

Middle School Art

Imagine



Dream



Inspired



Creative



Intelligent



Introduction to Art

Grade: 7&8

Length: 1 Quarter (semester when combined with Intro 2)

Fee: Required

Prerequisite: None

COURSE DESCRIPTION: Art Introduction is an exploration of art techniques and theory designed for seventh and eighth graders. Students explore a variety of techniques and materials that may include drawing, painting, printmaking, sculpture, weaving, and hand built ceramics. Students will be given a basic understanding of the Elements and Principles of Design that go into the success of a piece of art. Students will begin to develop critiquing skills and will be encouraged to relate beauty and meaning of art to their lives.

OBJECTIVES

ELEMENTS OF ART

- Line
- Shape
- Form
- Color
- Value
- Texture
- Space

PRINCIPLES OF ART

- Balance
- Movement
- Rhythm
- Contrast
- Emphasis

- Pattern
- Unity
- Variety
- Proportion/Scale

Begin to understand color theory and its application:

- primary/secondary/tertiary/neutral
- complementary/Opposite
- cool/warm color schemes
- analogous color schemes
- monochromatic color schemes
- Triadic color schemes

Begin to develop and apply vocabulary related to the visual arts:

- Abstract
- Realism
- Medium
- Aesthetics
- Color Theory
- Foreground
- Background
- Atmospheric Perspective
- Linear Perspective
- Composition
- Gesture
- Contour
- Chiaroscuro
- Negative Space
- Proportion
- Critique
- Organic
- Geometric
- Color Schemes
- Portfolio
- Two Dimensional
- Three Dimensional
- Theme
- Mixed Media
- Landscape
- Portrait

Complete a variety of art projects successfully:

- begin to develop basic drawing and shading skills using a variety of mediums
- begin to understand and use basic composition skills
- experiment with various 3-D techniques and forms
- complete projects influenced by art history and/or cultural exploration

SUGGESTED ARTISTS/CULTURES

Wassily Kandinsky (color)
Pablo Picasso (color – shape)
Vincent VanGogh
Franz Marc
Georgia O’Keeffe
Chris Wakefield (Alaskan)
Middle School students respond well to expressive painters, bold colors & textures
Masks from around the world

SUGGESTED TECHNIQUES

- DRAWING – pencil, color pencil, pastels, markers,
- PAPER – drawing, tag board, newsprint, recycled, construction, watercolor, butcher
- PAINTING – watercolor, tempera, fabric painting, acrylic
- PRINTMAKING – stamps, monotypes, relief,
- SCULPTURE- papier-mâché, wire, found objects, fibers

SUGGESTED ACTIVITIES

- DRAWING – contour, sketching, still life, perspective, texture, value
- PAPER - cutting, tearing, tessellations, trading cards, collage
- PAINTING – artist inspired, color wheel, still life, self-portrait
- PRINTMAKING – optical art, logos, cards, wrapping paper, clothing
- SCULPTURE- assemblage of found objects, masks, figures/animals, cultural boxes, weaving

PRACTICE CRITIQUING SKILLS

- Identify the piece
- Share first impressions
- Describe the use of basic elements
- Analyze the use of basic principles
- Interpret meaning and the artist’s intent
- Express and defend an informed opinion



*Papier-mâché Mask
Inspired by masks from around the world
Soldotna Middle School*

Introduction to Art 2

Grade: 7&8

Length: 1 Quarter (semester when combined with Intro 1)

Fee: Required

Prerequisite: Introduction to Art

COURSE DESCRIPTION: Art Introduction 2 is an expansion upon the art techniques and theory explored in Introduction to Art 1. Students will continue to explore a variety of techniques and materials that may include drawing, painting, printmaking, sculpture, weaving, and hand built ceramics. Students will be given a basic understanding of the Elements and Principles of Design that go into the success of a piece of art. Students will continue to develop critiquing skills and will be encouraged to relate beauty and meaning of art to their lives.

OBJECTIVES

ELEMENTS OF ART

- Line
- Shape
- Form
- Color
- Value
- Texture
- Space

PRINCIPLES OF ART

- Balance
- Movement
- Rhythm
- Contrast
- Emphasis

- Pattern
- Unity
- Variety
- Proportion

Expand upon color theory and its application

- *See list from Intro pt. 1*

Complete a variety of art projects successfully:

- Continue to develop basic drawing and shading skills using a variety of mediums
- Build on the understanding and use of composition skills
- experiment with various 3-D techniques and forms
- complete projects influenced by art history and/or cultural exploration

SUGGESTED ARTISTS/CULTURES

Matisse or Romare Bearden (collage)

Paul Cezanne (still life)

Paul Gauguin (life drawing – painting)

Henri Rousseau

Oaxacan Alebrijes

Middle School students respond well to expressive painters, bold colors & textures

SUGGESTED TECHNIQUES

- DRAWING – pencil, color pencil, pastels, markers,
- PAPER – drawing, tag board, newsprint, recycled, construction, watercolor, butcher
- PAINTING – watercolor, tempera, fabric painting, acrylic
- PRINTMAKING – stamps, monotypes, relief,
- SCULPTURE- papier-mâché, wire, found objects, fibers

SUGGESTED ACTIVITIES

- DRAWING – contour, sketching, still life, perspective, texture, value
- PAPER - cutting, tearing, tessellations, trading cards, collage
- PAINTING – artist inspired, color wheel, still life, self-portrait
- PRINTMAKING – optical art, logos, cards, wrapping paper, clothing
- SCULPTURE- assemblage of found objects, masks, figures/animals, cultural boxes, weaving

PRACTICE CRITIQUING SKILLS

- Identify the piece
- Share first impressions
- Describe the use of basic elements
- Analyze the use of basic principles
- Interpret meaning and the artist's intent
- Express and defend an informed opinion



*Sunflower close up
Inspired by Georgia O'Keeffe
Soldotna Middle School*

2D DESIGN 1

Grades: 7 & 8

Length: 1 quarter (semester when combined with 2D Design 2)

Fee: Required

Prerequisite: Instructors discretion

COURSE DESCRIPTION: In this course students will discover and refine their drawing and design skills. A variety of subject matter, materials, and technologies are used on a two dimensional surface. Students will continue to develop critiquing skills and are encouraged to relate beauty and meaning of art to their lives. They will gain an understanding of values, beliefs, ideas, and traditions of various cultures through the study of drawing and design.

OBJECTIVES

ELEMENTS OF ART

- Line
- Value
- Shape
- Space
- Color
- Texture

PRINCIPLES OF ART

- Balance
- Movement
- Rhythm
- Emphasis
- Contrast
- Pattern
- Unity
- Variety
- Proportion/Scale

Develop technical and expressive competency in drawing:

- use the elements and principles of art to create an aesthetic composition
- draw expressively and communicate emotions and ideas
- use a sketchbook/journal to gather and develop ideas, set goals, and record results
- understand and apply color theory
- demonstrate effort toward the development of personal expression, sensitivity, and style
- select appropriate media and techniques to best communicate ideas

SUGGESTED ARTISTS/CULTURES

Chuck Close

Medieval imagery great for pen & ink

Alaskan Artists of the Arctic Refuge; Bill Brody, David Mollett & James Belke

Susan Pennewell Ellis (AK)

Various artists currently working in medium to be studied

SUGGESTED TECHNIQUES & MATERIALS

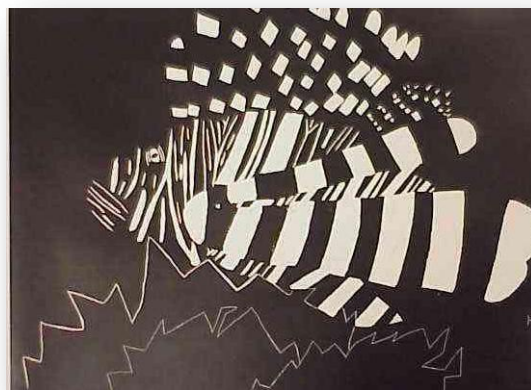
- DRAWING- pencil, scratchboard, pen & ink, charcoal, pastel, colored pencil
- PAINTING – tempera, watercolor, acrylic, oil pastels
- PRINTMAKING – linoleum block, foam
- COLLAGE

SUGGESTED ACTIVITIES

- LINE DRAWING-including warm-up, cylinder study, contour drawing, rhythm line drawing, geometric line drawing, gesture line drawing, and continuous line drawing.
- VALUE AND MODELING- charcoal, pencil, and ink, chiaroscuro, wet & dry charcoal drawing, cross-hatched still life, and ink washes.
- PERSPECTIVE-including overlapping shapes, one- and two-point perspective, dark to light effects, and foreshortening
- SPACE/SHAPE/PLANE-focusing on understanding positive and negative space, value and space, shape, scale, drawing interiors, and drawing drapery.
- TEXTURE AND PATTERN-assemblage, rubbings and collage.
- PORTRAIT-with lessons on planes of the face, caricature, and still life.
- PRINTMAKING-monoprinting, intaglio, etching, collagraph, relief, block

PRACTICE CRITIQUING SKILLS

- Identify the piece
- Share first impressions
- Describe the use of basic elements
- Analyze the use of basic principles
- Interpret meaning and the artist's intent
- Express and defend an informed opinion



*Lion Fish
Clayboard Scratch Art
Soldotna Middle School*

2D DESIGN 2

Grades: 7 & 8

Length: 1 quarter (semester when combined with 2D Design 1)

Fee: Required

Prerequisite: 2D Design 1

COURSE DESCRIPTION: In this course students will continue to refine their drawing and design skills. 2D Design 2 requires a greater degree of proficiency. Portfolio development may be required. Technology may be applied for reference or support. A variety of subject matter, materials, and technologies will be used on a 2 dimensional surface. Students will continue to develop critiquing skills and will be encouraged to relate beauty and meaning of art to their lives. They will gain an understanding of values, beliefs, ideas, and traditions of various cultures through the study of drawing and design.

OBJECTIVES

ELEMENTS OF ART

- Line
- Value
- Shape
- Space
- Color
- Texture

PRINCIPLES OF ART

- Balance
- Movement
- Rhythm
- Emphasis
- Contrast
- Pattern
- Unity
- Variety
- Proportion/Scale

Develop technical and expressive competency in drawing:

- use the elements and principles of art to create an aesthetic composition
- draw expressively and communicate emotions and ideas
- use a sketchbook/journal to gather and develop ideas, set goals, and record results
- understand and apply color theory
- demonstrate effort toward the development of personal expression, sensitivity, and style
- select appropriate media and techniques to best communicate ideas

SUGGESTED ARTISTS/CULTURES

Try some artists not previously covered in Pt 1

Chuck Close

Medieval imagery great for pen & ink

Alaskan Artists of the Arctic Refuge; Bill Brody, David Mollett & James Belke

Susan Pennewell Ellis (AK)

Various artists currently working in medium to be studied

SUGGESTED TECHNIQUES & MATERIALS

- DRAWING- pencil, scratchboard, pen & ink, charcoal, pastel, colored pencil
- PAINTING – tempera, watercolor, acrylic, oil pastels
- PRINTMAKING – linoleum block, foam
- COLLAGE

SUGGESTED ACTIVITIES

- LINE DRAWING-including warm-up, cylinder study, contour drawing, rhythm line drawing, geometric line drawing, gesture line drawing, and continuous line drawing.
- VALUE AND MODELING- charcoal, pencil, and ink, chiaroscuro, wet & dry charcoal drawing, cross-hatched still life, and ink washes.
- PERSPECTIVE-including overlapping shapes, one- and two-point perspective, dark to light effects, and foreshortening
- SPACE/SHAPE/PLANE-focusing on understanding positive and negative space, value and space, shape, scale, drawing interiors, and drawing drapery.
- TEXTURE AND PATTERN-assemblage, rubbings and collage.
- PORTRAIT-with lessons on planes of the face, caricature, and still life.
- PRINTMAKING-monoprinting, intaglio, etching, collagraph, relief, block

PRACTICE CRITIQUING SKILLS

- Identify the piece
- Share first impressions
- Describe the use of basic elements
- Analyze the use of basic principles
- Interpret meaning and the artist's intent
- Express and defend an informed opinion

*Expressionistic Self Portrait
Using contrasting color schemes
Soldotna Middle School*



CERAMICS 1

Grades: 7 & 8

Length: 1 quarter (semester when combined with Ceramics 2)

Fee: Required

Prerequisite: None

COURSE DESCRIPTION: Ceramics 1 covers the fundamental skills, knowledge, and techniques necessary to begin understanding ceramics. Students learn a variety of hand building techniques, including: pinch, coil and slab construction. They will also study the processes unique to ceramics including the stages of clay, firing and glazing. Students will learn to make critical judgments about their own art and the art of others. They will be exposed to the historical and contemporary role of pottery from various cultures throughout the world and will be encouraged to relate the beauty and meaning of art to their lives. Students will be given a basic understanding of the Elements and Principles of Design that go into a successful piece of art.

OBJECTIVES

ELEMENTS OF ART

- Line
- Shape
- Form
- Color
- Texture

PRINCIPLES OF ART

- Balance
- Movement
- Rhythm
- Emphasis
- Pattern
- Unity
- Variety
- Proportion/Scale

Begin to develop and apply vocabulary related to Ceramics:

- Plaster bat
- Bisque
- Burnishing
- Coiling
- Cone
- Crawling
- Crazeing
- Dunting
- Fireclay
- Firing
- Glaze
- Greenware
- Kiln
- Leather-hard
- Matt
- Maturing
- Resist
- Rib
- Scoring
- Shivering
- Shrinkage
- Slip
- Trailing
- Wedging

Use a variety of techniques and tools to gain skill in pottery:

- demonstrate wedging and proper care of clay
- develop skills in the three basic hand-building techniques – pinch, coil, slab
- begin to understand glazing, firing techniques, and their relationship to clay bodies
- use a sketchbook/journal to gather and develop ideas and record results
- experiment with multiple surface textures and decorating techniques
- consider form and function when planning

SUGGESTED ARTISTS/CULTURES

African Coil built water pots
Calaveras – Dia de los Muertos – Mexico
Japanese Lanterns
Local Artists

SUGGESTED TECHNIQUES

- PINCH – organic, geometric
- COIL – coiled, blended
- SLAB – geometric, organic
- RELIEF – additive, subtractive (low or high)
- MOLDING – drape, slump
- SCULPTURAL – combination of above techniques and carving

SUGGESTED ACTIVITIES

- PINCH – small pots, base form for a coil pot, organic forms, rattles or whistles
- COIL – vessels; bowls, pots, vases, teapots
- SLAB – boxes, tiles, teapots, cylindrical mugs with handles
- RELIEF – surface design on any technique, cultural tiles, texture study
- MOLDING – bowls, platters, masks

PRACTICE CRITIQUING SKILLS

- Identify the piece
- Share first impressions
- Describe the use of basic elements
- Analyze the use of basic principles
- Interpret meaning and the artist's intent
- Express and defend an informed opinion

*Organic Slab Vase
Inspired by exploring vases from
around the world
Soldotna Middle School*



CERAMICS 2

Grades: 7 & 8

Length: 1 quarter (semester when combined with Ceramics 1)

Fee: Required

Prerequisite: Ceramics 1

COURSE DESCRIPTION: Ceramics 2 is for students committed to gaining independence, skill, and knowledge in the field of ceramics. Self-discipline and a willingness to seek new challenges are expected. Students continue to make critical judgments about their own art and the art of others. They will be exposed to the historical and contemporary role of pottery from various cultures throughout the world and will be encouraged to relate the beauty and meaning of art to their lives. Ceramics 2 requires a greater degree of proficiency and higher expectations from students and teacher.

OBJECTIVES

ELEMENTS OF ART

- Line
- Shape
- Form
- Color
- Texture

PRINCIPLES OF ART

- Balance
- Movement
- Rhythm
- Emphasis
- Pattern
- Unity
- Variety
- Proportion/Scale

Use a variety of techniques and tools to gain skill in pottery:

- demonstrate wedging and proper care of clay
- develop skill in the three basic hand-building techniques – pinch, coil, slab
- begin to understand glazing, firing techniques, and their relationship to clay bodies
- use a sketchbook/journal to gather and develop ideas and record results
- experiment with multiple surface textures and decorating techniques
- consider form and function when planning
- select appropriate pottery techniques

Continue to develop and apply vocabulary related to Ceramics:

- Plaster bat
- Bisque
- Burnishing
- Coiling
- Cone
- Crawling
- Crazeing
- Dunting
- Fireclay
- Firing
- Glaze
- Greenware
- Kiln
- Leather-hard
- Matt
- Maturing
- Resist
- Rib
- Scoring
- Shivering
- Shrinkage
- Slip
- Trailing
- Wedging

SUGGESTED ARTISTS/CULTURES

African Coil built water pots
Calaveras – Dia de los Muertos – Mexico
Japanese Lanterns
Local Artists

SUGGESTED TECHNIQUES

- PINCH – organic, geometric
- COIL – coiled, blended
- SLAB – geometric, organic
- RELIEF – additive, subtractive (low or high)
- MOLDING – drape, slump
- SCULPTURAL – combination of above techniques and carving

SUGGESTED ACTIVITIES

- PINCH – small pots, base form for a coil pot, organic forms, rattles or whistles
- COIL – vessels; bowls, pots, vases, teapots
- SLAB – boxes, tiles, teapots, cylindrical mugs with handles
- RELIEF – surface design on any technique, cultural tiles, texture study
- MOLDING – bowls, platters, masks
- LIDDED CONTAINERS – using any of the building techniques but now, incorporate a lid
- SET OR SERIES- using any of the building techniques develop a cohesive group of projects
- INDEPENDENT STUDY – students apply proper techniques to a project they have designed

PRACTICE CRITIQUING SKILLS

- Identify the piece
- Share first impressions
- Describe the use of basic elements
- Analyze the use of basic principles
- Interpret meaning and the artist's intent
- Express and defend an informed opinion

*Lidded Slab Cylinder
Soldotna Middle School*



SCULPTURE 1

Grades: 7 & 8

Length: 1 quarter (semester when combined with Sculpture 2)

Fee: Required

Prerequisite: None

COURSE DESCRIPTION: This course covers the fundamental skills, knowledge, and possible technology necessary to begin understanding sculpture. Various sculptural processes are explored while students work with a variety of materials and tools. Students will learn to make critical judgments about their own art and the art of others. They will be exposed to the historical and contemporary role of sculpture from various cultures throughout the world and will be encouraged to relate the beauty and meaning of art to their lives.

OBJECTIVES

ELEMENTS OF ART

- Line
- Shape
- Form
- Texture
- Space

PRINCIPLES OF ART

- Balance
- Movement
- Rhythm
- Emphasis
- Pattern
- Unity
- Proportion/Scale

Demonstrate sculptural design skills through the use of various materials and processes:

- use a sketchbook/journal to gather and develop ideas and record results
- create sculpture using modeling, carving, relief and assemblage techniques
- work in various media such as paper, plaster, wood, wire, clay and found objects
- create figurative, stylized, abstract, and non-objective art

SUGGESTED ARTISTS/CULTURES

- Alexander Calder
- Deborah Butterfield
- Frank Stella
- Isamo Naguchi
- Henry Moore
- Oaxacan Alebrijis
- Medieval Gargoyles

SUGGESTED TECHNIQUES & MATERIALS

- MODELING – Clay, dough
- CONSTRUCTION – Wire, paper, papier-mâché, plaster bandage, cardboard, foam core
- CARVING- Hardened clay, plaster of Paris, balsa wood, soft stone, or soap
- RELIEF - cardboard, foam core, sheetrock, linoleum, found objects, slabs of clay or handmade paper.
- ASSEMBLAGE - Found objects, paper, recycled materials

SUGGESTED ACTIVITIES

- MODELING – abstract, figurative, human, animal & inanimate objects
- CONSTRUCTION – mobiles, Oaxacan animal sculptures, wire portraits
- CARVING – Figures or forms; abstract, figurative, human, animal & inanimate objects
- RELIEF – Additive or subtractive, bas relief
- ASSEMBLAGE – Found objects, shoebox sculptures

PRACTICE CRITIQUING SKILLS

- Identify the piece
- Share first impressions
- Describe the use of basic elements
- Analyze the use of basic principles
- Interpret meaning and the artist's intent
- Express and defend an informed opinion

*Plaster Carvings
Inspired by Henry Moore
Soldotna Middle School*



SCULPTURE 2

Grades: 7 & 8

Length: 1 quarter (semester when combined with Sculpture 1)

Fee: Required

Prerequisite: None

COURSE DESCRIPTION: Sculpture 2 is for students committed to gaining independence, skill, and knowledge in the field. The course requires a greater degree of proficiency and higher expectations from students and teacher. Students will continue to make critical judgments about their own art and the art of others. They will be exposed to the historical and contemporary role of sculpture from various cultures throughout the world and will be encouraged to relate the beauty and meaning of art to their lives.

OBJECTIVES

ELEMENTS OF ART

- Line
- Shape
- Form
- Texture
- Space

PRINCIPLES OF ART

- Balance
- Movement
- Rhythm
- Emphasis
- Pattern
- Unity
- Proportion/Scale

Demonstrate sculptural design skills through the expanded use of various materials and processes:

- use a sketchbook/journal to gather and develop ideas and record results
- create sculpture using modeling, carving, relief and assemblage techniques
- work in various media such as paper, plaster, wood, wire, clay and found objects
- create figurative, stylized, abstract, and non-objective art

SUGGESTED ARTISTS/CULTURES

- Alexander Calder
- Deborah Butterfield
- Frank Stella
- Isamo Naguchi
- Henry Moore
- Oaxacan Alebrijis
- Medieval Gargoyles

SUGGESTED TECHNIQUES

- MODELING
- CONSTRUCTION
- CARVING
- RELIEF
- ASSEMBLAGE

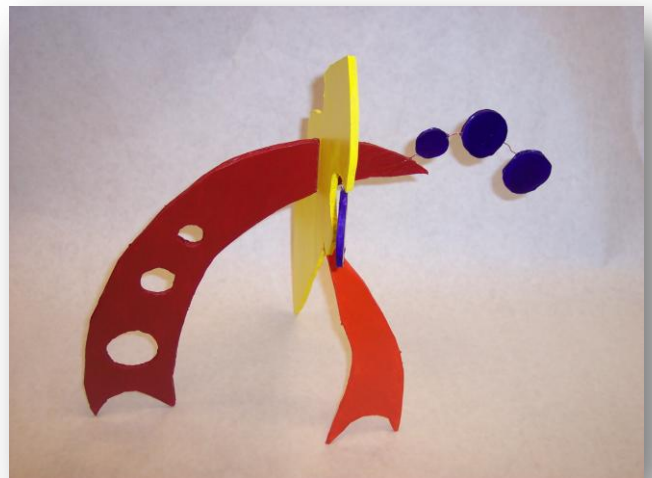
SUGGESTED ACTIVITIES

- MODELING – clay figures ; abstract, figurative, human, animal & inanimate objects
- CONSTRUCTION – wire sculpture, paper, papier-mâché, plaster bandage, cardboard, foam core
- CARVING – hardened clay, plaster of Paris, balsa wood, soft stone, or soap. Figures or forms; abstract, figurative, human, animal & inanimate objects
- RELIEF – additive; cardboard, foam core, linoleum, found objects, slabs of clay or handmade paper. subtractive; sheetrock, foam core or construction foam boards, slabs of clay
- ASSEMBLAGE – found objects, paper, recycled materials

PRACTICE CRITIQUING SKILLS

- Identify the piece
- Share first impressions
- Describe the use of basic elements
- Analyze the use of basic principles
- Interpret meaning and the artist's intent
- Express and defend an informed opinion

*Inspired by Alexander Calder
Soldotna Middle School*



GRAPHIC DESIGN

Grades: 7 & 8

Length: 1 quarter (semester when combined with GRAPHIC DESIGN 2)

Fee: Required

Prerequisite: Basic keyboarding recommended

COURSE DESCRIPTION: Graphic Design is the creative planning and execution of visual communication. This course introduces art intended to communicate information and advertising. The focus is on studying and using layout and concepts used in the graphic design field. Digital (computer programs) media will be used to do the drawing, layout, typography, scanning, photography and digital manipulation of photographs involved in the production of visual communication. Students will learn to make critical judgments about their own art and the art of others.

OBJECTIVES

ELEMENTS OF ART

- Line
- Value
- Shape
- Space
- Color
- Texture

PRINCIPLES OF ART

- Balance
- Movement
- Rhythm
- Emphasis
- Contrast
- Unity
- Variety
- Proportion/Scale

Begin to develop and apply vocabulary related to Graphic Design:

- Bitmapped
- Bleed
- CMYK
- Crop
- Directional Flow
- File Format
- Layers
- Orientation
- Pixel
- Registration Marks
- Resolution
- RGB
- Sans Serif
- Serif
- Typeface
- Vector Graphics
- White space
- Widows and orphans

Demonstrate technical and expressive competency in Graphic Design:

- Students should be able to create a visually appealing document that clearly communicates an intended message to the viewer.
- Be able to utilize and understand a range of programs
- Have an understanding of the real life / job ready applications of these skills
- Understand that projects often must fit the desired style and outcome of a potential "client" rather than just to the liking of the artist.

SUGGESTED ARTISTS/CULTURES

Because the art of Graphic Design is reflective of today's culture and constantly changing, it is recommended that teachers share images and inspiration from current, culturally relevant subjects. Possible sources; internet, magazines or publicity material from local businesses.

SUGGESTED TECHNOLOGY

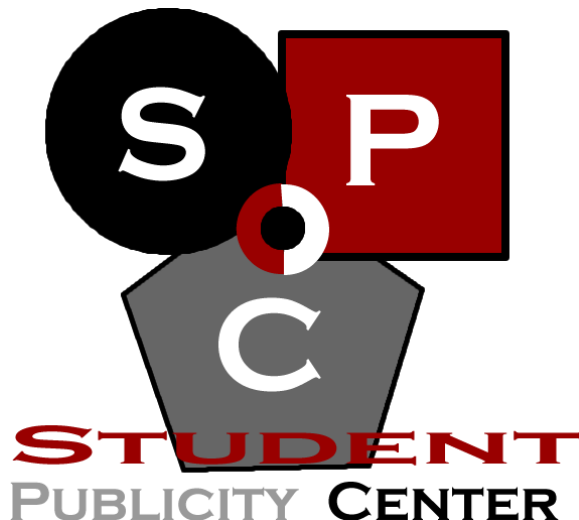
- COMPUTER
- DIGITAL CAMERA
- SCANNER
- COLOR PRINTER
- POSSIBLE PROGRAMS: Macromedia Fireworks, Adobe PhotoShop Elements, Corel Draw & PhotoPaint

SUGGESTED ACTIVITIES

- Logo design
- Magazine Ad for a product (real or imaginary)
- Flyers
- Invitations
- Stationary Set; business card, letterhead & envelope
- Issue Ad
- Wanted Poster
- Newsletter
- CD cover
- T-Shirt design

PRACTICE CRITIQUING SKILLS

- Identify the piece
- Share first impressions
- Describe the use of basic elements
- Analyze the use of basic principles
- Interpret meaning and the artist's intent. Is the message clear to the audience?
- Express and defend an informed opinion



*Logo design for student business
Soldotna Middle School*

GRAPHIC DESIGN 2

Grades: 7 & 8

Length: 1 quarter (semester when combined with GRAPHIC DESIGN 1)

Fee: Required

Prerequisite: Graphic Design 1

COURSE DESCRIPTION: Graphic Design 2 is the creative planning and execution of visual communication. This course continues to develop art intended to communicate information and advertising. The focus is on studying and using layout and concepts used in the graphic design field. Digital (computer programs) media will be used to do the drawing, layout, typography, scanning, photography and digital manipulation of photographs involved in the production of visual communication. Students will learn to make critical judgments about their own art and the art of others.

OBJECTIVES

ELEMENTS OF ART

- Line
- Value
- Shape
- Space
- Color
- Texture

PRINCIPLES OF ART

- Balance
- Movement
- Rhythm
- Emphasis
- Contrast
- Unity
- Variety
- Proportion/Scale

Begin to develop and apply vocabulary related to Graphic Design:

- Bitmapped
- Bleed
- CMYK
- Crop
- Directional Flow
- File Format
- Layers
- Orientation
- Pixel
- Registration Marks
- Resolution
- RGB
- Sans Serif
- Serif
- Typeface
- Vector Graphics
- White space
- Widows and orphans

Demonstrate technical and expressive competency in Graphic Design:

- Students should be able to create a visually appealing document that clearly communicates an intended message to the viewer.
- Be able to utilize and understand a range of programs
- Have an understanding of the real life / job ready applications of these skills
- Understand that projects often must fit the desired style and outcome of a potential "client" rather than just to the liking of the artist.

SUGGESTED ARTISTS/CULTURES

Because the art of Graphic Design is reflective of today's culture and constantly changing, it is recommended that teachers share images and inspiration from current, culturally relevant subjects. Possible sources; internet, magazines or publicity material from local businesses.

SUGGESTED TECHNOLOGY

- COMPUTER
- DIGITAL CAMERA
- SCANNER
- COLOR PRINTER
- POSSIBLE PROGRAMS: Macromedia Fireworks, Adobe PhotoShop Elements, Corel Draw & PhotoPaint

SUGGESTED ACTIVITIES

- Logo design
- Magazine Ad for a product (real or imaginary)
- Flyers
- Invitations
- Stationary Set; business card, letterhead & envelope
- Issue Ad
- Wanted Poster
- Newsletter
- CD cover
- T-Shirt design
- Contract work from the school

PRACTICE CRITIQUING SKILLS

- Identify the piece
- Share first impressions
- Describe the use of basic elements
- Analyze the use of basic principles
- Interpret meaning and the artist's intent. Is the message clear to the audience?
- Express and defend an informed opinion



*CD cover for fictitious band
Soldotna Middle School*

High School Art



Inspired



Intelligent



Imagine



Dream



Creative



Introduction to Art

Grades: 9-12

Length: 1 Semester

Credit: .5

Fee: Required

Prerequisite: None

COURSE DESCRIPTION: Art Introduction is an exploration of art techniques and theory designed for high school students. Students explore a variety of techniques and materials that may include drawing, painting, printmaking, sculpture, weaving, and hand built ceramics. Students will learn to make critical judgments about their own art and the art of others. They will be exposed to the historical and contemporary role of art from various cultures throughout the world and will be encouraged to relate the beauty and meaning of art to their lives. Students will acquire a basic understanding of the Elements and Principles of Design that go into a successful piece of art.

OBJECTIVES

ELEMENTS OF ART

- Line
- Shape
- Form
- Color
- Value
- Texture
- Space

PRINCIPLES OF ART

- Balance
- Movement
- Rhythm
- Contrast
- Emphasis
- Pattern
- Unity
- Variety
- Proportion/Scale

Begin to develop and apply vocabulary related to the visual arts:

- Abstract
- Realism
- Medium
- Aesthetics
- Color Theory
- Foreground
- Background
- Atmospheric Perspective
- Linear Perspective
- Composition
- Gesture
- Contour
- Chiaroscuro
- Negative Space
- Proportion
- Critique
- Organic
- Geometric
- Color Schemes
- Portfolio
- Two Dimensional
- Three Dimensional
- Theme
- Mixed Media
- Landscape
- Portrait

Complete a variety of art projects successfully:

- Develop basic drawing and shading skills using a variety of mediums
- Begin to understand and use basic composition skills
- Experiment with various 3-D techniques and forms
- Complete projects influenced by art history and/or cultural exploration

SUGGESTED ARTISTS/CULTURES

- Barbara Lavallee(AK)
- Bryon Birdsall (AK)
- Jackson Pollock
- Arshile Gorky
- Claude Monet
- Isamo Naguchi
- Piet Mondrian
- Paul Klee
- Joan Miro
- Jackson Pollock
- Henri Matisse
- Paul Gauguin
- Mary Cassatt
- John Constable
- William Turner
- Andy Worhol
- Keith Haring
- Vincent van Gough

SUGGESTED TECHNIQUES AND MATERIALS

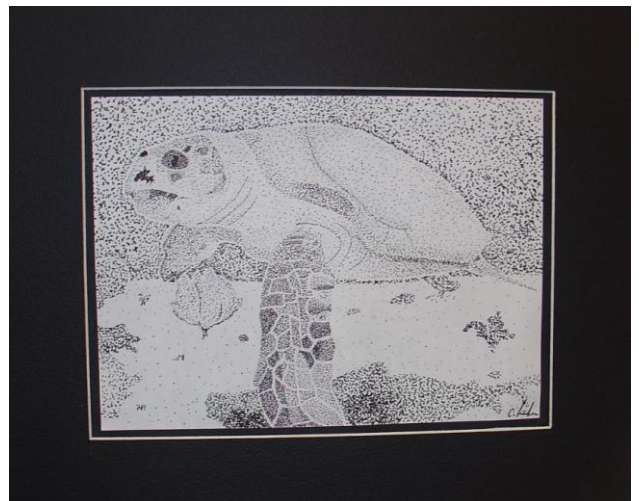
- DRAWING – pencil, color pencil, pastels, markers,
- PAPER – drawing, tag board, newsprint, recycled, construction, watercolor, butcher
- PAINTING – watercolor, tempera, fabric painting, acrylic
- PRINTMAKING – stamps, monotypes, relief,
- SCULPTURE- papier-mâché, wire, found objects, fibers
- CERAMICS- clay, glaze

SUGGESTED ACTIVITIES

- DRAWING – contour, sketching, still life, perspective, texture, value
- PAPER - cutting, tearing, tessellations, trading cards, collage
- PAINTING – artist inspired, color wheel, still life, self-portrait
- PRINTMAKING – optical art, logos, cards, wrapping paper, clothing
- SCULPTURE- assemblage of found objects, masks, figures/animals, cultural boxes, weaving
- CERAMICS-hand building techniques: slab, pinch, coil

PRACTICE CRITIQUING SKILLS

- Identify the piece
- Share first impressions
- Describe the use of basic elements
- Analyze the use of basic principles
- Interpret meaning and the artist's intent
- Express and defend an informed opinion



*Carol Kahoun,
Soldotna High School*

Intermediate Art

Grades: 9-12

Length: 1 Semester

Credit: .5

Fee: Required

Prerequisite: Introduction to Art/Teacher Discretion

COURSE DESCRIPTION: Intermediate Art is a progression of art techniques and theory designed for high school students. Students continue to explore a variety of techniques and materials that may include drawing, painting, printmaking, sculpture, weaving, and hand built ceramics. During project creation, students will purposefully apply multiple art elements, moving from knowledge to successful art production. Students will learn to make critical judgments about their own art and the art of others. They will be exposed to the historical and contemporary role of art from various cultures throughout the world and will be encouraged to relate the beauty and meaning of art to their lives. Students will apply a basic understanding of the Elements and Principles of Design to create successful pieces of art.

OBJECTIVES

ELEMENTS OF ART

- Line
- Shape
- Form
- Color
- Value
- Texture
- Space

PRINCIPLES OF ART

- Balance
- Movement
- Rhythm
- Contrast
- Emphasis
- Pattern
- Unity
- Variety
- Proportion/Scale

Begin to develop and apply vocabulary related to the visual arts:

- *See Vocabulary list from Introduction to Art*

Complete a variety of art projects successfully:

- continue to develop drawing and shading skills using a variety of mediums
- use composition skills based on the elements and principles of design
- experiment with various 3-D techniques and forms
- complete projects influenced by art history and/or cultural exploration
- critique the work of peers and famous artists

SUGGESTED ARTISTS/CULTURES

- Karla Morriera (AK)
- Don Decker (AK)
- Max Ernst
- Roy Lichtenstein
- Jasper Johns
- Victor Vasarely
- Bridget Riley
- Diego Rivera
- Donatello
- Benjamin West
- Francisco Goya
- Auguste Renoir
- Georges Seurat
- Marc Chagall
- Wassily Kandinski
- Pablo Picasso
- Mark Rothko
- Frank Gehry

SUGGESTED TECHNIQUES AND MATERIALS

- DRAWING – pencil, color pencil, pastels, markers
- PAPER – drawing, tag board, newsprint, recycled, construction, watercolor, butcher
- PAINTING – watercolor, tempera, fabric painting, acrylic, oil
- PRINTMAKING – stamps, monotypes, relief, lino-blocks
- SCULPTURE- papier-mâché, wire, found objects, fibers
- CERAMICS- clay, glaze

SUGGESTED ACTIVITIES

- DRAWING – contour, sketching, still life, perspective, texture, value
- PAPER - cutting, tearing, tessellations, trading cards, collage
- PAINTING – artist inspired, color wheel, still life, self-portrait
- PRINTMAKING – optical art, logos, cards, wrapping paper, clothing
- SCULPTURE- assemblage of found objects, masks, figures/animals, cultural boxes, weaving
- CERAMICS-hand building techniques: slab, pinch, coil
- CRITIQUE AND AESTHETIC SCANNING

PRACTICE CRITIQUING SKILLS

- Identify the piece
- Share first impressions
- Describe the use of basic elements
- Analyze the use of basic principles
- Interpret meaning and the artist's intent
- Express and defend an informed opinion



*Kianna Johnson,
Soldotna High School*

Advanced Art

Grades: 11-12

Length: 1 Semester

Credit: .5

Fee: Required

Prerequisite: Intermediate Art and Teacher Discretion

COURSE DESCRIPTION: Advanced Art is a course for students who have successfully passed Intro and Intermediate Art. Students will experiment with a variety of techniques and materials that may include drawing, painting, printmaking, sculpting, weaving, and pottery. Students will learn to critique their own art and the art of others and will be encouraged to relate the beauty and meaning of art to their lives. This course will stress the use of the Elements and Principles of Design, the study of artists, the improvement of creative thinking skills, and the process of making informed judgments about art. Students will be exposed to the historical and contemporary role of the arts in Alaska, the nation, and the world. Portfolio development and career research, participation in critiques for purposes of defending artistic choices while practicing art vocabulary, and progression of the understanding of art and its purposes. Technology may be applied for reference or support..

OBJECTIVES

ELEMENTS OF ART

- Line
- Shape
- Form
- Color
- Value
- Texture
- Space

PRINCIPLES OF ART

- Balance
- Movement
- Rhythm
- Contrast
- Emphasis
- Pattern
- Unity
- Variety
- Proportion/Scale

Begin to develop and apply vocabulary related to the visual arts:

- *See Vocabulary list from Introduction to Art*

Complete a variety of art projects successfully:

- create a work of art with student voice/opinion
- apply art vocabulary during art criticism
- develop skills using preferred mediums
- practice composition skills
- complete projects influenced by art history and/or cultural exploration
- peer instruction with other art students
- complete a portfolio of artwork

SUGGESTED ARTISTS/CULTURES

Have students research their own artists/cultures for inspiration.

- David Boxley (AK)
- Caravaggio
- Jan Vermeer
- Eugene Celacroix
- James McNeill Whistler
- Kathy Kollwitz
- Tintoretto
- Gustav Klimt
- Andrew Wyeth
- Frida Kahlo
- Albrecht Dürer
- Peter Paul Rubens
- Leonardo Da Vinci
- Romare Bearden
- Horace Pippen
- Frank Lloyd Wright

SUGGESTED TECHNIQUES AND MATERIALS

- DRAWING – pencil, color pencil, pastels, markers
- PAPER – drawing, tag board, newsprint, recycled, construction, watercolor, butcher
- PAINTING – watercolor, tempera, fabric painting, acrylic
- PRINTMAKING – stamps, monotypes, relief, lino-blocks
- SCULPTURE- papier-mâché, wire, found objects, fibers
- CERAMICS- clay, glaze

SUGGESTED ACTIVITIES

- Create one art lesson plan
- Create a series of artworks
- Create a multi-media piece
- End of semester exhibit/show
- Submit work to art shows
- Critique and aesthetic scanning

PRACTICE CRITIQUING SKILLS

- Identify the piece
- Share first impressions
- Describe the use of basic elements
- Analyze the use of basic principles
- Interpret meaning and the artist's intent
- Express and defend an informed opinion



*Alex Wilson,
Soldotna High School*

DRAWING & DESIGN

Grades: 9-12

Length: 1 Semester

Credit: .5

Fee: Required

Prerequisite: None

COURSE DESCRIPTION: In this course students refine their drawing and design skills. A variety of subject matter, materials, and technologies are used on a 2 dimensional surface. Students will develop formal drawing, painting, and printmaking skills. Students continue to develop critiquing skills and are encouraged to relate beauty and meaning of art to their lives. They gain an understanding of values, beliefs, ideas, and traditions of various cultures through the study of drawing and design.

OBJECTIVES

ELEMENTS OF ART

- Line
- Value
- Shape
- Space
- Color
- Texture

PRINCIPLES OF ART

- Balance
- Movement
- Rhythm
- Emphasis
- Contrast
- Pattern
- Unity
- Variety
- Proportion/Scale

Begin to develop and apply vocabulary related to Drawing & Design:

- Medium
- Mixed Media
- Composition
- Rule of thirds
- Perspective
- Vanishing point
- Horizon line
- Foreground
- Middle ground
- Background
- Aerial perspective
- Foreshortening
- Landscape
- Portrait
- Still life
- Negative space
- Geometric
- Organic
- Implied line
- Implied texture
- Embossing
- Gesture
- Line weight
- Chiaroscuro
- Value scale
- Contour line
- Cross hatching
- Pointillism
- Scumbling
- Distortion
- Color Family
- Analogous
- Monochromatic
- Complimentary
- Warm/Cool
- Triadic

Demonstrate technical and expressive competency in drawing:

- use the elements and principles of art to create an aesthetic composition
- draw expressively and communicate emotions and ideas
- use a sketchbook/journal to gather and develop ideas, set goals, and record results
- understand and apply color theory
- apply value to create contrast and dimension
- demonstrate effort toward the development of personal expression, sensitivity, and style
- select appropriate media and techniques to best communicate ideas

SUGGESTED ARTISTS/CULTURES

- Doug Lindstrand (AK)
- JoAnn George (AK)
- Leonardo Da Vinci
- Salvador Dali
- Rene Magritte
- Chuck Close
- Dr. Seuss
- Rembrandt
- Hieronymus Bosch
- James Ensor
- Giovanni Angelico
- Sandro Botticelli
- Claude Monet
- Nicolas Poussin
- M.C. Escher
- Raphael
- Roberta Ekman
- Max Beckmann
- Belinda Eaton

SUGGESTED TECHNIQUES AND MATERIALS

- DRAWING- pencil, scratchboard, pen & ink, charcoal, pastel, colored pencil
- PAINTING – tempera, watercolor, acrylic, oil pastels
- PRINTMAKING – linoleum block, foam, embossing, etching, monoprinting
- COLLAGE - found object, recycled materials, photos

SUGGESTED ACTIVITIES

- LINE DRAWING- warm-up, cylinder study, contour drawing, gesture drawing, geometric line drawing, scribbled line drawing
- VALUE and MODELING- charcoal, pencil, and ink, chiaroscuro, wet & dry charcoal drawing, cross-hatched still life, and ink washes
- PERSPECTIVE- overlapping shapes, one- and two-point perspective, dark to light effects, and foreshortening
- SPACE/SHAPE/PLANE- focusing on understanding of positive and negative space, value and space, shape, scale, drawing interiors, and drawing drapery
- TEXTURE AND PATTERN ASSEMBLAGE, rubbings and collage
- PORTRAITS-with lessons on planes of the face, caricature, and still life.
- PRINTMAKING- monoprinting, intaglio, etching, collagraph, relief, blockprinting
- MURAL- community project, “favorite books” or other themes, seasonal window painting

PRACTICE CRITIQUING SKILLS

- Identify the piece
- Share first impressions
- Describe the use of basic elements
- Analyze the use of basic principles
- Interpret meaning and the artist’s intent
- Express and defend an informed opinion



*Ocena Willis,
Homer High School*

SCULPTURE

Grades: 9-12

Length: 1 Semester

Credit: .5

Fee: Required

Prerequisite: None

COURSE DESCRIPTION: This course covers the fundamental skills, knowledge, attitudes, and technology necessary to begin to understand sculpture. Various sculptural processes are explored, and students work with a variety of materials and tools. Students learn to make critical judgments about their own art and the art of others and are encouraged to relate the beauty and meaning of art to their lives. They are exposed to the historical and contemporary role of sculpture throughout the world. Tools can be hazardous if used improperly; self-discipline is a must. A safety test must be passed before hazardous tools or materials may be used. Portfolio development may be required. Technology may be applied for reference or support.

OBJECTIVES

ELEMENTS OF ART

- Line
- Shape
- Form
- Texture
- Space

PRINCIPLES OF ART

- Balance
- Movement
- Rhythm
- Emphasis
- Pattern
- Unity
- Proportion/Scale

Begin to develop and apply vocabulary related to Sculpture:

- Freestanding
- Modeling
- Construction
- Carving
- Relief
- Assemblage
- Armature
- Additive
- Subtractive
- Casting
- Found object
- Mosaic
- Paper-mache
- Three dimensional

Demonstrate sculptural design skills through the use of various materials and processes:

- use a sketchbook/journal to gather and develop ideas and record results
- create sculpture using modeling, carving, relief and assemblage techniques
- work in various media such as paper, plaster, wood, wire, clay and found objects
- create figurative, stylized, abstract, and non-objective sculptures

SUGGESTED ARTISTS/CULTURES

- John Hoover (AK)
- Wanda Seamster(AK)
- Sandy Skolund
- Judy Pfaff
- Marisol Escoban
- Isamo Naguchi
- Deborah Butterfield
- Andy Goldsworthy
- Henry Moore
- Claes Oldenburg
- Christo & Jeanne Claude
- Louise Nevelson
- Joseph Cornell
- Naum Gabo
- Alexander Calder
- Tatlin
- Marcel Duchamp

SUGGESTED TECHNIQUES AND MATERIALS

- MODELING – clay, dough
- CONSTRUCTION – wire, paper, papier-mâché, plaster bandage, cardboard, foam core
- CARVING- hardened clay, plaster of Paris, balsa wood, soft stone, or soap
- RELIEF - cardboard, foam core, sheetrock, linoleum, found objects, clay slabs or paper.
- ASSEMBLAGE - found objects, paper, recycled materials

SUGGESTED ACTIVITIES

- MODELING – abstract, figurative, human, animal & inanimate objects
- CONSTRUCTION – mobiles, Oaxacan animal sculptures, wire portraits
- CARVING – figures or forms; abstract, figurative, human, animal & inanimate objects
- RELIEF – additive or subtractive, bas relief
- ASSEMBLAGE – found objects, shoebox sculptures, self reflection project, position piece

PRACTICE CRITIQUING SKILLS

- Identify the piece
- Share first impressions
- Describe the use of basic elements
- Analyze the use of basic principles
- Interpret meaning and the artist's intent
- Express and defend an informed opinion



*Morgan Tucker,
Kenai Central High School*

BEGINNING CERAMICS (1)

Grades: 9-12

Length: 1 Semester

Credit: .5

Fee: Required

Prerequisite: None

COURSE DESCRIPTION: Beginning Ceramics covers the fundamental skills, knowledge, and techniques necessary to begin understanding ceramics. Students learn a variety of hand building techniques, including: pinch, coil and slab construction. They will also study the processes unique to ceramics including the stages of clay, firing and glazing. Students will learn to make critical judgments about their own art and the art of others. They will be exposed to the historical and contemporary role of pottery from various cultures throughout the world and will be encouraged to relate the beauty and meaning of art to their lives. Students will acquire a basic understanding of the Elements and Principles of Design that go into a successful piece of pottery.

OBJECTIVES

ELEMENTS OF ART

- Line
- Shape
- Form
- Color
- Texture

PRINCIPLES OF ART

- Balance
- Movement
- Rhythm
- Emphasis
- Pattern
- Unity
- Variety
- Proportion/Scale

Begin to develop and apply vocabulary related to Ceramics:

- Plaster bat
- Bisque
- Burnishing
- Coiling
- Cone
- Crackle glaze
- Crawling
- Crazeing
- Dunting
- Fireclay
- Firing
- Glaze
- Glost
- Greenware
- Kiln
- Leather-hard
- Matt
- Maturing
- Resist
- Rib
- Scoring
- Sgraffito
- Shivering
- Shrinkage
- Slip
- Slip glaze
- Trailing
- Wedging
- Englobes

Demonstrate and use a variety of techniques and tools to gain skill in pottery:

- wedging and proper care of clay
- develop skills in the three basic hand-building techniques – pinch, coil, slab
- develop skills in wheel throwing techniques – center, open, pull, and shape
- begin to understand glazing, firing techniques, and their relationship to clay bodies
- use a sketchbook/journal to gather and develop ideas and record results
- experiment with multiple surface textures and decorating techniques
- consider form and function when planning and sketching project designs

SUGGESTED ARTISTS/CULTURES

- Fannie Nampeyo
- Maria Martinez
- Henry Moore
- Neolithic Pottery
- Early Egyptian
- Greek & Roman Sculpture
- Study local potters

SUGGESTED TECHNIQUES

- PINCH – organic, geometric
- COIL – coiled, blended
- SLAB – geometric, organic
- WHEEL- center, open, pull, shape and trimming
- RELIEF – additive, subtractive (low or high)
- MOLDING – drape, slump
- SCULPTURE – combination of above techniques and carving
- GLAZING – underglazes, englobes, slips, crazing, crackle

SUGGESTED ACTIVITIES

- PINCH – small pots, base form for a coil pot, organic forms, rattles or whistles
- COIL – vessels; bowls, pots, vases, teapots
- SLAB – boxes, tiles, teapots, cylindrical mugs with handles, antique Japanese lanterns
- RELIEF – surface design on any technique, cultural tiles, texture study
- MOLDING – bowls, platters, masks, stamps
- MOLD MAKING – plaster, found objects
- SCULPTURE – Greek columns, self portrait busts, Pop Art sculptures, slab sculptures
- GLAZING – dipping, pouring, spraying, sponging, brushing, splattering
- WHEEL – cylinders, bowls, mugs

PRACTICE CRITIQUING SKILLS

- Identify the piece
- Share first impressions
- Describe the use of basic elements
- Analyze the use of basic principles
- Interpret meaning and the artist's intent
- Express and defend an informed opinion



*Christina Reichelt,
Soldotna High School*

INTERMEDIATE CERAMICS (2)

Grades: 9-12

Length: 1 Semester

Credit: .5

Fee: Required

Prerequisite: Beginning Ceramics

COURSE DESCRIPTION: Intermediate Ceramics expands upon the fundamental skills, knowledge, and techniques necessary for creating ceramics. Students practice a variety of wheel thrown and hand building techniques, including: pinch, coil and slab construction. An emphasis will be placed upon quality construction and design development. Students will also broaden their study of the processes unique to ceramics including the stages of clay, firing and glazing. The course includes the study of Artist and Cultures. Students will continue to learn to make critical judgments about their own art and the art of others. They will be exposed to the historical and contemporary role of pottery from various cultures throughout the world and will be encouraged to relate the beauty and meaning of art to their lives. Students will apply a basic understanding of the Elements and Principles of Design to create successful pieces of pottery.

OBJECTIVES

ELEMENTS OF ART

- Line
- Shape
- Form
- Color
- Texture

PRINCIPLES OF ART

- Balance
- Movement
- Rhythm
- Emphasis
- Pattern
- Unity
- Variety
- Proportion

Continue to develop and apply vocabulary related to Ceramics:

- *See vocabulary list from Ceramics 1.*

Use a variety of techniques and tools to gain skill in pottery:

- demonstrate wedging and proper care of clay
- develop skills in the three basic hand-building techniques – pinch, coil, slab
- develop skills in wheel throwing techniques – center, open, pull, and shape
- expand knowledge of glazing, firing techniques, and their relationship to clay bodies
- use a sketchbook/journal to gather and develop ideas and record results
- experiment with multiple surface textures and decorating techniques
- consider form and function when planning and sketching project designs

SUGGESTED ARTISTS/CULTURES

- *See list from Ceramics 1.*

SUGGESTED TECHNIQUES

- PINCH – organic, geometric
- COIL – coiled, blended
- SLAB – geometric, organic
- WHEEL- center, open, pull, and shape
- RELIEF – additive, subtractive (low or high)
- MOLDING – drape, slump
- SCULPTURE – combination of above techniques and carving
- GLAZING – underglazes, englobes, slips, crazing, crackle

SUGGESTED ACTIVITIES

- PINCH – base form for a coil pot, organic forms, rattles or whistles
- COIL – vessels; bowls, pots, vases, teapots
- SLAB – boxes with lids, tiles/murals, teapots, cylindrical mugs with handles, antique Japanese lanterns
- RELIEF – surface design on any technique, cultural tiles, texture study
- MOLDING – bowls, platters, masks, stamps
- MOLD MAKING – plaster, found objects
- SCULPTURE – Greek columns, self portrait busts, Pop Art sculptures, slab sculptures
- WHEEL – mugs, plates, large bowls, multi-pieced constructions, sets
- LIDDED CONTAINERS – using any of the building techniques but incorporate a lid
- SET OR SERIES- using any of the building techniques develop a cohesive group of projects
- INDEPENDENT STUDY – students apply proper techniques to a project they have designed
- GLAZING – wax resist, incised, sgraffito

PRACTICE CRITIQUING SKILLS

- Identify the piece
- Share first impressions
- Describe the use of basic elements
- Analyze the use of basic principles
- Interpret meaning and the artist's intent
- Express and defend an informed opinion



*Rusty Young,
Kenai Central High School*

ADVANCED CERAMICS (3)

Grades: 9-12

Length: 1 Semester

Credit: .5

Fee: Required

Prerequisite: Intermediate Ceramics and Teacher Discretion

COURSE DESCRIPTION: Advanced Ceramics covers the in depth skills, knowledge, and techniques necessary to creating advanced level ceramics. Students apply a variety of wheel thrown and hand building techniques. They will also study and refine the processes unique to ceramics including the stages of clay, firing and glazing. Students will continue to learn to make critical judgments about their own art and the art of others. They will be exposed to the historical and contemporary role of pottery from various cultures throughout the world and will be encouraged to relate the beauty and meaning of art to their lives. Students will utilize advanced levels of understanding of the Elements and Principles of Design and apply them to create successful pieces of pottery.

OBJECTIVES

ELEMENTS OF ART

- Line
- Shape
- Form
- Color
- Texture

PRINCIPLES OF ART

- Balance
- Movement
- Rhythm
- Emphasis
- Pattern
- Unity
- Variety
- Proportion

Continue to develop and apply vocabulary related to Ceramics:

- *See vocabulary list from Ceramics 1.*

Use a variety of techniques and tools to gain skill in pottery:

- demonstrate wedging and proper care of clay
- refine skills in the three basic hand-building techniques – pinch, coil, slab
- refine skills in wheel throwing techniques – center, open, pull, and shape
- begin to understand glazing, firing techniques, and their relationship to clay bodies
- use a sketchbook/journal to gather and develop ideas and record results
- experiment with multiple surface textures and decorating techniques
- consider form and function when planning and sketching project designs

SUGGESTED ARTISTS/CULTURES

- *See list from Ceramics 1.*

SUGGESTED TECHNIQUES

- PINCH – organic, geometric
- COIL – coiled, blended
- SLAB – geometric, organic
- RELIEF – additive, subtractive (low or high)
- MOLDING – drape, slump
- SCULPTURE – combination of above techniques and carving
- GLAZING – underglazes, englobes, slips, crazing, crackle

SUGGESTED ACTIVITIES

- PINCH – small pots, base form for a coil pot, organic forms, rattles or whistles
- COIL – vessels; bowls, pots, vases, teapots
- SLAB – boxes, tiles, teapots, cylindrical mugs with handles, antique Japanese lanterns
- RELIEF – surface design on any technique, cultural tiles, texture study
- MOLDING – bowls, platters, masks, stamps
- MOLD MAKING – plaster, found objects
- SCULPTURE – Greek columns, self portrait busts, Pop Art sculptures, slab sculptures
- WHEEL – mugs, plates, large bowls, multi-pieced constructions, sets
- LIDDED CONTAINERS – using any of the building techniques but incorporate a lid
- SET OR SERIES- using any of the building techniques develop a cohesive group of projects
- INDEPENDENT STUDY – students apply proper techniques to a project they have designed
- GLAZING – wax resist, incised, sgraffito

PRACTICE CRITIQUING SKILLS

- Identify the piece
- Share first impressions
- Describe the use of basic elements
- Analyze the use of basic principles
- Interpret meaning and the artist's intent
- Express and defend an informed opinion



*Madeline Devore
Kenai Central High School*

FIBER ART

Grades: 9-12

Length: 1 Semester

Credit: .5

Fee: Required

Prerequisite: None

COURSE DESCRIPTION: In this course students learn to create and critique fiber arts. This course focuses on the use of the elements and principles of art while working with a variety of fiber oriented materials. It may also include the study of artists, developing creative thinking skills, and the process of learning to make informed judgments about art. Students are exposed to the historical and contemporary role of fiber art in Alaska, the nation, and the world.

OBJECTIVES

ELEMENTS OF ART

- Line
- Shape
- Form
- Color
- Texture

PRINCIPLES OF ART

- Pattern
- Balance
- Movement
- Rhythm
- Contrast
- Emphasis
- Unity
- Variety
- Proportion

Begin to develop and apply vocabulary related to Fiber Art:

- Fiber Arts
- Fixative
- Resist
- Loom
- Shuttle
- Negative/Positive Space
- Organic/Synthetic
- Pigment
- Inks
- Dyes
- Paints
- Warp/Weft
- Tjanting tool
- Chops
- Stamping
- Embellish

Demonstrate basic skills through various media including fabric, yarn, natural and synthetic fibers:

- explore traditional techniques such as weaving, knitting, crocheting, twining, and felting
- learn to combine techniques and materials in unique ways
- learn compositional skills and experiment with different compositions
- incorporate found objects with fibers

SUGGESTED ARTISTS/CULTURES

- Navajo Blankets
- Athabascan Baskets
- Native American Clothing & Weaving
- Indonesian Batiks
- Faith Ringgold-story quilts
- Local fiber artists – silk painters, quilters, & weavers

SUGGESTED TECHNIQUES AND MATERIALS

- DYE – wax, dye, fabric
- FABRIC – yarn, felt
- PAPER – fibers, blender, screens, felts, press, binder or glue
- BEADING – needles, beads, waxed thread
- WEAVING- yarn, loom, etc.
- SEWING - sewing machines, needles (hand stitch), fabric
- FOUND OBJECT – recycled clothing, organic material

SUGGESTED ACTIVITIES

- FABRIC DYING – batik, bleaching, tie-dye
- PAPER MAKING – paper, plant, dryer lint, organic materials
- BASKET MAKING – reed, yarn, wire
- THREE DIMENSIONAL FORMS – pillows, dolls, animals, wall hanging
- SEWING – quilt, clothing
- KNITTING - blankets, gloves, hats, socks, slippers, doily
- FELTING – pin cushions, gloves, hats, purses

PRACTICE CRITIQUING SKILLS

- Identify the piece
- Share first impressions
- Describe the use of basic elements
- Analyze the use of basic principles
- Interpret meaning and the artist’s intent
- Express and defend an informed opinion

JEWELRY

Beginning

Grades: 9-12

Length: 1 Semester

Credit: .5

Fee: Required

Prerequisite: None

COURSE DESCRIPTION: Jewelry covers the fundamental skills, knowledge, attitudes, and technology necessary to begin to understand jewelry. Various jewelry-making processes are explored as students work with different materials and tools. Students learn to make critical judgments about their own art and the art of others and are encouraged to relate the beauty and meaning of art to their lives. They are exposed to the historical and contemporary role of jewelry throughout the world. Tools can be hazardous if used improperly; self-discipline is a must. A safety test must be passed before hazardous tools or materials may be used. Portfolio development may be required. Technology may be applied for reference or support.

OBJECTIVES

ELEMENTS OF ART

- Line
- Shape
- Space
- Color
- Texture

PRINCIPLES OF ART

- Balance
- Movement
- Emphasis
- Contrast
- Pattern
- Unity
- Proportion/Scale

Begin to develop and apply vocabulary related to Jewelry:

- Soldering
- Annealing
- Forging
- Torch
- Enameling
- Cloisonné
- Bezel
- Intaglio
- Mosaic
- Corrugation
- Fluting
- Crimping
- Anvil
- Burnish
- Reamer
- Drawplate
- Oxidation
- Acid bath
- Torch
- Mandrel
- Tumbler
- Gauge
- Jig
- Nippers
- Polishing compound
- Findings
- Rouge
- Casting

Demonstrate jewelry design skills through the use of various materials and processes:

- become proficient cutting, soldering, annealing, bending, and forging metals
- create jewelry that may include rings, bracelets, earrings, and necklaces
- learn several finishing techniques and surface treatments
- create figurative and nonfigurative designs
- use a sketchbook/journal to gather and develop ideas and record results

SUGGESTED ARTISTS/CULTURES

- Abrasha
- Andy Cooperman
- Linda Darty
- Robert Ebendorf
- Arline Fisch
- Judy Gumm
- Nancy Linkin
- Barbara Minor
- Turid Senungetuk
- Denise & Samuel Wallace

SUGGESTED TECHNIQUES & MATERIALS

- METALS – Silver, copper, gold and brass
- GLASS – beads, fusing
- LEATHER – thick and thin, embossing, dying
- WIRE – twisting, crimping, beading
- METAL WORK – sawing, piercing, soldering, casting
- METAL FASTENERS – simple hook, toggle clasps, hook and ring
- MODELING – fimo, celuclay, clay

SUGGESTED ACTIVITIES

- BRACELET – band, beaded, woven
- NECKLACE – pendant, braided, beaded, multi-strand
- RING – with stones, hammered, braided, band
- BARRETT – Leather, beaded, set stones
- PINS – Tie, hat, lapel
- KEYRINGS - a variety of materials

PRACTICE CRITIQUING SKILLS

- Identify the piece
- Share first impressions
- Describe the use of basic elements
- Analyze the use of basic principles
- Interpret meaning and the artist's intent
- Express and defend an informed opinion

PHOTOGRAPHY

Beginning

Grades: 9 -12

Length: 1 Semester

Credit: .5

Fee: Required

Prerequisite: None

COURSE DESCRIPTION: Beginning Photography covers the fundamental skills, knowledge, attitudes, and techniques necessary to begin understanding the photographic process. Students learn the basic functions of a manual SLR 35-mm camera, and/or a digital camera, how to process black and white film, and/or digital photographic images, and print film negatives and positives and/or print photographic digital imagery. Students will learn design elements and principles of art and begin to apply them to their work. Students learn to make critical judgments about their own art and the art of others. Students are exposed to the historical and contemporary role of photography throughout the world and are encouraged to relate the beauty and meaning of photographic art to their lives. Extensive out-of-class work is required to be successful in photography.

OBJECTIVES

ELEMENTS OF ART

- line
- value
- shape
- texture
- form
- space
- color

PRINCIPLES OF ART

- emphasis
- unity
- rhythm/pattern
- proportion/scale
- balance
- contrast
- movement

Use a variety of techniques and tools to gain skill in photography

- Demonstrate proper use and care of the 35mm manual camera and/or the digital camera and photography lab equipment.
- Follow the procedures in handling, processing, and printing black and white film and/or in processing and printing digital photographic imagery.
- Troubleshoot negatives and prints and/or digital imagery.
- Learn exposure techniques.
- Prepare photographs for exhibit/display.
- Learn and demonstrate how to prepare a print for display.
- Begin to develop skills of observation as related to photographic image-making.
- Explore the different uses of cameras, films, papers, and/or software.
- Learn to evaluate a photograph using the learned criteria.
- Explore visual concerns that result in effective and interesting photographs that communicate the student's intent.
- Execute reading assignments to establish a beginning level of technical competence.
- Discuss the role of aesthetics in the development of theirs and others works during the critique process.

Begin to understand and apply vocabulary related to Photography:

- development
- fixing
- agitation
- density
- fogging
- latent image
- negative
- transparency
- format
- aperture
- shutter
- shutter speed
- depth of field
- exposure
- panning
- stop action
- focus
- lens speed
- overexposure
- underexposure
- Single Lens Reflex
- selective focus
- wide angle
- telephoto
- time exposure
- condenser enlarger
- diffusion enlarger
- bellows
- grain
- safelight
- emulsion
- film base
- enlargement
- test strip
- multigrade filtration
- burning
- dodging
- reciprocity
- cropping
- backlight
- sidelight
- highlight
- angle of view
- Rule of Thirds
- visual balance
- shape
- form
- movement
- light meter
- f-stop
- equivalent exposure

Critiquing skills directly related to the photographic process:

1) Contrast

- a) true whites
- b) rich blacks
- c) not muddy
- d) highlights have slight texture
- e) contrast level appropriate to subject matter

2) Composition

- a) Follows the rule of thirds
- b) Composition appropriate to subject matter
- c) Beyond a "snapshot"
- d) Interesting
- e) Visual impact

3) technical quality

- a) in focus
- b) no scratches
- c) no dust
- d) film and paper have been carefully handled
- e) image is square
- f) carefully washed
- g) adequately developed and fixed

4) esthetic quality

- a) visual appeal
- b) expresses a viewpoint
- c) show photographer control
- d) creative angle
- e) shape and texture
- f) foreground / background relationship
- g) creative use of space
- h) all parts relate to each other

SUGGESTED ARTISTS

- Ansel Adams
- Richard Avedon
- Edward S. Curtis
- Anne Geddes
- Dorothea Lange
- Annie Liebovitz
- Alfred Steichen
- Edward Steichen

SUGGESTED ACTIVITIES

- Construct and use a pinhole camera; link with the history of photography and camera obscura.
- Make a photogram.
- Cover basic camera operation and function
- Practice reading the light meter in class activity
- Focus on the aperture and its function [depth of field assignment].
- Understand photographic composition.
- Cover darkroom safety and etiquette.
- Cover darkroom procedure, and enlarger operation.
- Film development and paper development
- Understand photographic composition.
- Regular participation in peer critique

PHOTOGRAPHY

Intermediate

Grades: 10-12

Length: 1 or 2 Semesters

Credit: .5 or 1

Fee: Required

Prerequisite: Photography - Beginning or teacher recommendation

COURSE DESCRIPTION: Intermediate Photography is for serious students committed to gaining independence, skill, and knowledge in the photographic process. It covers and expands the fundamental skills, knowledge, attitudes, and techniques necessary to advance in photography. Emphasis will be on refining camera work, composition, visual concepts; exposure, development of the negative, and printing skills in black and white. Students are expected to apply the elements and principles of design to their work. Students make critical judgments about their own art and the art of others. They are exposed to the historical and contemporary role of photography throughout the world and are encouraged to relate the beauty and meaning of photographic art to their lives. Self-discipline is a must since extensive out-of class work is required. Intermediate Photography is a continuation of Beginning Photography.

OBJECTIVES

Continue to use a variety of techniques and tools to advance skill in photography:

- Demonstrate proper use and care of the 35mm manual camera and/or the digital camera and photography lab equipment
- Follow the procedures in handling, processing, and printing black and white film and/or in processing and printing digital photographic imagery
- Troubleshoot negatives and prints and/or digital imagery
- Take pictures outside of class time
- Learn advanced exposure techniques

Continue to develop a photography vocabulary

- *See list from Beginning Photography*
- Aperture / Shutter Speed Relationship
- Exposure / Development Relationship
- Negative Density Control
- The Zone System

Continue to develop critiquing skills directly related to the photographic process:

- *See list from Beginning Photography*

SUGGESTED ARTISTS

- Ansel Adams
- Richard Avedon
- Edward S. Curtis
- Anne Geddes
- Dorothea Lange
- Annie Liebovitz
- Alfred Steichen
- Edward Steichen

SUGGESTED ACTIVITIES

- Advanced exposure techniques: 18% gray and metering
- Bracket exposures
- Photograph people; old things; texture, shape, form; winter landscape
- Abstract photography
- Narrative sequence
- Panoramic assignment
- Advanced darkroom techniques: split filter printing vs. single filter printing
- Exposure for specific tones
- Portfolio development

PHOTOGRAPHY

Advanced

Grades: 10-12

Length: 1 or 2 Semesters

Credit: .5 or 1

Fee: Required

Prerequisite: Photography – Intermediate or teacher recommendation

COURSE DESCRIPTION: Advanced Photography is for serious students committed to gaining independence, skill, and knowledge in the photographic process. It covers and expands the fundamental skills, knowledge, attitudes, and techniques necessary to advance in photography. Emphasis will be on refining camera work, composition, visual concepts; exposure, development of the negative, and printing skills in black and white. Students are expected to apply the elements and principles of design to their work. Students make critical judgments about their own art and the art of others. They are exposed to the historical and contemporary role of photography throughout the world and are encouraged to relate the beauty and meaning of photographic art to their lives. Self-discipline is a must since extensive out-of class work is required.

OBJECTIVES

Continue to use a variety of techniques and tools to advance skill in photography:

- *See lists from Beginning & Intermediate Photography courses*

Continue to develop a photography vocabulary

- *See lists from Beginning & Intermediate Photography courses*

Continue to develop critiquing skills directly related to the photographic process:

- *See list from Beginning Photography*

SUGGESTED ARTISTS

- Ansel Adams
- Richard Avedon
- Edward S. Curtis
- Anne Geddes
- Dorothea Lange
- Annie Liebovitz
- Alfred Steichen
- Edward Steichen

SUGGESTED ACTIVITIES

- Advanced exposure techniques: 18% gray and metering
- Bracket exposures
- Photograph people; old things; texture, shape, form; winter landscape
- Abstract photography
- Narrative sequence
- Panoramic assignment
- Advanced darkroom techniques: split filter printing vs. single filter printing
- Exposure for specific tones
- Portfolio development

Alaska Content Standards

As refined for Visual Arts

A

A student should be able to create and perform in the arts.

A student who meets the content standard should:

- Demonstrate the use of the elements and principles in creating artwork
- Develop artistic skills and self-discipline through practice and revision
- Appropriately use new and traditional materials, tools, techniques, and processes
- Develop the creativity and imagination necessary for innovative thinking and problem solving
- Collaborate with others to create works of art

B

A student should be able to understand the historical and contemporary role of the arts in Alaska, the nation, and the world.

A student who meets the content standard should:

- Be introduced to Alaska Native cultures and their art
- Recognize U.S. and world cultures and their art
- Be introduced to the role of tradition and ritual in art
- Investigate the relationship of art to the individual, society, and the environment
- Be introduced to universal themes in the arts such as love, war, childhood, and community
- Be introduced to specific works of art created by artists from diverse backgrounds
- Explore similarities and differences in the art of world cultures
- Respect differences in personal and cultural perspectives
- Investigate careers in art/art-related fields

C

A student should be able to critique the student's art and the art of others.

A student who meets the content standard should:

- Learn the criteria used to evaluate art
- Examine historical and contemporary works of art, the works of others, and the student's own art
- Accept and offer constructive criticism
- Recognize and consider artistic expression
- Exhibit appropriate audience skills

D

A student should be able to recognize beauty and meaning through the arts in the student's life

A student who meets the content standard should:

- Make statements about the significance of the arts and beauty in the student's life
- Discuss what makes an object a work of art
- Recognize that people tend to devalue what they do not understand
- Listen to another individual's beliefs about a work of art and consider the individual's reason for holding those beliefs
- Consider another culture's beliefs about works of art
- Recognize that people connect many aspects of life through the arts
- Make artistic choices in everyday living

Elements of Art

- **Line**
 - A line is a path of a point moving through space. Types of line can include actual, implied, vertical, horizontal, diagonal, and contour lines.
- **Shape**
 - When lines meet, shapes are formed which implies 2-D space. Shapes can be geometric (squares, rectangles, triangles, circles, and ovals), or organic/irregular.
- **Form**
 - Form has three dimensions- length, width, and depth and resides in space. Form may be an actual object having volume or implied on a 2-D surface with the use of light and shading techniques.
- **Color**
 - Color is derived from reflected light. The color wheel shows the chromatic scale and demonstrates three properties: **Hue** (the name of a color determined by the dominant wave length), **Intensity** (the purity and strength of the color defined as brightness or dullness), and **Value** (the lightness or darkness of a color).
- **Value**
 - Value refers to the relative lightness and darkness reflected from a surface and is perceived in terms of varying levels of contrast
- **Texture**
 - Texture is the tactile qualities of a surface (actual) or to the visual representation of surface qualities (implied).
- **Space**
 - Space refers to 1) the area in which art is organized, and 2) an area showing depth or perspective. Space can be two-dimensional, three dimensional, negative and/or positive.

Principles of Art

- **Balance**
 - Balance is the sense of stability in an artwork. There are three kinds of balance: Symmetrical (Formal), Asymmetrical (Informal), and Radial.
- **Movement**
 - Movement refers to the suggestion of motion through the intentional use of various elements of art. Movement adds excitement by showing action and directing the viewer's eye through the artwork.
- **Rhythm**
 - Rhythm establishes a visual beat in artwork. There are five types of rhythm: random, regular, alternating, flowing, and progressive.
- **Contrast**
 - Contrast emphasizes the differences in the elements of art used in a work of art.
- **Emphasis**
 - Emphasis is the dominant focal point or main point of interest in a work of art which gets the viewer's attention.
- **Pattern**
 - Pattern is the repetition of a design element/s in a work of art. It can be exact or varied.
- **Variety**
 - Variety is the alteration of the art elements in an artwork.
- **Unity**
 - Unity is the appearance of oneness/harmony in a work of art.
- **Proportion/Scale**
 - Proportion is the size relationship of parts to a whole and to one another. Scale refers to the size/weight relationships between shapes/forms and compares different objects

Artists

Early Renaissance (1350-1500)

Northern Renaissance
Giotto
Jan van Eyck
Hieronymus Bosch
Ghiberti
Donatello
Albrecht Durer
Boticelli

High Renaissance (1500-1600)

Leonardo Da Vinci
Michelangelo
Raphael
Titian

Mannerism (1500-1600)

Tintoretto
El Grecco

Baroque (1600-1750)

Bernini
Caravaggio
Rubens
Frans Hals
Rembrandt
Jan Vermeer
Valazquez
Poussin
Gainsborough

NeoClassicism (1750-1850)

Thomas Jefferson
Jean-Auguste Cominique Ingres
Jaques Louis David
Jean Antoine Houdon

Romanticism (1750-1850)

John Singelton Copley
Benjamin West
John Henry Fuseli
William Blake
Eugene Delacroix
Francisco Goya
Theodore Gericault
William Turner
John Constable
Honore Daumier
Francois Millet

Realism (1840-1900)

Gustave Courbet
Edouard Manet
Winslow Homer
Thomas Eakins

Impressionism (1870-1900)

James McNeill Whistler
Auguste Renoir
Claude Monet
Edgar Degas
Mary Cassatt
Auguste Rodin

Post-Impressionism (1880-1930)

Paul Cezanne
Georges Seurat
Vincent van Gogh
Paul Gauguin
Henri Rousseau
Henri de Toulouse-Lautrec

Fauvism-Expressionism (1900-1907)

James Ensor
Edvard Munch
Henri Matisse
Georges Rouault
Chaim Soutine
Marc Chagall
Kathy Kollwitz
Franz Marc
Gustav Klimt

American Realism (1900-)

Thomas Hart Benton
Grant Wood
Edward Hopper
Andrew Wyeth

American Folk Art (1900-)

Grandma Moses

Abstractionism (1905-1918)

Wassily Kandinski
Arthur Dove
Amedeo Modigliani

Cubism (1907- 1918)

Pablo Picasso
Georges Braque

Dada (1919-)

Marcel Duchamp
Kurt Schwitters

Surrealism (1920-)

Dali
Paul Klee
Max Ernst
Joan Miro
Giorgio de Chirico
Yves Tanguy
Rene Magritte
Alberto Giacometti

Constructivism (1918-)

Tatlin
Alexander Calder
Naum Gabo
Louise Nevelson
Joseph Cornell

International Style (1925-)

Piet Mondrian
Le corbusier
Walter Gropius
Mies van der Rohe
Phillip Johnson
Max Beckmann (*Neue Sachlichkeit* *New Objectivity*)

Abstract Expressionism (1946-)

Arshile Gorky
Jackson Pollock
Willem de Kooning
Georgia O'Keefe

Pop Art (1955-)

Robert Rauschenburg
Andy Warhol
Roy Lichtenstein
Jasper Johns
Robert Indiana
Claes Oldenburg
Christo (& Jeanne Claude)
Wayne Thiebaud

Op Art (1955-)

Victor Vasarely
Richard Anuszkiewicz
Bridget Riley

Geometric Abstraction/Materialism (1960-)

Frank Stella
Al Held
Barnett Newman
David Smith

Color Field (1955-)

Morris Louis
Mark Rothko
Helen Frankenthaler
Sam Francis

Photo Realism (1965-)

Richard Estes
Chuck Close
Alice Neal
Duane Hansen

Contemporary (1900-)

Keith Haring
Peter Max
Walt Disney
Dr. Seuss

Collage, Sculpture & Assemblage (1900-)

Romare Bearden
Henry Moore
Mariam Schapiro
Dale Chihuly
Andy Goldsworthy
Deborah Butterfield
Isamo Naguchi
Marisol Escoban
Sandy Skoglund
Judy Pfaff

African American

Jacob Lawrence
Horace Pippin
William Johnson
Faith Ringgold (fiber)

Mexican

Diego Rivera
Frida Kahlo

Brittish

Belinda Eaton

Canadian

Roberta Ekman (pen & ink)

Japanese

Hokusai

Dutch

M.C. Escher

Architecture

Frank Lloyd Wright
Paulo Soleri
Frank Gehry
Friedensreich Hundertwasser

Photography

Dorothy Lange
Ansel Adams
Alfred Stieglitz

Pottery

Fannie Nampeyo
Maria Martinez

Alaskan Artists



Wanda Seamster- sculpture



David Boxely- masks



James Evenson - painting



Doug Lindstand - drawing



Don Decker - mixed media



Sydney Lawrence - painting



Ahna Iredal - pottery



David Rubin - murals



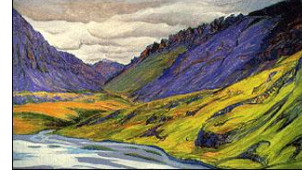
Ed Tussey - painting



Sandy Shepard - painting



John Van Zyle - painting



Bill Brody (Arctic Refuge)- painting



Karla Morriera - watercolor



David Mollett (Arctic Refuge)- painting



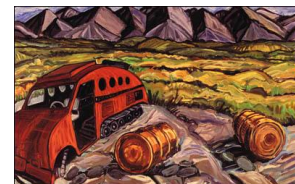
Susan Pennewell Ellis - painting



Roy Corral (Arctic Refuge)- photography



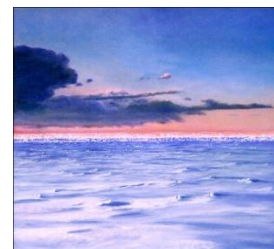
Chris Wakefield - painting



Scott Hansen (Arctic Refuge) – drawing,
painting, printmaking



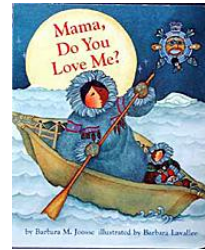
Todd Sherman - printmaking



David Rosenthal (Arctic Refuge) – Oil painting



Subhankar Banerjee - Photography



Barbara Lavelle – painting



James Behlke (Arctic Refuge)- painting



Byron Birdsall – watercolor



John Hoover - sculpture



JoAnn George – Tlingit inspired



Chad Carpenter - cartoon



Douglas Yates - Photography



Libby Berezin – pottery

Vocabulary

A

Abstract art – Art which stresses elements of composition, rather than subject. The subject usually is unidentifiable or, if identifiable has been simplified or rearranged.

Accent – A distinctive feature that accentuates or complements the overall design of a work of art.

Acid Bath – To submerge a metal piece containing a resist into acid in order to form an etched design.

Acrylic – Paint composed of pigments bound by acrylic resin, a type of plastic. Acrylic paints are water soluble before they dry.

Actual texture – A texture that can be perceived through the sense of touch.

Additive sculpture – Process of creating a three-dimensional artwork by adding separate parts to create a whole. Materials could include paper, wood, clay, found objects, metal, etc.

Aesthetics – The theory of the artistic or the beautiful; pertaining to work philosophically pleasing to the emotional nature of humans.

Amorphous – Without definite form.

Analogous colors – Colors that are next to each other on the color wheel (e.g., yellow, yellow-orange, and orange), usually in a group of 3-5 colors. These colors are low contrast.

Anvil – A heavy iron block with a smooth face, frequently of steel, on which metals, usually heated until soft, are hammered into desired shapes.

Architect – Structural design professional who designs buildings and supervises their construction.

Architecture – The art and science of designing buildings and other large-scale, aesthetically pleasing, functional structures.

Armature – A frame made of wire or other materials and used to hold up a sculpture.

Art criticism – Process of thinking and learning (making discriminating judgments) about a work of art in order to be able to draw informed conclusions about its quality or meaning.

Art history – Study of the historical and cultural contexts of art.

Artifact – An object created by human beings. Most artifacts are originally produced to serve a function. They acquire aesthetic value over time.

Artistic perception – Using awareness, sensitivity, and intuition to gain insight and knowledge regarding natural and human-made environments.

Artist's intent – An artist's purpose or reason for creating a particular artwork; often difficult to know. Makes a strong topic of discussion.

Artwork – An object or image resulting from imaginative conception and creation that invokes a feeling of pleasure or another emotional response in the viewer and that may convey meaning.

Assemblage – Type of three-dimensional art built by combining and connecting a variety of objects and found materials to create a unified whole.

Asymmetrical balance – Type of balance in which two sides of an artwork are not alike, but carry equal or nearly equal visual weight. Also known as informal balance.

Atmospheric Perspective - A technique of rendering depth or distance in painting by modifying the tone or hue and distinctness of objects perceived as receding from the picture plane, esp. by reducing distinctive local colors and contrasts of light and dark to a uniform light bluish-gray color.

B

Background – Part of an artwork that appears to be farthest from the viewer, or in the distance of the scene.

Balance – The impression of equilibrium in a pictorial or sculptural composition. Balance can be symmetrical, asymmetrical, or radial. Balance is a principle of design.

Bead Reamer - A tool used to repair beads that have rough edges or burrs within the drilled opening for the hole.

Bezel - Part of a ring, bracelet, etc., to which gems are attached.

Bird's-eye view – View from above or from a high vantage point. Also known as aerial view.

Bisque – Unglazed fired ceramic clay.

Bitmapped- A method used for storing a computer graphic file that contains dot-by-dot representations of the original graphic image.

Bleed- *In Printing* - Image that extends beyond the trim marks on the page.

Block printing – Method of printing in which a raised design or image is created on, or carved into a flat surface. The design is covered with ink or color and then paper is pressed onto it.

Bone Dry - Thoroughly dried clay.

Brayer – In printing, a hand-held rubber roller used to spread ink over a surface. A small hand roller used to spread printmaking ink thinly and evenly.

Burnishing – To polish by rubbing with friction until smooth and bright.

C

Calligraphy – The art of beautiful handwriting, often for decorative purposes.

Cartoon – The term has two well-defined meanings. Originally a cartoon was a full-scale and detailed preparatory rendering for a painting, tapestry, or fresco. Now a cartoon is a drawing that shows people or things in a humorous situation and that is often accompanied by a caption.

Carving – Creation of a three-dimensional artwork by cutting away unwanted parts of a block of hard material, such as wood or stone. This is the subtractive method.

Ceramic clay – Type of clay that, after being formed, is fired at a high temperature in a kiln to harden and produce ceramic artworks.

Chiaroscuro - The use of deep variations in and subtle gradations of light and shade to enhance for dramatic effect.

Chop – A wood stamp used in batik dying process.

Cityscape – An artwork showing a view of a city or a skyline.

CMYK – A color model used to identify a color as a percentage of the colors cyan, magenta, yellow and black.

Collage – A two-dimensional artwork created by arranging and gluing pictures or photographs, or pieces of paper, fabric, or other materials onto a flat surface.

Color – Also referred to as hue, color is the appearance of an object created by the quality of light it reflects or emits. Colors all come from the three primaries and black and white. Color has three properties - hue, value, and intensity. The term color also can refer to paint, dye, pigment, or other substance that imparts color. Color is an element of art.

Color family – A group of related colors. For example, warm colors and cool colors are color families.

Color scheme – A plan for combining colors in a work of art. *Types of color schemes;* monochromatic, analogous, complementary, triadic, warm and cool.

Color wheel – Circular chart that shows primary, secondary, and tertiary/intermediate colors in an order that illustrates progression through the spectrum and relationships among colors.

Corrugation - A wrinkle, fold, furrow, or ridge.

Complementary colors – Colors that are directly across from one another on the color wheel. These colors contrast strongly with one another.

Compose – To plan or create an artwork so all parts are arranged to make a unified whole.

Composition – The arrangement of the elements of art. Composition may also refer to any work of art using the principles of art to create a unified artwork.

Construct – To build or make something by putting materials together; additive art.

Contour line – Lines that represent the outer edge and undulating surfaces within a form, such as shapes or wrinkles and folds.

Contrast – Difference between two unlike things, such as a dark color and a light color.

Converging lines – Actual or implied lines that move toward one another and conjoin at a point in space.

Cool colors – Greens, blues, purples, and related colors; cool colors suggest cold and seem to move away from the viewer. Cool colors suggest cool objects, places, and feelings.

Crazing - Small cracks on the surface of ceramic glaze or paint.

Creativity – Simply stated, the ability to create. However the word has connotations of originality, productivity, imagination and innovation.

Credit line – Information that accompanies a reproduction of a piece of fine art. It usually includes the artist's name, title of the artwork, date the artwork was completed, medium used, and the artwork's current owner or location.

Crimping - To fold the edges of sheet metal to make a lock seam.

Critique – A close examination; a critical review.

Crop – To trim down an image.

Cross-hatched lines – Parallel, crossed lines drawn in more than one direction gradually creating a denser and denser pattern; often used to create a darker value in drawings or printmaking.

Culture – Customs, beliefs, arts, and way of life of a community or a population.

Curator – Administrative director of a museum. A person who conducts research for a museum. Curators select artworks among a museum's permanent collection for display and recommend additional artworks for purchase by a museum.

D

Depth – Perception of spatial distance between objects in a two-dimensional work of art.

Design – The creative, organized, and methodical arrangement of lines, spaces, colors, shapes, textures, and other elements in an artwork. Also, the act of planning and arranging the parts of an artwork using the principles of design.

Detail – The small parts of a larger structure, object, or image.

Diorama – A three-dimensional, often miniature scene. In a diorama, modeled figures are displayed against a realistic, painted background.

Directional Flow- Established by positioning an element in such a way that the reader's eyes are drawn through the document and to particular words or images that the designer wishes to emphasize.

Distance – In art, the illusion of the third dimension (depth, or near too far) created in a two-dimensional artwork.

Distortion – The twisting or exaggerating forms from their normal shape, often done to express strong emotion.

Drawing – An artwork consisting of lines and shapes sketched on paper with materials, such as pencils, pens, chalk, or pastels. Also, the process of creating a line or shape on paper using a drawing implement.

Draw plate – A type of die consisting of a hardened steel plate with one or more holes through which wire is drawn to make it thinner.

Dunt – *Referring to clay/glaze*; To crack because of excessively rapid cooling.

E

Earth art – Type of art in which the completed artwork is made from and becomes an important part of the environment in which it was created. Also called earthwork.

Elements of art – Basic components of an artwork, including line, shape, form, color, value, texture, and space.

Embellish - To beautify or enhance; ornamentation.

Embossing – A designed surface in which parts are raised.

Emphasis – Refers to the created center of interest, the place in an artwork where your eye first lands. Emphasis is a principle of design.

Engrave – To use a sharp tool to carve letters or pictures into hard materials, such as metal or wood. Also called etching.

Etching – Printmaking process in which a metal plate is coated with wax or a like substance, a design is cut into the coating, and the metal plate is submerged in acid. The acid burns the metal along the lines of the design, creating grooves that hold the ink for printing.

Exaggeration – Showing something in a way that enlarges or overemphasizes its importance.

Express – To communicate one's thoughts or feelings through words, gestures, or art.

F

Fantasy – Art inspired by the creative imagination; unrestrained fancy.

Façade – The front or main face of a building.

Femmage – Type of collage that includes fabric art traditionally made by women.

Fiber arts – Artworks created out of yarn, thread, or cloth (e.g., stitchery, weaving).

File Format – Various ways of saving or exporting a document. Common formats; JPG (saves a document as one merged layer), GIF (will allow you to export a document which includes transparent areas), PNG (can save editable layers of a document – usually program specific).

Fired – Hardened by great heat; usually refers to clay. For example, in ceramics clay objects are fired in a kiln.

Fixative – A substance that is sprayed over charcoal, pastel, or pencil drawings to make those materials adhere permanently to the paper and to prevent smearing.

Fluting - A groove, furrow, or flute, or a series of these.

Focal point – The central aspect of an image or that which draws the viewer's attention.

Foreground – The part of an artwork that appears to be nearest the viewer, or in the front of the scene.

Foreshortening - To reduce or distort in order to convey the illusion of three-dimensional space as perceived by the human eye: often done according to the rules of perspective.

Form – Form has depth, length, and width, and resides in space. It is perceived as three-dimensional. Form is an element of art.

Formal balance – Type of balance in which the visual properties or features on both sides of a center line (vertical, horizontal, or diagonal) are similar or identical. Also known as symmetrical balance.

Found object – Any item that an artist finds and uses in an artwork. Found objects can be manufactured items, such as clock parts or natural objects, such as tree bark.

Fresco – Painting technique, often used for murals, in which water-based paint is applied to wet plaster. As it dries, the plaster absorbs the paint and the painting becomes part of the wall.

Functional – Something that is designed with a specific purpose in mind.

G

Galleries – Buildings or areas devoted to the exhibition of artworks for viewing or for sale.

Geometric – Term used to describe shapes or forms that are mathematically defined or regular in appearance, such as circles, spheres, squares, or cubes (shapes that have names).

Gesture drawing – A drawing done quickly to show main action lines or paths of movement.

Glaze – Melted glass coating fired onto pottery; applied as liquid.

Glost - The lead glaze used for pottery.

Graphic art – Design and production of commercial artworks, such as signs, posters, advertisements, book jackets, and computer software.

Greenware – Any dry, ceramic clay form that has not been fired.

H

Handbuilding – Working the clay with hands only; coiling, pinching, and slab building are three basic techniques.

Heritage – History, culture, and traditions of a group of people.

Hieroglyphics – System of writing, such as that of the ancient Egyptians, that uses pictures or symbols rather than words or letters.

Horizon line – The line created in an artwork by the meeting of sky and ground, usually on the viewer's eye level.

Horizontal – Moving straight across rather than up and down.

Hue – Another word for color.

I

Illusion – An image that tricks the eye or seems to be something it is not.

Illustrate – To create or design pictures for books, magazines, or other printed works.

Illustrator – An artist who creates pictures for books, magazines, or other printed works.

Imaginary – Of or having to do with the imagination; not realistic.

Imagination – Power of the mind to form a mental image or concept of something that is not real or present.

Implied – Something that is suggested or inferred, rather than directly apparent. Such as the “lines” that define the sides of a nose in a portrait.

Impression – Indentation in a material. A single copy of a print done in a set.

Informal balance – Type of balance in which two sides of an artwork are not alike but carry equal or nearly equal visual weight. Also known as asymmetrical balance.

Ink - A fluid or viscous substance used for writing or printing.

Intaglio - A process in which a design, text, etc., is engraved into the surface of a plate so that when ink is applied and the excess is wiped off, ink remains in the grooves and is transferred to paper in printing, as in engraving or etching.

Intensity – Brightness or dullness of a color. A color's intensity is highest, or most pure, when it is not mixed with another color. Colors that contain traces of other colors or of black or white have lower intensity.

Intermediate colors – Colors created when a primary color (red, yellow, or blue) is mixed with a secondary color (orange, green, or violet) which are directly next to one another on the color wheel. Also referred to as Tertiary Colors.

J

Juxtaposition – Two images next to one another which demonstrate strong contrast in either appearance and/or meaning.

K

Kiln – In art, an oven which reaches very high temperatures used to harden clay.

L

Landscape – An artwork depicting an outdoor scene or scenery.

Layering – Different colors or mediums placed on top of each other in an effort to blend colors and add depth.

Layers – Separate editable sections of a document or image.

Leather Hard – Clay that is moist but not sufficiently so to be plastic.

Light Source - Any device serving as a source of illumination.

Line – Line is the path of a point moving through space. Lines vary in width, length, direction, color, and degree of curve and can be two-dimensional or implied. Line is an element of art.

Linear perspective – Technique that makes use of line to create the illusion of depth on a two-dimensional surface. If the lines in an artwork created with this technique are extended, they converge at a point on an imaginary line that represents the eye level of the viewer. This point is called the vanishing point.

Line weight - The thickness of line used in printing or artworks.

Loom – Tool or device used to create fabric by weaving fibers together.

M

Mandrel - A metal rod or bar around which material, such as metal or glass, may be shaped.

Medium – Material with which an artwork is created (e.g., charcoal, pastels, oil paints, clay). Medium also refers to the technique used to make an artwork, such as painting, sculpture, or etching. (Plural – media or mediums.)

Middle ground – The part of an artwork that appears to lie between objects in the foreground and background.

Mixed media – An artwork created by using more than one medium. For example, a collage mixing drawing and painting can be a mixed-media artwork.

Model – Someone or something that serves as a subject for an artist. Small replica of another larger object, usually built to scale. Also, to create an artwork by shaping a malleable substance such as clay.

Modeling clay – Plastic material used for making forms. It usually comes in a variety of colors and can be reused since it does not harden. It cannot be fired and should not be used for permanent artworks.

Monochrome – Color scheme limited to different values of one hue. Also, an artwork that is monochromatic.

Monoprint – A single printing made from a plate, after which the plate needs to be reworked in order to pull another monoprint.

Mood – The feeling or emotion created in a work of art.

Mosaic - A picture or decoration made of small, usually colored pieces of inlaid stone, glass, or other materials.

Motif – An element that is repeated often enough to be an important feature of a design.

Movement – Refers to the suggestion of motion through use of various elements in an artwork.

Mural – A large artwork, usually a painting, applied directly to a wall or ceiling. Murals often appear on or in public buildings.

Museum – An institution designed for the acquisition, presentation, study, and exhibition of works of artistic, historical, and cultural value.

N

Negative space – An enclosed empty space which helps define forms and makes an essential contribution to the composition.

Neutrals – Term used for black, white, tints, and shades of gray. Some artists also consider browns to be neutrals.

Nonobjective – Style of art that does not represent actual objects, scenes, or figures; nonrepresentational.

Nonrepresentational – Term used to describe art in which the artist expresses ideas, thoughts, or feelings without depicting a realistic subject; nonobjective.

O

Objective art – Representational; has recognizable subjects.

Oil pastels – Oil-based drawing crayon.

Opaque – Not allowing light to pass through; the opposite of transparent.

Organic – Term used to describe irregular shapes, particularly those resembling objects found in nature.

Orientation – A term that specifies the vertical (portrait) and horizontal (landscape) position of a page when printed.

Original – An artwork that is singular and distinctive from other artworks. Also, the actual, authenticated artwork, rather than a reproduction or copy of it.

Oxidation - The deposit that forms on the surface of a metal as it oxidizes often used to give metal an aged appearance.

Oxide – A chemical mixture containing metal that can be mixed with water and applied to the surface of clay. Finished product is matt (not glossy). By varying the amount of material applied and rubbed off, you achieve an aged looking finish.

P

Painting – An artwork created by using a brush or other tool to apply tempera, watercolor, oil, acrylic, or another kind of paint to a surface. Also, the process of creating an artwork with paint.

Palette – A flat board on which an artist mixes colors.

Papier-mâché – Process of creating forms by covering an armature or other base with strips of paper that have been soaked in watery paste, and then molding the strips. The form hardens as it dries.

Pastel – Drawing tool, similar in shape to a crayon, made from a paste of finely ground pigment. Also refers to a tint of a color.

Pattern – Refers to the repetition or recurrence of a design element, exact or varied, which establishes a visual beat. Pattern is a principle of design. Also, a plan or model to be followed while making something.

Perspective – Techniques for showing three-dimensional objects or scenes on a flat or nearly flat surface.

Photograph – An image recorded by a camera on film and then printed on photosensitive paper. An image recorded digitally, and read and printed by a computer.

Photorealism – An international movement in painting and sculpture arising in the late 1960s and early 1970s characterized by the precise, observation of subject matter, such as street scenes or portraits, often taken from actual photographs.

Pictograph – A highly simplified symbol of an object or action (e.g., Egyptian hieroglyphics).

Picture plane – A term used to describe the surface of the picture that can be imagined like a plane of glass behind which the elements of the image are arranged. Through the use of

various techniques such as perspective and overlapping of objects the artist creates an illusion of depth receding away from the picture plane.

Pigment – Very fine, colored powder that is mixed with a liquid base such as oil or water to make paint.

Pinch method – Method of shaping clay into pottery by pinching, pressing, and pulling it with the fingers and hands.

Pixel- The smallest discrete element of an image or picture (usually a single-colored dot); “the greater the number of pixels per inch the greater the resolution.”

Plane – A flat surface.

Plate – In printmaking a piece of flat material, such as metal, stone, clay, linoleum or wood, with a design on its surface used to print an impression of the design.

Portfolio – Collection or sampling of an artist's artwork, arranged in a protective cover or folder for review or display.

Portrait – An artwork that features a person, an animal, or a group of people, usually placing emphasis on the face.

Positive space – The space that a form or shape occupies in an artwork.

Pottery – Functional objects such as vases, bowls, pots, and dishes that are modeled from wet clay. Pottery is usually fired in a kiln.

Primary colors – The three colors (blue, red, and yellow) from which other colors are made. The primary colors cannot be made from other colors.

Principles of design – Set of guidelines for the arrangement of the elements of art. Principles of design include unity, emphasis, balance, proportion/scale, pattern, and rhythm/movement.

Print – An artwork created by pressing a design onto paper or another flat surface using a block or other object coated with wet color. Multiple copies of a print can be made by re-inking the block and repeating the process. See printmaking.

Printing block – In printing, a piece of material, such as clay or wood, into which a design has been carved. Ink or paint is applied to the surface of the block, paper is pressed onto the block, and an impression of the design is created. Also known as a plate.

Printmaking – Process of creating prints, or multiple copies of a single image, using one of several techniques or media (e.g., a woodcut, an engraving or etching, transfer paper, a photographic negative).

Proportion – Relationship between the size of a part when compared to that of another part or of the whole. For example, an artist drawing a head will keep in mind the size relationship of the nose to the face, an architect the door to the building. Proportion is a principle of design.

Pyrometric Cone - A triangular piece of material that indicates by bending or melting that a certain temperature has been reached.

Q

Quilt – In art, a bedcover made from two layers of cloth which have been arranged and stitched together in a colorful design. Also, the process of creating a quilt.

Quiltblock – A square, usually of fabric, that is decorated in some way and combined with other quiltblocks to create a quilt.

R

Radial balance – A sense of balance created when lines or shapes spread out from a center point in a regular pattern.

Radial design – Circular design radiating from center.

Raku – A fast firing, spontaneous clay method derived from the Japanese Raku dynasties of potters (1500 to present).

Realism – Style of art that seeks to reproduce reality exactly, rather than to idealize or interpret them. Realism was a dominant artistic style in the second half of the 19th century.

Realistic – A word used to describe artworks that depicts the size, shape, color, texture, and proportion of objects or scenes as they are perceived by the senses.

Registration Marks – Figures placed outside the page boundaries on all color separation overlays to provide a common element for proper alignment.

Relief print – A print made by covering a printing block with ink and then pressing paper onto the block.

Representational – Term used to describe art that depicts a subject as it appears.

Reproduction – Copy or replica of an original artwork; photograph or print of an artwork.

Resist medium – Material applied to a surface to protect it from liquids such as paint or dye.

Resolution- The quality of detail offered by digital or a photographic image. Often measured in pixels.

RGB – A color model used to identify a color as a percentage of the colors Red, green & Blue. They are also the colors of projected light from a computer monitor.

Rhythm – Refers to the suggestion of motion or beat through use of the elements in an artwork. Rhythm is a principle of design.

Rubbing – Copy of a textured or raised surface made by placing paper over the surface and rubbing the paper with chalk, pencil, or crayon.

Rule of thirds – A rule stating that an image should be imagined as divided into nine equal parts by two equally-spaced horizontal lines and two equally-spaced vertical lines. Important compositional elements should be placed along these lines or their intersections.

S

Sans Serif – A typeface that is straight-edges; Arial for example.

Scale – Proportional relationship between an object represented in an artwork and the real object. Something drawn $\frac{1}{2}$ scale means all parts are drawn $\frac{1}{2}$ the size of the original.

Score – To use an instrument to roughen or scratch joints of a clay sculpture prior to joining them. To scratch a line in order to easily bend a paper.

Scoring – Inscribing or scratching with a tool in any medium.

Sculptor – An artist whose primary medium is three-dimensional art or sculpture.

Sculpture – An artwork made by modeling, carving, casting, or joining materials into a three-dimensional whole. Also, the process of making such an artwork. Clay, wood, stone, and metal are common materials used for sculpture.

Scumbling – *In Painting:* The application of a fine layer of paint with a very dry brush. *In Drawing:* used to describe a random, scribbled texture, with figure-eight and concave shapes used to create a spiky texture, rather than the common circular scribble.

Seascape – An artwork that represents the sea, ocean, or shore.

Secondary color – A color created by mixing two primary colors. The secondary colors are orange (made from red and yellow), green (made from blue and yellow), and violet (made from red and blue).

Self-portrait – An artwork showing a likeness of the artist who created it.

Senses – The faculties of hearing, sight, smell, touch, and taste. An artwork may appeal to one or more of the senses.

Serif – A typeface with lines on curves extending from the ends of the letters; Times New Roman for example.

Shivering - A glaze defect in which slivers or flakes of glaze detach themselves from a pot. When shivering occurs, it is most frequently seen on thin rims and edges.

Sgraf-fi-to - A technique of ornamentation in which a surface layer of paint, plaster, slip, etc., is incised to reveal a ground of contrasting color.

Shade – A dark value of a color created by adding black to the color.

Shading – A way of showing gradual changes in lightness or darkness in an artwork. Shading helps make an artwork appear more three-dimensional.

Shape – Implies spatial form and is usually perceived as two dimensional. It is distinguished from its surroundings by its outline. A shape encloses space and can be geometric (e.g., circle, square) or organic (having an irregular outline). Shape is an element of art.

Silhouette – Images showing no interior detail set against a contrasting background.

Sketch – A quick drawing that contains little detail but captures the main features of a subject. A sketch is often used to explore a theme or to plan another, more detailed artwork.

Slip – Creamlike mixture of clay and water that acts as glue to join scored pieces of clay. Slip may also be used for decorating.

Solder - Any of various alloys fused and applied to the joint between metal objects to unite them without heating the objects to the melting point.

Space – Refers to the area in which art is organized. Shapes and forms are defined by the empty space surrounding them (negative space) and by the space they occupy (positive space). Space is an element of art.

Stencil – Piece of paper, cardboard, plastic, or another material with a cutout design; an image is made when paint or ink is applied through the design to a surface underneath.

Still life – An artwork showing an arrangement of inanimate objects.

Story quilt – A quilt showing pictures that tell a story.

Style – An artist's unique way of creating is referred to as his/her particular style. Style can also be characteristic of a group of artists, a culture, or a period in time. An artwork's style includes all the features that make it different from or similar to other works.

Subject – Person, object, or scene represented in an artwork; the recognizable topic of an artwork.

Subtractive – Removing material from the starting form to create a sculpture.

Subtractive method – Process of creating a three-dimensional artwork by removing, or subtracting material, as in carving a form from a plaster block.

Symmetrical balance – Type of balance in which the visual properties or features on both sides of a center line (vertical, horizontal, or diagonal) are similar or identical and feels balanced. A human face, for example, is symmetrically balanced (although not identical) along a vertical line. Also known as formal balance.

T

Tempera – Chalky, water-soluble paint, also known as poster paint.

Tertiary colors – Colors created when a primary color (red, yellow, or blue) is mixed with a secondary color (orange, green, or violet) which are directly next to one another on the color wheel. Also referred to as intermediate colors.

Texture – Refers to the tactile qualities of a surface (actual) or to the visual representation of such surface qualities (implied). Texture is an element of art.

Theme – The artist's particular interpretation of a broad or abstract topic such as nature, love, or beauty.

Three-dimensional – A form in space which can be measured in three directions; having height, width, and depth; not flat. Also, the illusion of depth.

Tint – A light value of a color created by adding the color to white.

Tjanting Tool - These tools are for applying wax in fine lines. Hot wax is poured into the needle. It then flows through the needle spout.

Torch – A handheld tool consisting of some combustible substance and ignited at the upper end, used to heat metal for the adhesion and transforming of metal.

Tradition – Knowledge, beliefs, or activities handed down from one generation to the next.

Translucent – Allowing the passage of light but not the perception of distinct images.

Transparent – Able to be seen through clearly; the opposite of opaque.

Two-dimensional – Flat, on one plane; can be measured in two directions.

Typeface – A collection of all the characters of a single type design.

U

Underglaze - Color or decoration applied in detail to a piece before it is glazed.

Unity – Appearance of oneness; it is the design continuity that eliminates confusion. Unity is a principle of design.

Utilitarian art – Art created primarily for a practical purpose. A quilt, for example, is a utilitarian artwork.

V

Value – Relative lightness or darkness of a color and is perceived in terms of contrast. For example, pink is a light value of red, while navy is a dark value of blue. Value is an element of art.

Vanishing point – In an artwork using linear perspective, the point at which converging lines meet.

Variety – Use of different elements of art to add interest to an artwork. Variety is a principle of design.

Vector graphics – Graphics defined using coordinate points and mathematically drawn lines and curves, which may be freely scaled and rotated without degrading the image.

Vertical – Upright, at right angles to the horizon.

Viewpoint – An angle or side from which an object can be seen or depicted in an artwork.

Visual texture – Texture that is perceived by sight rather than by touch, as in an artwork (implied texture).

W

Warm colors – Reds, oranges, and yellows; warm colors suggest warmth and seem to move toward the viewer. Warm colors suggest warm objects, places, and feelings.

Warp – In weaving, fibers stretched vertically on a loom and across which the weft is woven.

Watercolor – Paint composed of a water soluble pigment. A painting with watercolors plays with levels of transparency.

Wedge - To pound (clay) in order to remove air bubbles.

Weaving – Process of interlacing strands of fiber, such as thread or yarn, on a loom to create a piece of fabric or an artwork.

Weft – In weaving, fibers woven from side to side and through the warp on a loom.

Wet on dry – A watercolor technique in which a wet paintbrush on dry watercolor paper which causes sharper and dark edged brush strokes.

White space – Non-printed spaces of a document, such as margins and gutters.

Widows and orphans – Short lines appearing alone at the top (orphan) or bottom (widow) of a page or column.

Woodcut – A print made by inking a carved block of wood and pressing it onto paper or another flat surface. Piece of wood into which a design is cut and from which prints are made.