

STUDIO ART 30L

A Locally Developed Course

Submitted to: Saskatchewan Learning

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Regina Catholic Schools

Studio Art 30L

This course is consistent with Saskatchewan's Arts Education philosophy and it follows the recommended content and processes for Visual Art.

It states that students must study Visual Art 30 before enrolling in Studio Art 30L. In addition, the proposed course incorporates the three main components, cultural/historical, critical/responsive and creative/responsive of Arts Education and builds upon the foundation set by the provincial Visual Art courses.

RATIONALE

Students will be encouraged to build on the foundation of artistic experiences and learning from previous years. Emphasis will be placed on independent art expressions, exposure to their art community and preparing for a future that includes art.

GOALS AND FOUNDATIONAL OBJECTIVES

The foundational objectives are those set out in the Visual Arts 30 Curriculum Requirements document. They include analyzing forms of art from a variety of cultures and relating this analysis to students' own life experience; using analytical thought to respond to art works in multiple contexts; and initiating and developing ideas for art-making which transpose their reflections into art forms. The foundational objectives include integration of Indian and Métis content, gender equity, and socio-political and environmental content.

LEARNING OBJECTIVES

Learning Objectives are those presented on pages 26-29 of the foundational document.

This is a 100 hour course which will include five of the following Modules:

COMPULSORY MODULES

1. Independent Study (60 hours)

The learning objectives of the Independent Study are as follows:

- Encourage creative as well as systematic investigation of formal and conceptual issues.
- Emphasize making art as an ongoing process that involves the student in informed and critical decision making.
- Help students develop technical skills and familiarize them with the functions of the visual elements.
- Encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art.

The student will work with a teacher to set objectives and set up a plan of action which would encourage the student to solve problems, make choices, take risks and try a variety of ways of working. In essence, the student will produce a body of work that focuses on a theme of the student's choice. Students will be encouraged to explore a personal central interest as intensively as possible; they are free to work with any ideas in any medium that addresses two-dimensional and/or three-dimensional design issues. The body of work should grow out of the student's idea and

demonstrate growth and discovery through a number of conceptually related works.

All plans will be assigned and agreed upon through the signing of an Independent Study contract.

The projects should reflect a culmination of the student's previous learning, as well as personal experiences and interests. Students should be expected to complete a final report on the experiences they encountered in their study.

At this level students would be expected to express a more holistic view in their understanding in Visual Arts.

2. Curatorial Study (10 hours)

The learning objectives of the Curatorial Study are as follows:

- Help students understand the gallery culture and community.
- Broaden students understanding of the professions available in the arts, specifically focusing on galleries.

The student will research the role of a curator, analyze and discuss various art shows, compare and contrast commercial galleries, public galleries and museums.

Students will research, plan and curate an art show making use of resources available such as CD ROM "Ideas and Inspiration", various slides of artists' works, student art works.

3. Documentation and Exhibition (20 hours)

The learning objectives of the Documentation and exhibition are as follows:

- To provide an opportunity to present the students' work to the community as an artist would.
- It is the culmination of the students' process and brings closure to their experience.

This could be a group project using student work showing how the selection of different pieces of art could produce a show expressing a variety of ideas

The student would learn a variety of aspects of putting on exhibitions such as: framing works, lighting, design invitations and catalogues, writing and artist's statement, etc.

The student would make critical choices and assemble a portfolio of their own works and write a resume to accompany it.

Any 1 of the following optional Modules:

1. Apprenticeship/Mentorship (10 hours)

This would be set up as a work study unit (see Arts Ed Curriculum Sept.1996, p.184)

2. The Business of Art (10 hours)

The student will research and discuss issues in the business of Art such as: copywrite, income tax, contracts, Art dealers, supplier, etc.

They will look at current issues such as controversial art, censorship, as well as doing some research into the availability of Grants to Artists.

Students will become aware of various associations of artists and supporter of the Arts such as the Arts Board, Carfac, etc.

3. Any modules from Visual Art 30 not already covered. (10 hours)

RESOURCES:

**The AP Vertical Teams Guide for Studio Art* by The College Board

**Teacher's Guide to Advanced Placement Courses in Studio Art* by the College Board

**Portfolio in Studio Art* by The College Board

**Artists' Journals and Sketchbooks: Exploring and creating personal pages.*
Perrella, Lynne

**Shaping Space (2nd Edition.)* Zelanshi, Paul and Mary Pat Fisher

**Design Synectics.* Roukes, Nicholas

**From Ordinary to Extraordinary: Art and Design Problem Solving.* Vieth, Ken

**Keys to Drawing.* Dodson, Bert

A variety of 'series' from Phaidon Press: (such as)

**500 Self-Portraits*

**500 Bowls*

**Color Basics.* Pentak, Stephen and Richard Roth

**Launching the Imagination: A Comprehensive Guide to Basic Design.* By Mary Stewart McGraw Hill. 2006

The New Creative Artist: a guide to developing your creative spirit. Leland, Nita. North Light Books. 2006.

*Assiniboine Art Gallery (commercial gallery)

*Dunlop Art Gallery (public gallery)

*Norman MacKenzie Art Gallery (public gallery)