

Dominican International School

Taipei, Taiwan



Subject	ART 10- CONCENTRATION		
Grade Level	Grade 10	Teacher:	Mr. Jofil E. Collado
School Year	2023-2024	Email:	jcollado@dish.tp.edu.tw

Course Syllabus

COURSE DESCRIPTION:

“Imagination is more important than knowledge.” – Albert Einstein

The Visual Arts embraces technical skills of how to make and cognitive skills of communicating in symbolic language. While the goal of most academic study is to find the right answers, in Art we are looking for the right questions. Creativity culminates from taking imagination through the process of making and experimenting to arrive at a new idea or viewpoint. The goal of the Arts curriculum is to take the student through this process and be able to analyze and synthesize their ideas and apply these new methods of inquiry not only to the Arts and Culture but other subjects as well.

Art Standards

Content Standard #1: Understanding and applying media, techniques, and processes

Achievement Standard, Proficient:

Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks. Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes.

Achievement Standard Advanced:

Students communicate ideas regularly at a high level of effectiveness in at least one visual art medium. Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation.

Content Standard #2: Using knowledge of structures and functions

Achievement Standard, Proficient:

Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.

Students evaluate the effectiveness of artworks in terms of organizational structures and functions.

Students create artworks that use organizational principles and functions to solve specific visual arts problems.

Achievement Standard Advanced:

Students demonstrate the ability to compare two or more perspectives about the use of organizational principles and functions in artwork and to defend personal evaluations of these perspectives.

Students create multiple solutions to specific visual arts problems that demonstrate competence in producing effective relationships between structural choices and artistic functions.

Content Standard #3: Choosing and evaluating a range of subject matter, symbols, and ideas***Achievement Standard, Proficient:***

Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Achievement Standard Advanced:

Students describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others.

Students evaluate and defend the validity of sources for content and the way subject matter, symbols, and images are used in the students' works and in significant works by others.

Content Standard #4: Understanding the visual arts in relation to history and cultures***Achievement Standard, Proficient:***

Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.

Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places.

Students analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Achievement Standard Advanced:

Students analyze and interpret artworks for relationships among form, context, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists

Students analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations, and interpretations of meaning.

Content Standard #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others***Achievement Standard, Proficient:***

Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art

Achievement Standard Advanced:

Students correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions.

Content Standard #6: Making connections between visual arts and other disciplines

Achievement Standard, Proficient:

Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Achievement Standard Advanced:

Students synthesize the creative and analytical principles and techniques of the visual arts and select other arts disciplines, the humanities, or the sciences.

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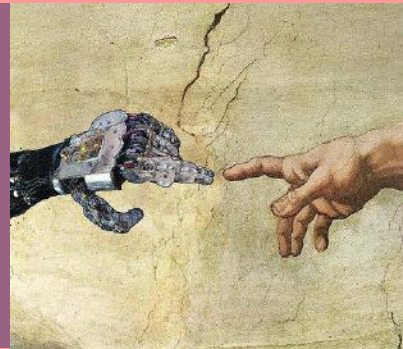
COURSE OUTLINE:

The *Concentration* essentially is the extension of Breadth from level 9 curriculum. It is a continuation and at the same time a reinforcement to the competencies established in the previous level except that the focus emphasizes on exploring and developing conceptual skills and philosophical maturity towards understanding of art and design.

This is a course of study by which one must establish a single subject of focus (topic) at the beginning which will be subjected to a sustained investigation, explorations, interpretations, and expression across the four quarters.

While the attention is focused on the conceptual aspects of visual communication, integrating the technical aspect should express an explicit virtual harmony within the breadth of works across the volume of space and duration.

This encourages a regression from a culture of stagnation and simultaneously generating a novelty. The level of competence must adhere to the fundamental competence standard to AP 2D- Art courses.

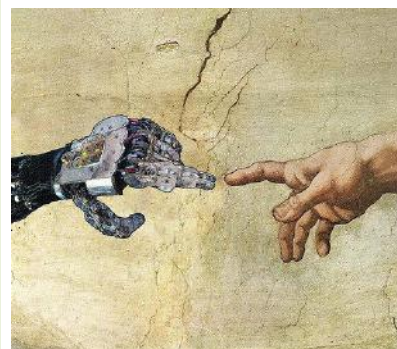


1st QUARTER

CONCENTRATION: 2-D ARTS

The First Quarter is essentially designed to establish the right attitude towards the desired and further understanding of art. Another aspect in a more mature art is the understanding of its nature-the elements and concepts that describe the face and the character of a more mature art. The wisdom of art in forms of conceptual maturity and emotional expressions should emanate from surface harmoniously and explicitly demonstrating a stable technical skill achieved.

This subject engages learners towards a more mature utilization and translations of abstract ideas, concepts, perceptions, and other data of theoretical in form into 2- dimensional visual productions.



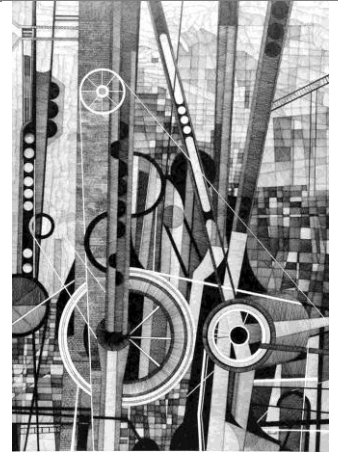
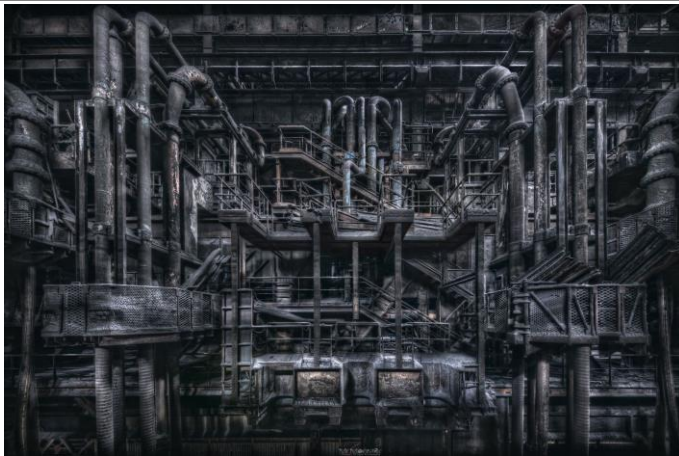
SCHEDULE		TOPIC/ACTIVITIES
AUGUST	WEEK 1	Aug 10 th to 12 th 2 Days of Class 10~ First Day / Orientation Introduction to the subject, presenting topics, establishing classroom rules, and giving of requirements. Concentration- (conceptual arts). Elements and principles of design;
	WEEK 2	Aug 14 th to 18 th <i>Opening Mass</i> Establishing Concentration topic/ theme. On BALANCE
	WEEK 3	Aug 21 st to 25 th Establishing Concentration topic/ theme. On CONTRAST
	WEEK 4	Aug 28 th to Sep 1 st Establishing Concentration topic/ theme. On EMPHASIS
SEPTEMBER	WEEK 5	Sep 4 th to 8 th 4 Days of Class 8~ Mass & Birthday Mother Mary Establishing Concentration topic/ theme. On PROPORTION
	WEEK 6	Sep 11 th to 15 th FYI – Pre-Exam Days Establishing Concentration topic/ theme. On PATTERN
	WEEK 7	Sep 18 th to 22 nd Establishing Concentration topic/ theme. On SCALE
	WEEK 8	Sep 25 th to 29 th 5 Day- No Class 25-28 ~Teacher's Conference 29 th -Moon Festival Establishing Concentration topic/ theme. On UNITY
	WEEK 9	Oct 2 nd to 6 th 3 Days of Class 5-6 ~Q1 Exams Artwork continues/ DEADLINE IN THE SUBMISSION OF THE WORKS

2nd QUARTER

CONCENTRATION: 2-D ARTS

The Second Quarter solidifies a 2-dimensional form, texture, outline, and color to the idea that was previously conceived by the mind from the earlier creative mental dialogues. This is a translation of artistic concepts into execution and 2-Dimensional visual art productions. In this sense, students are expected to demonstrate more mature technical, practical, and conceptual skills in all their work.

The course focuses mainly on philosophies and ideas, while equally maintaining opportunities and freedom of using unrestricted drawing and painting media, such as: lead or graphite pencil, colored pencil, charcoal, crayons or pastels and wet media such as: oil paints, acrylic, watercolor, mixed-media, and other techniques.

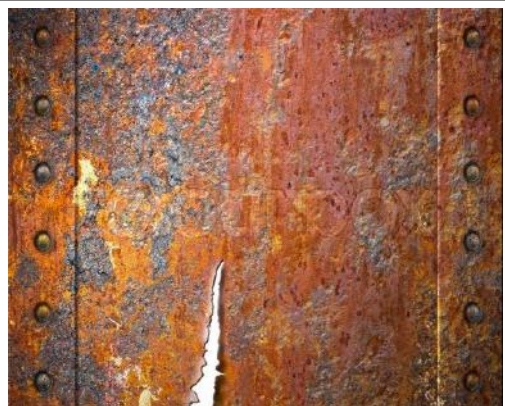


SCHEDULE			TOPIC/ACTIVITIES
OCTOBER	WEEK 1	Oct 11 th to 13 th 4 Days of Class <i>10 – Double 10 Holiday</i>	Introduction to the subject- PRESENTATION, REVIEW & DEMONSTRATION
	WEEK 2	Oct 16 th to 20 th	Two-dimensional artwork based on the chosen theme. Critique;
	WEEK 3	Oct 23 rd to 27 th <i>25-27 – Book Fair 28- Masquerade Night TBA-Holy Rosary Mass</i>	Two-dimensional artwork based on the chosen theme. Critique;
NOVEMBER	WEEK 4	Oct 30 th to Nov 3 rd <i>1-All Saint's Day Mass</i>	Two-dimensional artwork based on the chosen theme. Critique;
	WEEK 5	Nov 6 th to 10 th	Two-dimensional artwork based on the chosen theme. Critique;
	WEEK 6	Nov 13 th to 17 th	Two-dimensional artwork based on the chosen theme. Critique;
	WEEK 7	Nov 20 th to 24 th <i>25 - YSC Contest 25-Gr. 12 Q2 Exam</i>	Two-dimensional artwork based on the chosen theme. Critique;
	WEEK 8	Nov 27 th to Dec 1 st <i>Pre-Exam Days 28-Gr. 12 Q2 Exam</i>	Two-dimensional artwork based on the chosen theme. Critique;
DECEMBER	WEEK9	Dec 4 th to 8 th <i>8 - Foundation Day Celebrations</i>	Two-dimensional artwork based on the chosen theme. Critique;
	WEEK 10	Dec 11 th to 15 th 3 Days of Class <i>14-15 ~Q2 Exams</i>	DEADLINE IN THE SUBMISSION OF THE WORKS [two works that best that describe the artist's competence in a figurative and non-figurative form]
			Christmas Break

3rd QUARTER

CONCENTRATION: RELIEF SCULPTURE

The Third Quarter sketches on the learner's consciousness the perception of something in more dimensional surface. The subject engages learners to art activities that enable them to better understand the different dimensions of an object and develop a skill to find relevance and maximize the potential of available resources and utilize it to produce a 3-dimensional art (relief sculpture). The subject promotes an understanding of the synthesis of all elements and forms of information with the resources and effectively translate it to a piece of visual expression-art.

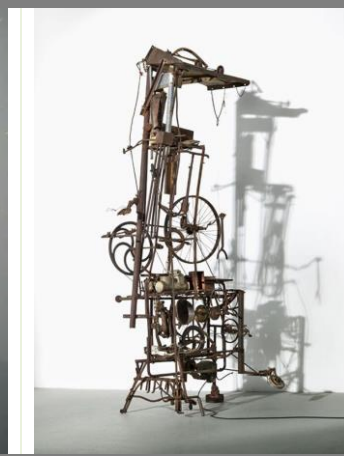


SCHEDULE			TOPIC/ACTIVITIES
JANUARY	WEEK 1	Jan 3 rd to 5 th 3 Days of Class <i>Jan 4 - New Year Mass</i>	Introduction to the subject, media, and tools to be used in making the required (3D Relief sculpture)
	WEEK 2	Jan 8 th to 12 th	Presentation/ demonstration of the subject (), media, tools, and techniques.
	WEEK 3	Jan 15 th to 19 th	Exploring relief art- students activity
		Jan 22 nd to 26 th	Exploring relief art- students activity
FEBRUARY	WEEK 4	Feb 1 st to Feb 2 nd	Exploring relief art- students activity
	WEEK 5	Feb 5 th to 7 th	Chinese New Year
	WEEK 6	Feb 8 th to 16 th NO CLASS <i>14 ~ Ash Wed Mass Holy Week</i>	NO CLASS
	WEEK 7	Feb 19 th to 23 rd <i>21-23 ~ Pre-Exam Days</i>	Exploring relief art- students activity
	WEEK 8	Feb 26 th to March 1 st <i>24 ~IOWA 28 Memorial Day Holiday</i>	Exploring relief art- students activity
MARCH	WEEK9	March 4 th to 7 th 4 Days of Class <i>8-11 – Q3 Exams</i>	DEADLINE IN THE SUBMISSION OF THE WORKS [1 or 2 best sculpture that best describe the artist's competence relative to the topic]

4th QUARTER

CONCENTRATION: *FREE-STANDING SCULPTURE*

The Fourth Quarter engages learners in an activity that enables them to manipulate materials to form a 3-Dimensional artistic creation-that would speak their intention in a powerful, scientific, and artistic manner. This is technically the evolution of the standards set for the previous quarter. They are engaged to translate conceptual maturity and sophistication which was developed in earlier explorations and experiences, in a form a free-standing, 3- dimensional sculpture.



SCHEDULE			TOPIC/ACTIVITIES
MARCH	WEEK 1	March 13 th to 17 th 4 Days of Class 13 ~ Q3 Exams 14~ Q4 Begins	Introduction to the subject, media and tools to be used in making the required (free-standing 3D sculpture)
	WEEK 2	March 20 th to 24 th	Presentation/ demonstration of the subject (free- standing 3-D sculpture) media, tools and techniques.
	WEEK 3	20 ~ Fire Drill	Working on a Free standing 3-D Sculpture using the suggested media in either a figurative or non-figurative form
		March 27 th to 31 st	Easter Break
APRIL	WEEK 4	Apr 3 rd to 14 th	Artwork continues
	WEEK 5	Apr 17 th to 21 st	Artwork continues
	WEEK 6	Apr 24 th to 28 th 24-28 ~ AP Mock Exams	Artwork continues
	WEEK 7	May 1 st to 5 th 2-4~ Pre-Exam 1-5~ Final Exams (K, 5, 8, 12 only) 1-5 ~ AP Exams	Artwork continues
	WEEK 8	May 8 th to 12 th 8-12~ Final Exams (K, 5, 8, 12 only) 1-5 ~ AP Exams	Artwork continues
MAY	WEEK9	May 15 th to 19 th 3 Days of Class 18-19~ Q4 Exams	Artwork continues
	WEEK 10	May 22 nd to 26 th 4 Days of Class 22~ Record Day 23-26 ~ Student Clearance	Acrylic painting explored in a complexion of Modern arts (students' activity);

	WEEK 11	May 29 th to June 2 nd 4 Days of Class <i>1 ~ Students Last Day</i> <i>2~Teachers/Staff Meeting</i>	Acrylic painting explored in a complex of Modern arts (students' activity);
	WEEK 12	March 13 th to 17 th 4 Days of Class <i>13 – Q3 Exams</i> <i>14~ Q4 Begins</i>	DEADLINE IN THE SUBMISSION OF THE WORKS [two works that best that describe the artist's competence in a figurative and non-figurative form]

Designing is a consciousness of understanding in the form of expression to create an experience imposed by a character.

J. E. Collado

Art is the linguistics of philosophies focused essentially on the expression of beauty and design which appeals to an emotional and intellectual response.

J. E. Collado

Teaching Strategies:

In any given lesson the student will generally be provided with a goal with background information and the tools and method to achieve the goal. The focus for the student is the time spent experimenting and making that lead to individual expression and discovery.

The goal of the teacher is to encourage conceptual and intellectual skill, technical skill and artistic skill through activities, lectures and demonstration, and critique.

- **INTELLECTUAL/ CONCEPTUAL SKILL**

This serves as the brain of art. It includes the choice of subject, the intention, or the voice of the art, and how it is conceptually significant to the past, present and the future.

- **TECHNICAL SKILL**

This is the body of the art. It encompasses the appropriate and effective use of the tools, methods and techniques and the way of doing it.

- **ARTISTIC SKILL**

This aspect is the heart and the soul of art. It essentially communicates through affective way. This involves the creative composition, personal expression, the emotional content, and other metaphysical forces driving a person to create. This is the attitude of the artist extended into his creation.

Assessment:

STANDARDS FOR EVALUATING WORKS OF ART			
S C O R E	33% - SUBJECT	33% - FORM /COMPOSITION	33% - CONTENT
	The "what:" representational = the subject; nonobjective positive shapes. The subject is also the theme or the topic of art. Originality, Imagination, and Invention of Composition	The "how:" arranging the elements or total appearance of the work; (Elements of art: "building blocks"; line, shape, value, texture, & color) (How the elements are arranged is the = composition). The form is the technique employed and the use of the elements of art. General Use of Design Elements and Application of the Principles of 2-D Design Technical Competence and Skill with Materials and Media	The "why:" psychological or emotional properties felt or implied. The content is the message the artwork communicates and the meaning of the work. Confident, Evocative Work, and Engagement of the Viewer Appropriation and the Student "Voice" Decision Making and Intention
SCORING DESCRIPTION			
33% EXCELLENT QUALITY	The composition of the works is original, imaginative, and inventive	In most works, there is a highly successful use of the elements of design and application of 2-D Design principles.	Any apparent appropriation of published or photographic sources or the work of other artists clearly provides a visual reference that is transformed in the service of a larger, personal vision in which the student's "voice" is prominent
32% STRONG QUALITY	The composition of the works is generally imaginative or inventive	The work generally shows successful use of the elements of design and application of 2-D design principles.	Any apparent appropriation of published or photographic sources or the work of other artists shows a strong sense of the student's "voice" and individual transformation of the images
31% GOOD QUALITY	The composition of the works includes some imaginative ideas.	The work shows good use of the elements of design, but the application of 2-D design principles is not always successful.	With the apparent appropriation of published or photographic sources or the work of other artists, the student's "voice" is discernible; the images have been manipulated to express the student's individual ideas.
30% MODERATE QUALITY	In the composition of the works, some imaginative ideas appear to be emerging.	The work shows moderately successful use of the elements of design; the application of 2-D design principles is emerging or limited in scope.	The resulting work appears to be a collection of nearly direct reproductions; even if the work is skillfully rendered, the student's "voice" and the individual transformation of the images are minimal
29% WEAK QUALITY	The composition of the work relies heavily on unoriginal ideas and shows few signs of invention or imagination	Some awareness of the elements of design is demonstrated, but there appears to be little understanding of the application of 2-D design principles.	The work appears to be direct copies of published or photographic sources or the work of other artists; even if they are of average rendering skill, there is little discernible student "voice" or individual transformation
28% POOR QUALITY	The composition of the work lacks originality or imagination.	Very little awareness of the elements of design is demonstrated, and there appears to be minimal understanding of the application of 2-D design principles	The works are obviously direct, poorly rendered copies of published or photographic sources or the work of other artists; there is no discernible student "voice" or individual transformation
NOTE	HIGHEST POSSIBLE GRADE IS 99%. GRADE SHOULD BE MAINTAINED NOT LOWER THAN 28 %-POOR PER AREA.		

GRADING CRITERIA:

The quarterly grade will be awarded for all student work based approximately on the following criteria:

• Quarter Project(s) - an individual or a group project to be done within a given time frame
• Quizzes - project critique and assignments
• Department - (work ethics including clean up, behavior and)
• Quarter Exam - written or an interview about the project

STUDENT MATERIALS REQUIRED:

Students are not required to supply materials for their Art classes. If the students need to bring something to class, parents will be notified.

- Sketchbook (A4 size or larger)
- **Quarter Project materials:** The school provides the basic tools and other available materials for students. For a certain art project, the students would wish to have and that requires a certain material however the school doesn't have, the student artist should be held responsible for having it.










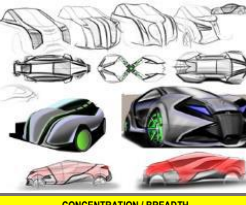



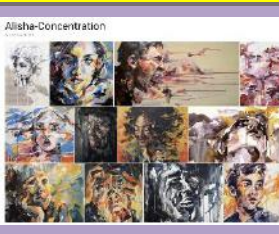


CLASSROOM RULES:

1. Respect and other good values must dominate the studio environment
2. Be respectful of others (especially when speaking), and of school property especially Art room tools, supplies, and the work of fellow students.
3. Always avoid disruptive behavior
4. Always communicate in English.
5. Do your best and participate.

DISCIPLINE: (Will be in accordance with the existing school rules and regulation)

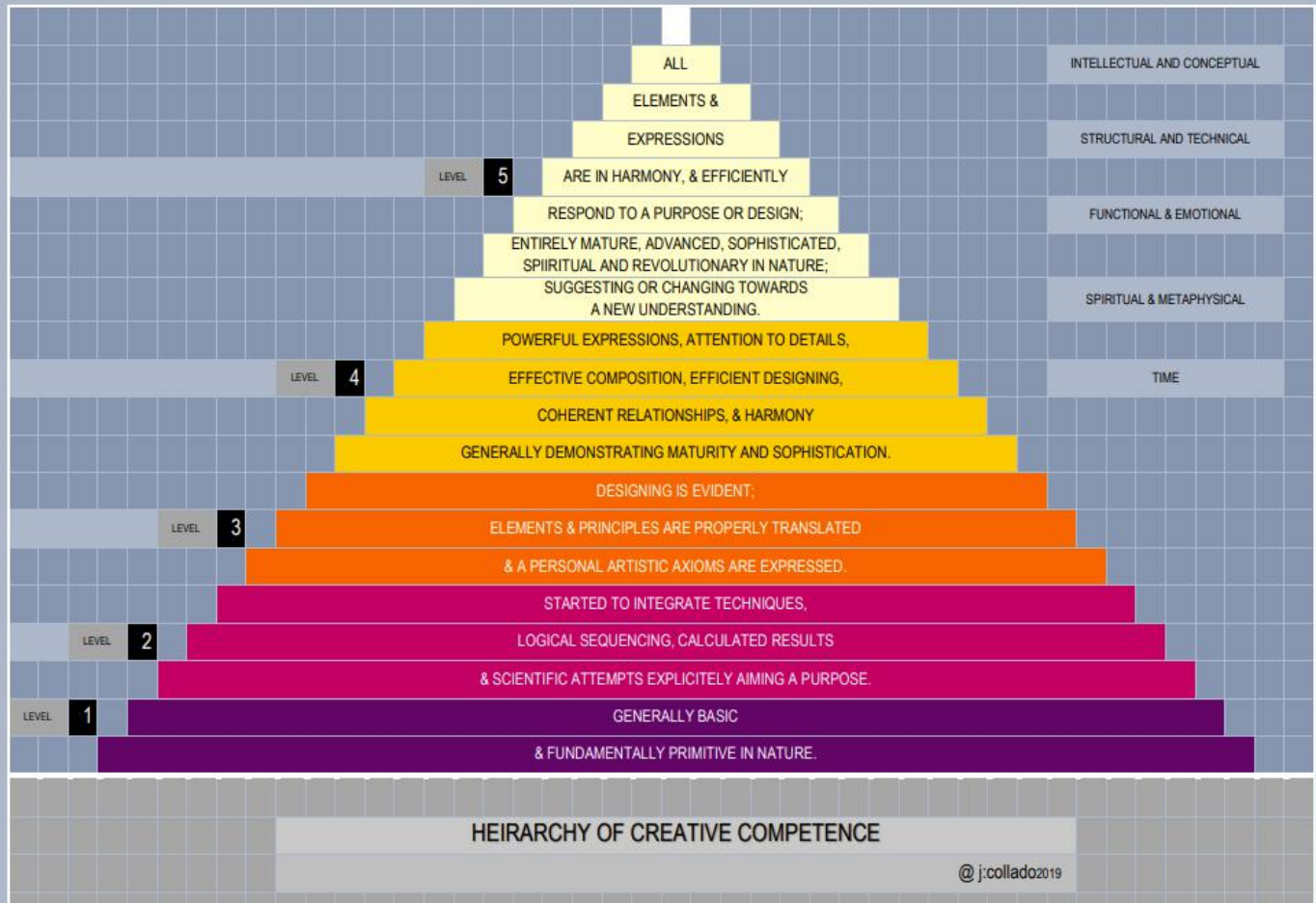


GENERAL DESIGN		1 ST QUARTER ART HISTORY		2 ND QUARTER 2-DIMENSIONAL ART		3 RD QUARTER RELIEF- SCULPTURE		4 TH QUARTER IN-THE-ROUND SCULPTURE	
LEARNING COMPETENCIES	GRADE 1	BASIC	PRE-HISTORIC ART Artwork based on topic	MONOCHROMATIC/ANALOGOUS Basic Drawing	DRAWING	MOSAIC Basic	PAPER QUILTING-1 Basic		
	GRADE 2		ANCIENT ARTS Basic	BASIC DRAWING-COLORS Basic		COLLAGE Basic	PAPER QUILTING-2 Relief Art		
LEARNING COMPETENCIES	GRADE 3		MEDIEVAL ARTS	BASIC DRAWING-COLORS Basic		MOSAIC Relief Art	PAPER MOSAIC-3 Free-Standing Sculpture		
GRADE 4	RENAISSANCE ARTS & CULTURE		PERSPECTIVE DRAWING 2-D Arts	COLLAGE Relief Art		PAPER QUILTING - 4 Free-Standing Sculpture			
LEARNING COMPETENCIES	GRADE 5		ARTS OF THE N-E-W-S Report	PASTEL 2-D Arts		PRINTING/ STENCILING	COLLAGE Free-Standing Sculpture		
LEARNING COMPETENCIES	GRADE 6		ARTS & CULTURE OF ASIA Report	POSTER ARTS 2-D Arts		PAPER- MACHE Relief Sculpture	PAPER- MACHE Free-Standing Sculpture		
LEARNING COMPETENCIES	GRADE 7		ART & CULTURE OF TAIWAN Report	STILL-LIFE SUBJECTS Drawing 2-D Arts		PAPER CUT-OUT/POP UPS Relief Sculpture	PAPER CUT-OUT/POP UPS Free-Standing Sculpture		
LEARNING COMPETENCIES	GRADE 8		MODERN ARTS MOVEMENTS Report	SOCIAL REALISM 2-D Arts		MIXED-MEDIA: Relief Sculpture	MIXED - MEDIA	DIORAMA Free-Standing Sculpture	
LEARNING COMPETENCIES	GRADE 9 - STUDIO ART	BREADTH: ACRYLIC/ OIL PAINTING	BREADTH: WATERCOLOR 2-D Arts	ASSEMBLAGE: Relief Sculpture	ASSEMBLAGE: Free-Standing Sculpture				

LEARNING COMPETENCIES	<p>The level 8 art activities illustrate the competencies like AP art courses. This level is designed to prepare learners for the demands of AP art courses. Learning activities on this level concentrate on further exploring the art media, tools, techniques, execution, and the role of issues concerning the technicalities in art. This is an attempt to prepare learners in case they would take AP art courses, to cast awareness to the demands of education after high school, and to shed illumination on to what profession they would opt to.</p>					
GRADE 10 - STUDIO ART	CONCENTRATION	CONCEPTUAL ARTS 2-D Arts	CONCEPTUAL ARTS: Relief Sculpture	CONCEPTUAL ARTS: Free-Standing Sculpture		
LEARNING COMPETENCIES	CONCENTRATION	CONCEPTUAL ARTS: 2-D Arts	CONCEPTUAL ARTS: Relief Sculpture	CONCEPTUAL ARTS: Free-Standing Sculpture		
<p>The level 10 is technically the continuation and at the same time to supplement the competencies achieved in the previous level. In this level however, activities are focused on developing conceptual skills and philosophical maturity in perceiving and working art. While the attention is focused on the conceptual aspect of visual communication, integrating the technical skills developed previously should be of constant practice. This is all an attempt to prepare learners in case they would take AP art courses, to instill awareness to the demands of education after high school and shed illumination on to what profession they would opt to.</p>						
GRADE 12-STUDIO ART	MODERN ARTS MOVEMENTS	DESIGNING 2-D Arts	FUNCTIONAL WALL ARTS Relief Sculpture	FUNCTIONAL ARTS Free-Standing Sculpture		
LEARNING COMPETENCIES	DESIGNING	DESIGNING 2-D Arts	FUNCTIONAL WALL ARTS Relief Sculpture	FUNCTIONAL ARTS Free-Standing Sculpture		
<p>Activities and topics for this level, sought to provide basic but essential art skills that is reflective to the common demands of a university art curriculum, art related careers, and an essential artistic and technical skills necessary for life after school. Current art expressions, philosophies and trends are the theme of activities to practice designing skills across all quarters. The second quarter engages them to work on 2-dimensional design illustrations with the integration of skills acquired from the preceding quarter. Industrial design, furniture design, fashion, architecture and landscaping are explored. The 3rd and the 4th quarter, in harmony with the expectations that correspond to these quarters, challenge learners to create a wall bound and a ceiling sculpture respectively, which are both responsive to interior designing, 3-dimensional art and its functionality.</p>						
AP ART – DESIGN/ 2D ART	CONCENTRATION / BREADTH	CONCENTRATION / BREADTH	CONCENTRATION / BREADTH	CONCENTRATION / BREADTH / QUALITY/ SUBMISSION		
LEARNING COMPETENCIES	CONCENTRATION / BREADTH	CONCENTRATION / BREADTH	CONCENTRATION / BREADTH	CONCENTRATION / BREADTH / QUALITY/ SUBMISSION		
<p>This is a college level course designed for students who are engaged in the practical experience of art, highly motivated and committed to develop mastery of concept, composition, and the execution of an artistic insights. The course emphasizes that art is an on-going process that requires committed interest, comprehensive research, and constant correct practice with a considerable amount of time of practice within and beyond school boundaries.</p>						



STANDARDS FOR CREATIVE COMPETENCE



Prepared by:

MR. JOFIL E. COLLADO
Creative Facilitator