanship
- Creativity/ Originality
- Sketchbook
- Aesthetics
- Critique

SUPPLY LIST:

- 1 (8 ½ x 11) sketchbook
- 3 ebony graphite pencils
- 1 hand held pencil sharpener
- 2 kneaded erasers
- 1 set of primary colors acrylic paint (red, yellow and blue)
- 1 fishing tackle box (for holding collected tools and supplies)
- 1 palette and palette knife
- 1 smock
- 1 assortment of acrylic brushes
- 1 water color set
- 3 pre-stretched cotton canvases (8 x 10, 11 x 14, 16 x 20) in inches

STUDIO CONDUCT:

- Use studio time wisely
- Do not abuse art materials
- Return all borrowed tools and materials
- Clean your area before leaving studio
- Respect fellow students and work
- Use appropriate behavior and language

Syllabus: PRINTMAKING I**Instructor:** Kimberly King**School:** Duke Ellington School of the Arts | **Visual Arts Department****COURSE DESCRIPTION:**

This course introduces students to printmaking through a variety of printing processes. Social trends as well as the students' personal voice will be explored in the production of quality printed editions. The development of articulate drawings that use the art elements and principals of design will be part of the journey in studying traditional printmaking. Upon completion of this course the student should be able to clearly distinguish the different printing processes & create quality prints.

COURSE OUTLINE (GOALS):**Materials and Techniques:** Tools, Terms, and Techniques Paper and Ink**Relief Print:** Collagraphs and Linoleum Cut**Monoprints:** Additive /Subtractive and MultiColor**Lithography:** Mixedmedia Print**Subtractive:** Plaster and Vermiculite / Soapstone / aerated concrete – organic or geometric**Serigraphy and Stencils:** One color / Multicolor**Intaglio:** Plexiglass engraving/Experimental Techniques

- Distinguish the differences between a variety of printmaking processes
- Create a series of quality prints
- Application of tools and equipment
- Modify color and composition
- Build a portfolio and give constructive criticism

RESOURCES/SUPPLY LIST:

- | | |
|-----------------------|------------------------------------|
| • Sketchpad & Pencils | • Apron |
| • Paper*(BFK Reaves) | • Brushes |
| • Inks(water based) | • Tape & eraser Illustration board |
| • Brayer & Baren | • Newsprint |
| • Wooden spoon | • Gesso & Fixative |
| • Markers | • All purpose glue |
| • Carbon paper | • Linoleum cutter |

COURSE REQUIREMENTS:

Regular attendance, promptness to class, participation and improvement in skill development through class projects, research, and departmental enrichment opportunities.

ASSESSMENT / CRITERIA:

- How well the project resolves the problem. Students will be graded on their comprehension of all the components of the problem.
- Quality of the Work - This includes craftsmanship as well as originality and imagination
- Class work habits and Participation – Those who work consistently and contribute during class in the critiques and other discussions will improve their grade

STUDIO CONDUCT:

- Use studio time wisely
- Do not abuse art materials
- Return all borrowed tools and materials
- Clean your area before leaving studio
- Respect fellow students and work
- Use appropriate behavior and language

Syllabus: SCULPTURE I**Instructor:** Kimberly King**School:** Duke Ellington School of the Arts | **Visual Arts Department****COURSE DESCRIPTION:**

This course is an introduction to the manipulation of space and form. The practice of techniques with tools and process is emphasized through various materials. A history of sculptural concepts and processes along with three-dimensional design vocabulary is developed as we encounter them so participants develop a verbal dialogue to complement their visual expression. Student practices in and out of class and must participate in critiques to display concepts discussed in class. The following are art techniques and ideas that will be defined throughout the course.

COURSE OUTLINE (GOALS):**Assemblage:** Origami / Paper Sculpture / Multiple Interlocking shape or forms**Casting:** Mold Making – single relief / multi-piece in the round**Additive:** Clay/Papier-mache – Figurative and Non-figurative Relief with clay/paper**Linear Sculpture:** Building structure with line and volume – wire / various sticks and small wood pieces**Subtractive:** Plaster and Vermiculite / Soapstone / aerated concrete – organic or geometric**History and Discussion of Art:** Functional and Non Functional

Ancient, Modern, and Contemporary Artist and their work

- Organize various materials to create three-dimensional forms
- Demonstrate understanding of tools techniques and processes
- Apply historical and cultural research in finished products
- Assess and defend ones original work effectively

RESOURCES/SUPPLY LIST:

- | | |
|---------------|-----------------|
| • Sketchpad | • Ruler |
| • Pencils | • Wheat paste |
| • Plaster | • Ink |
| • Brushes | • Glue |
| • Cutting mat | • Scissors |
| • Easers | • Found Objects |
| • Cardboard | • Masking Tape |

COURSE REQUIREMENTS:

Regular attendance, promptness to class, participation and improvement in skill development through class projects, research, and departmental enrichment opportunities.

ASSESSMENT / CRITERIA:

- How well the project resolves the problem. Students will be graded on their comprehension of all the components of the problem.
- Quality of the Work - This includes craftsmanship as well as originality and imagination
- Class work habits and Participation – Those who work consistently and contribute during class in the critiques and other discussions will improve their grade

STUDIO CONDUCT:

- Use studio time wisely
- Do not abuse art materials
- Return all borrowed tools and materials
- Clean your area before leaving studio
- Respect fellow students and work
- Use appropriate behavior and language

Syllabus: SENIOR INTERNSHIP**Instructors:** Kimberly King • Mark Walker**School:** Duke Ellington School of the Arts | **Visual Arts Department****COURSE DESCRIPTION:**

This course is designed as an independent-study period for the Visual Arts Senior Thesis. The Senior Thesis/Project is 12 created works that have a common theme and/or media. Students will formulate a work schedule with their Instructor to complete works within advisory deadlines.

COURSE OUTLINE (GOALS):

By the end of the course of study, students will be able to:

- To set a work schedule to complete the 12 works for the Visual Arts Senior Series/Thesis
- To use various media to develop 12 college-level works.
- To illustrate utilizing multiple techniques and layering.
- To develop thought-provoking works that contains directional meaning.
- To critique, analyze and present high-quality work
- Document and create digital files of the project

CONTENT STANDARDS:

1. Artistic Perception - Perceive and understand the elements and principles of art and design.

2. Production and Creative Expression - Apply artistic skills and processes in a variety of media to communicate meaning and intent in original art work.

3. Historical and Cultural Content – Investigate and understand history and cultural dimensions of visual art.

4. Aesthetics, Valuing, and Perspectives of Art – Respond to, describe, analyze and make judgment about works of art.

SCHEDULE:

Check-in with the Instructor to discuss idea/concept/schedule. Work on series and receive analysis from Instructor. There will be a critique after each piece is completed.

RESOURCES/SUPPLY LIST:

- Sketchbook [hardbound recommended]
- Pencils [4B, 2B, HB, H]
- Faber Castel [M, F, S, XS];
- Ruler
- Some supplies [paper, utensils] will be provided. It is highly recommended that the Artist to begin investing in their own supplies and materials.