

# Seymour Public Schools Curriculum

## **Observational Studio** **GRADES 9,10,11,12**

### **Description**

Observational Drawing is a half-year course offered to any student who has successfully completed Basic Drawing with a grade of 70 or better. In this course, the student will continue to develop the ability to express himself/herself creatively in two-dimensional form, using prior knowledge of the elements and principles of design. With an emphasis on observation and drawing with accuracy, students will learn to draw portraits, figures, landscapes, still-life, animals, etc. They will continue to strengthen their skills in the application of various media and techniques as they further their knowledge of composition and perspective.

### **Observational Studio Curriculum Unit #1: Animal**

How can animal drawings be made to look realistic? What techniques can be used to show value and create the texture of an animal?

<b>Grade:</b> <b>High School</b>	<b>Observational Studio Unit #1: Animal</b>
<b>National Standard for Visual Arts</b>	VACr1.1 Generate and conceptualize artistic ideas and work  VACr2.1 Organize and develop artistic ideas and work  VARe9.1 Apply criteria to evaluate artistic work
<b>Enduring Understanding</b>	Creativity and innovative thinking are essential life skills that can be developed.  Artists and designers experiment with forms, structures, materials, concepts, media, and art making approaches.  People evaluate art based on various criteria.

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<p><b>Essential Questions</b></p>	<p>What conditions, attitudes, and behaviors support creativity and innovative thinking?</p> <p>What factors prevent or encourage people to take creative risks?</p> <p>How does collaboration expand the creative process?</p> <p>How do artists work?</p> <p>How do artists and designers determine whether a particular direction in their work is effective?</p> <p>How do artists and designers learn from trial and error?</p> <p>How does one determine criteria to evaluate a work of art?</p> <p>How and why might criteria vary?</p> <p>How is a personal preference different from an evaluation?</p>
<p><b>Content Standard:</b></p>	<p style="text-align: center;"><b>VACr1.1</b> Generate and Conceptualize artistic ideas and work</p> <p><b>HS Proficient:</b> Use multiple approaches to begin creative endeavors.</p> <p><b>HS Accomplished:</b> Individually or collaboratively formulate new creative problems based on student’s existing artwork.</p> <p><b>HS Advanced:</b> Visualize and hypothesize to generate plans for ideas and directions for creating art and design that is aesthetically pleasing.</p> <p style="text-align: center;"><b>VACr2.1</b> Organize and develop artistic ideas and work</p> <p><b>HS Proficient:</b> Engage in making a work of art or design without having a preconceived plan.</p>

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	<p><b>HS Accomplished:</b> Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p><b>HS Advanced:</b> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p> <p style="text-align: center;"><b>VARe9.1</b> Apply criteria to evaluate artistic work</p> <p><b>HS Proficient:</b> Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p><b>HS Accomplished:</b> Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p> <p><b>HS Advanced:</b> Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p>	
<p><b>Strategies/Modes (examples)</b>            Texture            Value            Photorealism            Scratch Art            Composition</p>	<p><b>Materials/Resources/Suggested Media</b>            Graphite            Charcoal            Chalk Pastel            Scratchboard            Scratch Knife            Ruler            Photograph reference            Student exemplars</p>	<p><b>Assessments (examples)</b>  <b>Formative Assessment:</b> Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media  <b>Summative Assessment:</b> Project Rubric</p>

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## Observational Studio Curriculum Unit #2: Portrait

What are the basic proportions of the average adult face? How is a face drawn to appear three-dimensional?

<b>Grade: High School</b>	<b>Observational Studio: Unit #2: Portrait</b>
<b>National Standard for Visual Arts</b>	VACr3.1 Refine and complete artistic work  VARE7.2 Perceive and analyze artistic work
<b>Enduring Understanding</b>	Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.  Visual imagery influences understanding of and responses to the world.
<b>Essential Questions</b>	What role does persistence play in revising, refining, and developing work?  How do artists grow and become accomplished in art forms?  How does collaboratively reflecting on a work help us experience it more completely?  What is an image?  Where and how do we encounter images in our world?  How do images influence our views of the world?

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<p><b>Performance Expectations:</b></p>	<p style="text-align: center;"><b>VACr3.1</b> Refine and complete artistic work</p> <p><b>HS Proficient:</b> Apply relevant criteria from traditional and contemporary contexts to examine, reflect on, and plan revisions for works of art in progress.</p> <p><b>HS Accomplished:</b> Engage in constructive criticism, reflect on, re-engage, revise, and refine works of art to respond to personal artistic vision.</p> <p><b>HS Advanced:</b> Reflect on, re-engage, revise, and refine works of art considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> <p style="text-align: center;"><b>VARe7.2</b> Perceive and analyze artistic work</p> <p><b>HS Proficient:</b> Analyze how one’s understanding of the world is affected by experiencing visual imagery.</p> <p><b>HS Accomplished:</b> Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.</p> <p><b>HS Advanced:</b> Determine the commonalities within a group of artists or visual images attributed to a particular type fo art, timeframe, or culture.</p>		
<p style="text-align: center;"><b>Strategies/Modes (examples)</b></p> <p style="text-align: center;">Facial Proportions Photorealism Grid Method Texture Value Composition</p>	<p style="text-align: center;"><b>Materials/Resources/Suggested Media</b></p> <p style="text-align: center;">Graphite Charcoal Chalk Pastel Paint Ruler Photograph reference Student exemplars Facial proportion guideline handouts 3D Head Model</p>	<p style="text-align: center;"><b>Assessments (examples)</b></p> <p><b>Formative Assessment:</b> Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media <b>Summative Assessment:</b> Project Rubric</p>	

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## Observational Studio Curriculum Unit #3: Figure

What are the basic proportions of the average adult figure? How is a figure drawn to appear realistic?

<b>Grade: High School</b>	<b>Observational Studio: Unit #3: Figure</b>
<b>National Standard for Visual Arts</b>	VACr2.1 Organize and develop artistic ideas and work  VACr3.1 Refine and complete artistic work
<b>Enduring Understanding</b>	Artists experiment with forms, structures, materials, concepts, media, and art-making approaches.  Artists develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
<b>Essential Questions</b>	How do artists work?  How do artist determine whether a particular direction in their work is effective/successful?  How do artists learn from trial and error?  What role does persistence play in revising, refining and developing a work?  How do artist become accomplished in art forms?
<b>Performance Expectations (Student outcomes)</b>	VACr2.1 Organize and develop artistic ideas and work  <b>HS Proficient:</b> Engage in making a work of art without having a preconceived plan.  <b>HS Accomplished:</b> Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

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	<p><b>HS Advanced:</b> Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p> <p style="text-align: center;"><b>VACr3.1</b> Refine and complete artistic work</p> <p><b>HS Proficient:</b> Apply relevant criteria from traditional and contemporary contexts to examine, reflect on, and plan revisions for works of art in progress.</p> <p><b>HS Accomplished:</b> Engage in constructive criticism, reflect on, re-engage, revise, and refine works of art to respond to personal artistic vision.</p> <p><b>HS Advanced:</b> Reflect on, re-engage, revise, and refine works of art considering relevant traditional and contemporary criteria as well as personal artistic vision.</p>	
<p><b>Strategies/Modes (examples)</b>            Gesture Drawings            Body Proportions            Composition</p>	<p><b>Materials/Resources/Suggested Media</b>            Graphite            Charcoal            Chalk Pastel            Paint            Ruler            Photograph reference            Student exemplars            Body proportion guideline handouts            3D Figure Model</p>	<p><b>Assessments (examples)</b>  <b>Formative Assessment:</b> Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media  <b>Summative Assessment:</b> Project Rubric</p>

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## Observational Studio Curriculum Unit #4 Still Life

How are still life objects drawn to look three-dimensional? What are the guidelines for creating a successful composition?

<b>Grade: High School</b>	<b>Subject: Observational Studio: Unit #4 Still Life</b>
<b>National Standard for Visual Arts</b>	VACr1.1 Generate and conceptualize artistic ideas and work  VARe8.1: Interpret intent and meaning in artistic work
<b>Enduring Understanding</b>	Creativity and innovative thinking are essential life skills that can be developed.  People gain insights into meanings of artworks by engaging in the process of art criticism.
<b>Essential Questions</b>	What conditions, attitudes, and behaviors support creativity and innovative thinking?  What factors prevent or encourage people to take creative risks?  How does collaboration expand the creative process?  What is the value of engaging in the process of art criticism?  How can the viewer “read” a work of art as text?  How does knowing and using visual art vocabulary help us understand and interpret works of art?
<b>Performance Expectations (Student outcomes)</b>	VACr1.1 Generate and Conceptualize artistic ideas and work  <b>HS Proficient:</b> Use multiple approaches to begin creative endeavors.  <b>HS Accomplished:</b> Individually or collaboratively formulate new creative problems based on student’s existing artwork.  <b>HS Advanced:</b> Visualize and hypothesize to generate plans for ideas and directions for creating art and design



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	<p>that is aesthetically pleasing.</p> <p style="text-align: center;"><b>VARe8.1</b> Interpret intent and meaning in artistic work</p> <p><b>HS Proficient:</b> Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p> <p><b>HS Accomplished:</b> Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p> <p><b>HS Advanced:</b> Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</p>	
<p><b>Strategies/Modes (examples)</b>            Still Life            Composition            Elements of art</p>	<p><b>Materials/Resources/Suggested Media</b>            Graphite            Charcoal            Chalk Pastel            Paint            Ruler            Still Life objects            Photograph reference            Student exemplars</p>	<p><b>Assessments (examples)</b>  <b>Formative Assessment:</b> Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media  <b>Summative Assessment:</b> Project Rubric</p>

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## Observational Studio Curriculum Unit #5 Landscape

What are the elements of a landscape? How are the elements arranged to create a landscape composition?

<b>Grade: High School</b>	<b>Subject: Observational Studio: Unit #5 Landscape</b>
<b>National Standard for Visual Arts</b>	<p>VACr3.1 Refine and complete artistic work</p> <p>VARe7.1 Perceive and analyze artistic work</p>
<b>Enduring Understanding</b>	<p>Artists develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p>
<b>Essential Questions</b>	<p>What role does persistence play in revising, refining and developing a work?</p> <p>How do artists become accomplished in art forms?</p> <p>How do life experiences influence the way you relate to art?</p> <p>How does learning about art impact how we perceive the world?</p> <p>What can we learn from our responses to art?</p>
<b>Performance Expectations (Student outcomes)</b>	<p>VACr3.1 Refine and complete artistic work</p> <p><b>HS Proficient:</b> Apply relevant criteria from traditional and contemporary contexts to examine, reflect on, and plan revisions for works of art in progress.</p>

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	<p><b>HS Accomplished:</b> Engage in constructive criticism, reflect on, re-engage, revise, and refine works of art to respond to personal artistic vision.</p> <p><b>HS Advanced:</b> Reflect on, re-engage, revise, and refine works of art considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> <p style="text-align: center;"><b>VARe7.1</b> Perceive and analyze artistic work</p> <p><b>HS Proficient:</b> Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p><b>HS Accomplished:</b> Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p> <p><b>HS Advanced:</b> Analyze how responses to art develop over time based on knowledge of and experience with art and life.</p>	
<p style="text-align: center;"><b>Strategies/Modes (examples)</b></p> <p style="text-align: center;">Composition Elements of Art Principles of Art</p>	<p style="text-align: center;"><b>Materials/Resources/Suggested Media</b></p> <p style="text-align: center;">Graphite Charcoal Pastel Paint Ruler Photograph reference Student exemplars</p>	<p style="text-align: center;"><b>Assessments (examples)</b></p> <p><b>Formative Assessment:</b> Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media <b>Summative Assessment:</b> Project Rubric</p>

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## Observational Studio Curriculum Unit #6 Student Led Concentration

How does an artist maintain style, technique, and concept while showing experimentation and growth in a sustained investigation? How does an artist effectively communicate through a work of art?

<b>Grade:</b> <b>High School</b>	<b>Subject:</b> <b>Observational Studio: Unit #6 Student Led Concentration</b>
<b>National Standard for Visual Arts</b>	VAPr5.1: Develop and refine artistic techniques and work for presentation  VARe9.1 Apply criteria to evaluate artistic work
<b>Enduring Understanding</b>	Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.  People evaluate art based on various criteria.
<b>Essential Questions</b>	What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio or a collection?  How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
<b>Performance Expectations (Student outcomes)</b>	<b>VAPr5.1</b> Develop and refine artistic techniques and work for presentation  <b>HS Proficient:</b> Analyze and evaluate the reasons and ways an exhibition is presented.

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	<p><b>HS Accomplished:</b> Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p> <p><b>HS Advanced:</b> Investigate, compare, and contrast methods for preserving and protecting art.</p> <p style="text-align: center;"><b>VARe9.1</b> Apply criteria to evaluate artistic work</p> <p><b>HS Proficient:</b> Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p><b>HS Accomplished:</b> Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p> <p><b>HS Advanced:</b> Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p>	
<p style="text-align: center;"><b>Strategies/Modes (examples)</b></p> <p style="text-align: center;">Student Directed</p>	<p style="text-align: center;"><b>Materials/Resources/Suggested Media</b></p> <p style="text-align: center;">Graphite Charcoal Pastel Paint Ruler Photograph reference Student exemplars</p>	<p style="text-align: center;"><b>Assessments (examples)</b></p> <p><b>Formative Assessment:</b> Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media <b>Summative Assessment:</b> Project Rubric</p>

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