

Hingham High School Curriculum Summary

Art **Two-dimensional Foundations**

DESCRIPTIVE OVERVIEW

This course is open to all high school students. No prior experience in art is required. This course is an exploratory course designed to introduce students to a variety of art experiences while further developing skills and theories taught in art. Students will be introduced to new materials and given opportunities to pursue their own interest in the production of two-dimensional art.

GOALS AND OBJECTIVES

The **general goals** of this course are as follows:

- Refine and develop basic drawing skills while incorporating more advanced skills and activities
- To develop skills in arts that will allow success in future art classes.
- Increase conceptual understanding of art, design and aesthetics.
- Students will meet grade appropriate standards of the Massachusetts State Frameworks for Visual Arts

INSTRUCTIONAL MODEL

The teacher will provide activity-based learning opportunities to teach visual skills through a sequence of units. Each unit is designed to teach specific skills or knowledge in a very hands-on, experiential setting, culminating with a project to assess student progress. Unit skills and concepts are based upon previously learned material, to foster confidence and lead to eventual mastery. Objectives of the course are achieved through activity-based lessons, discussions, and critiques. The course is designed to include the learning styles of all students, drawing upon Gardner's Multiple Intelligences theory. Practice and success with these learned visual skills leads to students' improved skills and confidence, and encourages personal growth.

ASSESSMENT

Student progress is measured in various forms of authentic and traditional assessment. Throughout each unit of study, students must demonstrate proficiency in skills learned in that unit through a culminating project. Projects are evaluated according to specific expectations, which are articulated in rubrics and explained to students as they approach their performance. Additionally, students are required to critique their work and the work of their peers.

Hingham High School
Curriculum Summary

Art
Drawing and Painting I

DESCRIPTIVE OVERVIEW

This course is open to all high school students who have the required pre-requisite. This course is an exploratory course designed to further student's experiences while developing skills and theories taught in art. Students will be introduced to new materials and given opportunities to pursue their own interest in the production of two-dimensional art.

GOALS AND OBJECTIVES

The **general goals** of this course are as follows:

- Refine and develop advance drawing skills while incorporating more skills and activities
- To develop skills in arts that will allow success in future art classes.
- Increase conceptual understanding of art, design and aesthetics.
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Student progress is measured in various forms of authentic and traditional assessment. Throughout each unit of study, students must demonstrate proficiency in skills learned in that unit through a culminating project. Projects are evaluated according to specific expectations, which are articulated in rubrics and explained to students as they approach their performance. Additionally, students are required to critique their work and the work of their peers.

Hingham High School
Curriculum Summary

Art
Drawing and Painting II

DESCRIPTIVE OVERVIEW

This course is open to all high school students who have the required pre-requisite. This course is an exploratory course designed to further student's experiences while developing skills and theories taught in Drawing 1. Students will be introduced to new materials and given opportunities to pursue their own interest in the production of two-dimensional art.

GOALS AND OBJECTIVES

The **general goals** of this course are as follows:

- Refine and develop advance drawing skills while incorporating more skills and activities
- To develop skills in arts that will allow success in future art classes.
- Increase conceptual understanding of art, design and aesthetics.
- Students will meet grade appropriate standards of the Massachusetts State Frameworks for Visual Arts

INSTRUCTIONAL MODEL

The teacher will provide activity-based learning opportunities to teach visual skills through a sequence of units. Each unit is designed to teach specific skills or knowledge in a very hands-on, experiential setting, culminating with a project to assess student progress. Unit skills and concepts are based upon previously learned material, to foster confidence and lead to eventual mastery. Objectives of the course are achieved through activity-based lessons, discussions, and critiques. The course is designed to include the learning styles of all students, drawing upon Gardner's Multiple Intelligences theory. Practice and success with these learned visual skills leads to students' improved skills and confidence, and encourages personal growth.

ASSESSMENT

Student progress is measured in various forms of authentic and traditional assessment. Throughout each unit of study, students must demonstrate proficiency in skills learned in that unit through a culminating project. Projects are evaluated according to specific expectations, which are articulated in rubrics and explained to students as they approach their performance. Additionally, students are required to critique their work and the work of their peers.

Hingham High School Curriculum Summary

Art Portfolio

DESCRIPTIVE OVERVIEW

This course is open to high school students who have the required pre-requisite. This course is an exploratory course designed to further student's experiences while developing skills and theories taught in Drawing 1. Students will be introduced to new materials and given opportunities to pursue their own interest in the production of two-dimensional art.

GOALS AND OBJECTIVES

The **general goals** of this course are as follows:

- Refine and develop advance drawing skills while incorporating more skills and activities
- To develop skills in arts that will allow success in future art classes.
- To develop a portfolio of work that will allow a student admission to an art school.
- Increase conceptual understanding of art, design and aesthetics.
- Students will meet grade appropriate standards of the Massachusetts State Frameworks for Visual Arts

INSTRUCTIONAL MODEL

The teacher will provide activity-based learning opportunities to teach visual skills through a sequence of units. Each unit is designed to teach specific skills or knowledge in a very hands-on, experiential setting, culminating with a project to assess student progress. Unit skills and concepts are based upon previously learned material, to foster confidence and lead to eventual mastery. Objectives of the course are achieved through activity-based lessons, discussions, and critiques. The course is designed to include the learning styles of all students, drawing upon Gardner's Multiple Intelligences theory. Practice and success with these learned visual skills leads to students' improved skills and confidence, and encourages personal growth.

ASSESSMENT

Student progress is measured in various forms of authentic and traditional assessment. Throughout each unit of study, students must demonstrate proficiency in skills learned in that unit through a culminating project. Projects are evaluated according to specific expectations, which are articulated in rubrics and explained to students as they approach their performance. Additionally, students are required to critique their work and the work of their peers.

Hingham High School
Curriculum Summary

Art
Ceramic and Sculpture I

DESCRIPTIVE OVERVIEW

Ceramics and Sculpture I is the foundation for which students investigate the three-dimensional form in clay as well as build good studio art practices. Students will create work by using basic methods of coil, slab, additive, and subtractive sculpting along with glazing and under glazing techniques. Weekly sketchbook assignments of ideas, brainstorm, reference imagery, and class notes aid in the artistic development. Emphasis will be placed on making meaningful personal work, learning about the contemporary art world and constructive class critiques.

OBJECTIVES

- To provide students with an understanding of ceramic techniques
- To provide an understanding of contemporary ceramics.
- To provide a learning environment which gives students opportunities to work with multiple techniques
- To provide students with discovery strategies.
- To provide a framework for evaluating their work and the work of their peers.
- Students will identify language that is useful in describing contemporary artwork.
- Students will plan, organize, and present appropriate work for critique.
- Students will develop a mature understanding of contemporary ceramics and responsibilities necessary when working in clay.

INSTRUCTIONAL MODEL

The goals of this course will be reached through a variety of instructional strategies, classroom study, teacher presentations, discussions, group activities, and student projects. The remaining action time is spent in a laboratory-type atmosphere through observation and participation in creation. Students are expected to plan, organize, and implement contemporary ceramics and sculpture. Numerous opportunities and options are available for students to discuss mastery and application of valuable skills and concepts learned in class.

ASSESSMENT

Assessment is provided in many ways, such as student led critiques, teacher discussion, written assignments and studio work.

Hingham High School
Curriculum Summary

Art
Ceramics and Sculpture II

DESCRIPTIVE OVERVIEW

Ceramics and Sculpture II continues the investigation of three-dimensional media as a means of expression. With basic skills mastered in Ceramics I, students spend more time designing their own projects as well as developing their artistic style and voice. Craftsmanship and surface treatment will be emphasized in order to develop artwork sophistication. Students will be required to continue the use of their sketchbook for brainstorming and reference material.

OBJECTIVES

- To provide students with an understanding of ceramic techniques
- To provide an understanding of contemporary ceramics.
- To provide a learning environment which gives students opportunities to work with multiple techniques
- To provide students with discovery strategies.
- To provide a framework for evaluating their work and the work of their peers.
- Students will identify language that is useful in describing contemporary artwork.
- Students will plan, organize, and present appropriate work for critique.
- Students will develop a mature understanding of contemporary ceramics and responsibilities necessary when working in clay.

INSTRUCTIONAL MODEL

The goals of this course will be reached through a variety of instructional strategies, classroom study, teacher presentations, discussions, group activities, and student projects. The remaining action time is spent in a laboratory-type atmosphere through observation and participation in creation. Students are expected to plan, organize, and implement contemporary ceramics and sculpture. Numerous opportunities and options are available for students to discuss mastery and application of valuable skills and concepts learned in class.

ASSESSMENT

Assessment is provided in many ways, such as student led critiques, teacher discussion, written assignments and studio work.

Hingham High School
Curriculum Summary

Art
Wheel Throwing

DESCRIPTIVE OVERVIEW

Wheel Throwing is the foundation for which students investigate the three-dimensional form in clay on the wheel, as well as build good studio art practices. Students will create work by using basic methods along with glazing and under glazing techniques. Weekly sketchbook assignments of ideas, brainstorming, reference imagery, and class notes aid in the artistic development. Emphasis will be placed on making meaningful personal work, learning about the contemporary art world and constructive class critiques.

OBJECTIVES

- To provide students with an understanding of wheel throwing techniques
- To provide an understanding of contemporary ceramics.
- To provide a learning environment which gives students opportunities to work with multiple techniques
- To provide students with discovery strategies.
- To provide a framework for evaluating their work and the work of their peers.
- Students will identify language that is useful in describing contemporary artwork.
- Students will plan, organize, and present appropriate work for critique.
- Students will develop a mature understanding of contemporary ceramics and responsibilities necessary when working in clay.

INSTRUCTIONAL MODEL

The goals of this course will be reached through a variety of instructional strategies, classroom study, teacher presentations, discussions, group activities, and student projects. The remaining action time is spent in a laboratory-type atmosphere through observation and participation in creation. Students are expected to plan, organize, and implement contemporary wheel throwing. Numerous opportunities and options are available for students to discuss mastery and application of valuable skills and concepts learned in class.

ASSESSMENT

Assessment is provided in many ways, such as student led critiques, teacher discussion, written assignments and studio work.