

Dominican International School

Taipei, Taiwan



Subject	ART 9- BREADTH		
Grade Level	Grade 9	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 embrace 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.

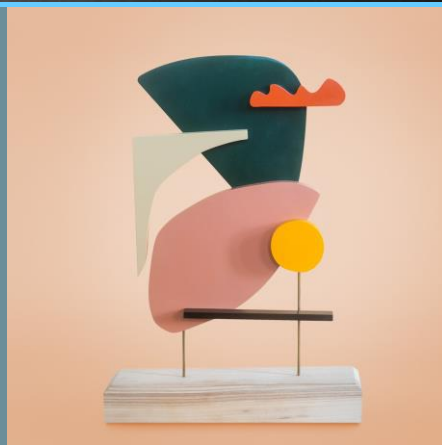
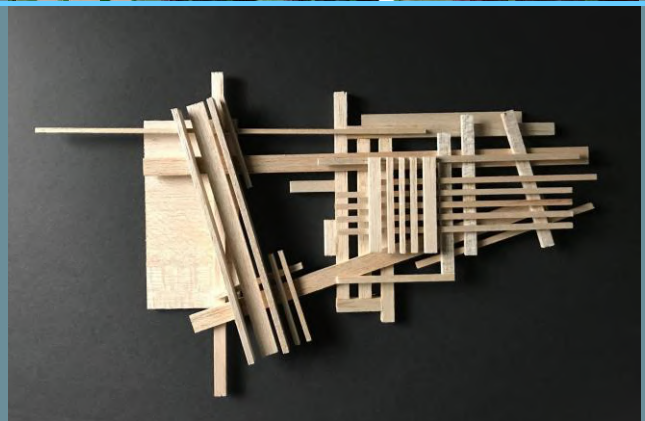
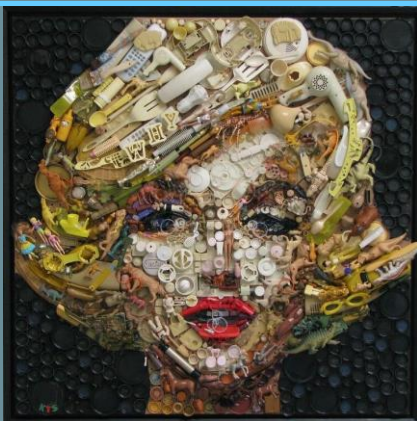
A R T – 9 | BREADTH

Breadth, in the context of art education, represents the scope of potential of the resources and the stretch of creativity of the artist.

The level 9 art activities establish the fundamental structure of competence required in AP Art courses. This course is designed essentially to prepare and responsive to the competencies expected for AP art courses, both for AP Art, 2D-Design, and 2D-Drawing/Painting. Learning activities on this level concentrate towards further understanding of art media, tools, techniques, execution, and the rest of processes relevant to the technicalities of art and design.

The activities, learning environment, and the general attitude, intrinsically orchestrating synthesis towards the maturity of consciousness towards painting or drawing, techniques, tools, resources, creativity, and the harmony of elements towards the subject of art.

The competencies are designed to explore and direct a concentration on a certain media, tool, technique, and, or ushers a novelty of a certain style or expression.



1st QUARTER

BREADTH: ACRYLIC / OIL PAINTING

The First Quarter, sketches the form of the succeeding layers of quarters towards art. The art activities are schemed in the direction of developing the right character towards the appreciation of a certain art medium. Students are challenged to explore the potential of a certain medium thus encouraging a sense of creativity, ingenuity, resourcefulness, aesthetics for a scientific attitude to surface.

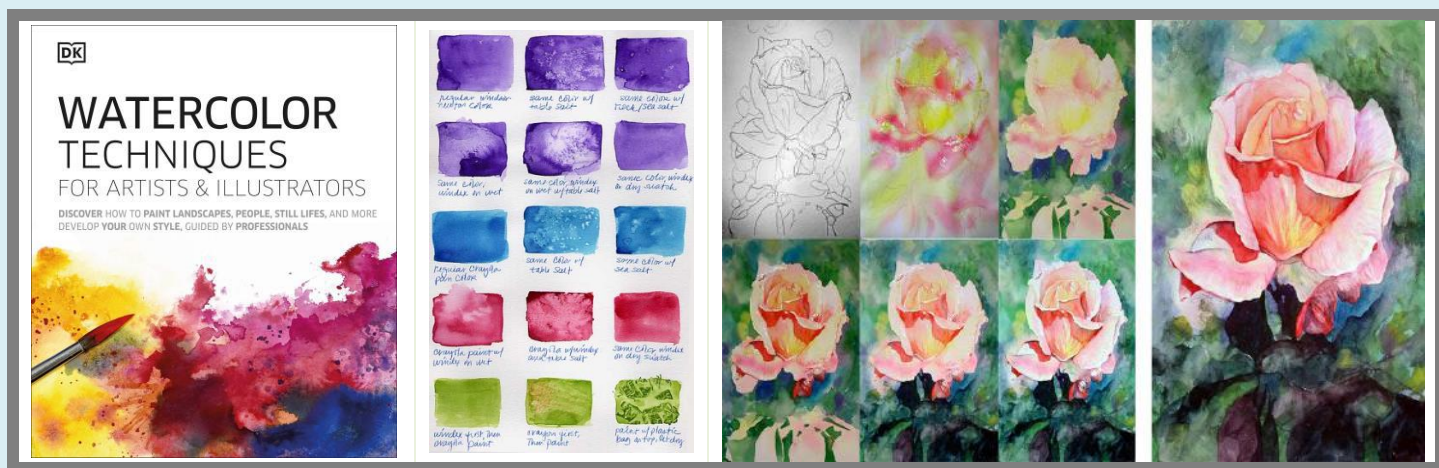


SCHEDULE			TOPIC/ACTIVITIES
AUGUST	WEEK 1	Aug 10 th to 11 th 2 Days of Class 10~ First Day / Orientation	Introduction to the subject, presenting topics, establishing classroom rules, and giving of requirements. ART MATERIALS: MEDIA & TOOLS
	WEEK 2	Aug 14 th to 18 th Opening Mass	Teacher demonstration of basic techniques for each media
	WEEK 3	Aug 21 st to 25 th	Teacher demonstration of basic techniques for each media
	WEEK 4	Aug 28 th to Sep 1 st	Students' presentation of exploration and discovery/ Critiquing
SEPTEMBER	WEEK 5	Sep 4 th to 8 th 8~ Mass & Birthday Mother Mary VIP Induction	Students' presentation of exploration and discovery/ Critiquing
	WEEK 6	Sep 11 th to 15 th Pre-Exam Days	Students' presentation of exploration and discovery/ Critiquing
	WEEK 7	Sep 18 th to 22 nd	Students' presentation of exploration and discovery/ Critiquing
	WEEK 8	Sep 25 th to 29 th 5 Day- No Class 25-28 ~Teacher's Conference 29 th ~Moon Festival	Students' presentation of exploration and discovery/ Critiquing
	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

BREADTH: WATERCOLOR: 2D ARTS

The Second Quarter essentially supports what was established in the previous quarter. It is in the form of a continuation and a supplement to the first quarter learning competencies. Students in this case are challenged to explore further the drawing and painting media, direct concentration on a certain media, and or usher a novelty of a certain style, expression, or technique.

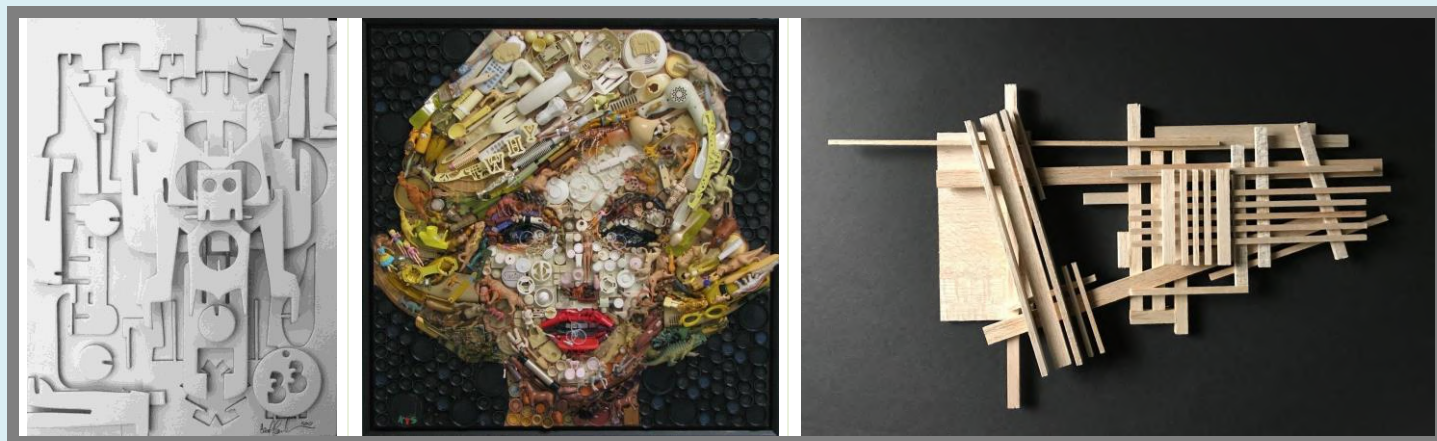


SCHEDULE			TOPIC/ACTIVITIES
OCTOBER	WEEK 1	Oct 11 th to 13 th 4 Days of Class 10 – Double 10 Holiday	Introduction to the subject-
	WEEK 2	Oct 16 th to 20 th	Study of the grounds for painting-teacher demonstration
	WEEK 3	Oct 23 rd to 27 th 27 – Book Fair 27- Masquerade Night TBA-Holy Rosary Mass	Techniques and methods of painting- teacher demonstration
NOVEMBER	WEEK 4	Oct 30 th to Nov 3 rd 1-All Saint's Day Mass	Exploring painting techniques
	WEEK 5	Nov 6 th to 10 th	Exploring painting techniques
	WEEK 6	Nov 13 th to 17 th	Exploring painting techniques
	WEEK 7	Nov 20 th to 24 th 25 - YSC Contest 25-Gr. 12 Q2 Exam	Exploring painting techniques
	WEEK 8	Nov 27 th to Dec 1 st Pre-Exam Days 28-Gr. 12 Q2 Exam	Exploring painting techniques
DECEMBER	WEEK9	Dec 4 th to 8 th 8 - Foundation Day Celebrations	Exploring painting techniques
	WEEK 10	Dec 11 th to 15 th 3 Days of Class 14-15 ~Q2 Exams	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

BREADTH: ASSEMBLAGE- 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 utilize the potential of available materials and use it to its fullest to produce a 3-dimensional art (relief sculpture).



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 [two works that best describe the artist's competence relative to the topic]

4th QUARTER

BREADTH: ASSEMBLAGE-FREE-STANDING SCULPTURE

The Fourth Quarter engages learners in an activity that enables them to manipulate materials to form a 3-Dimensional artistic creation and that would speak their intention in a powerful, intelligent, creative, and maturely representing art and design.



SCHEDULE			TOPIC/ACTIVITIES
MARCH	WEEK 1	March 12 th to 15 th	Introduction to the subject, media, and tools to be used in making the required (free-standing 3D sculpture)
	WEEK 2	March 18 th to 22 nd 19-Feast of St. Joseph 18-21~ Fire Drill	Presentation/ demonstration of the subject (free- standing 3-D sculpture) media, tools, and techniques.
	WEEK 3	March 25 th to 29 th 03/25- 04/3: Easter Break	Easter Break
APRIL		Apr 1 st to 5 th 4-5: Tomb Sweeping	Tomb Sweeping
	WEEK 4	Apr 8 th to 12 th 10: Easter Mass	Working on a Free standing 3-D Sculpture using the suggested media in either a figurative or non-figurative form
	WEEK 5	Apr 15 th to 19 th	Working on a Free standing 3-D Sculpture using the suggested media in either a figurative or non-figurative form
	WEEK 6	Apr 22 nd to 26 th 24-28 ~ AP Mock Exams	Artwork continued
	WEEK 7	Apr 29 th to 30 th 2-4~ Pre-Exam 1-5~ Final Exams (K, 5, 8, 12 only) 1-5 ~ AP Exams	Artwork continued
	WEEK 10	May 1 st to 3 rd 8-12~ Final Exams (K, 5, 8, 12 only) 04/29-05/10 ~ AP Exams	Artwork continued

MAY	WEEK 10	May 6th to 10th 4 Days of Class <i>4/29-5/10 AP Exams</i> <i>1-10~ Q4 Graduating Class Exams</i>	Artwork continued
	WEEK 11	May 13th to 16th 2 Days of Class <i>15-16~ Q4 Exams</i>	Acrylic painting explored in character of Modern arts (students' activity). DEADLINE OF THE SUBMISSION OF WORKS [two works that best that describe the artist's competence in a figurative and non-figurative form]
	WEEK 12	May 13th to 16th 4 Days of Class <i>17~ Record Day</i> <i>20-24 ~ Student Clearance</i>	
	WEEK 13	May 29th to May 30th 4 Days of Class <i>1 ~ Students Last Day</i> <i>2~Teachers/Staff Meeting</i>	

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.

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)

Assessment:



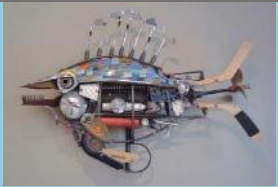








STANDARDS FOR EVALUATING WORKS OF ART			
S C O R E	33% - SUBJECT	33% - FORM /COMPOSITION	33% - CONTENT
	The "what:" representational = the subject; nonobjective positive shapes. The subject is also the theme or the topic of art. Originality, Imagination, and Invention of Composition	The "how:" arranging 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.		



ART TIMELINE S.Y. 2023 – 2024

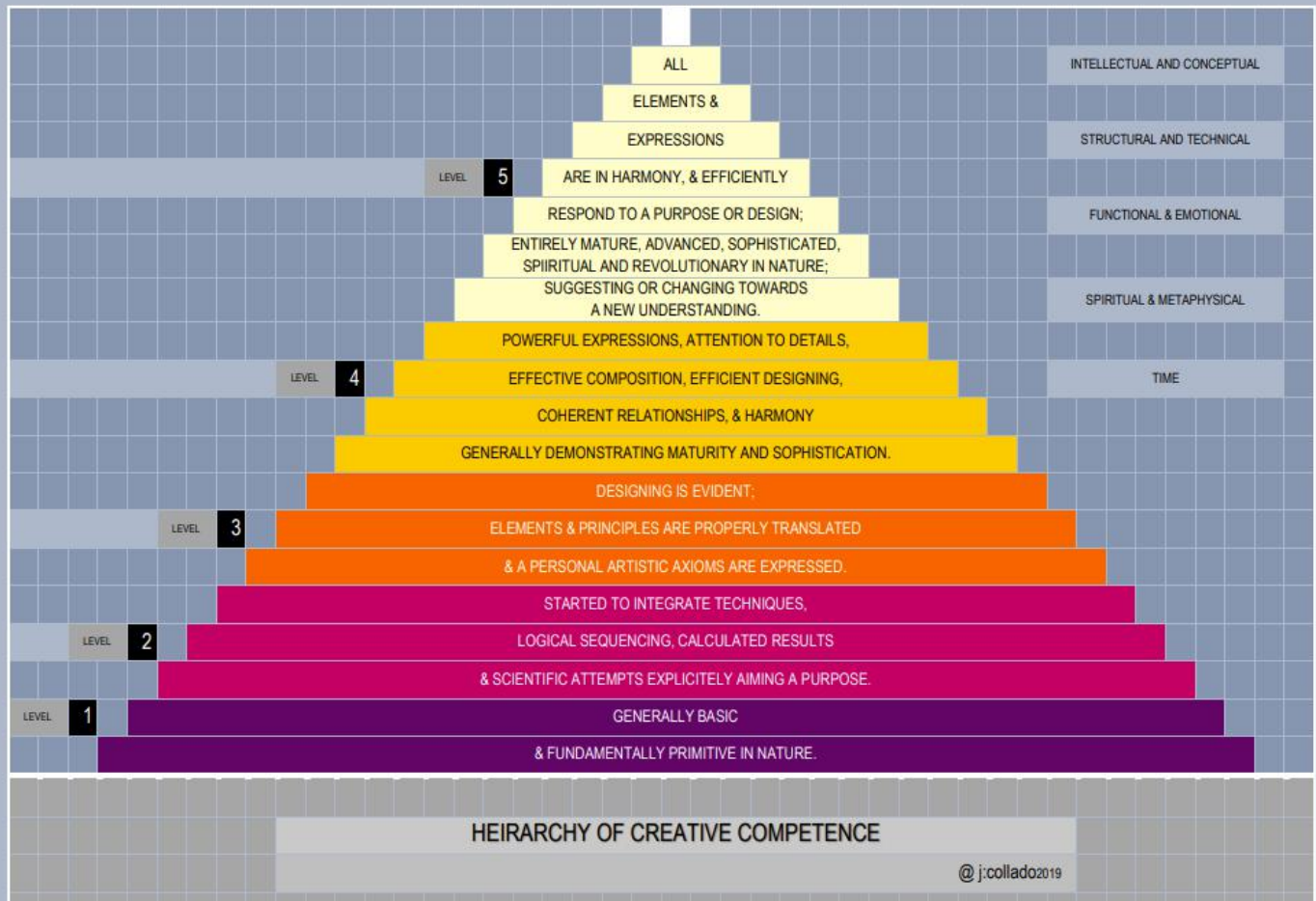
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GENERAL DESIGN		1 ST QUARTER ART HISTORY		2 ND QUARTER 2-DIMENSIONAL ART		3 RD QUARTER RELIEF- SCULPTURE		4 TH QUARTER IN-THE-ROUND SCULPTURE	
LEARNING COMPETENCIES		GRADE 1		PRE-HISTORIC ART Artwork based on topic		MONOCHROMATIC/ANALOGOUS Basic Drawing		MOSAIC Basic	
LEARNING COMPETENCIES		GRADE 2		ANCIENT ARTS Basic		BASIC DRAWING-COLORS Basic		COLLAGE Basic	
LEARNING COMPETENCIES		GRADE 3		MEDIEVAL ARTS		BASIC DRAWING-COLORS Basic		MOSAIC Relief Art	
LEARNING COMPETENCIES		GRADE 4		RENAISSANCE ARTS & CULTURE		PERSPECTIVE DRAWING 2-D Arts		COLLAGE Relief Art	
LEARNING COMPETENCIES		GRADE 5		ARTS OF THE N-E-W-S Report		PASTEL 2-D Arts		PRINTING/ STENCILING	
LEARNING COMPETENCIES		GRADE 6		ARTS & CULTURE OF ASIA Report		POSTER ARTS 2-D Arts		PAPER- MACHE Relief Sculpture	
LEARNING COMPETENCIES		GRADE 7		ART & CULTURE OF TAIWAN Report		STILL-LIFE SUBJECTS Drawing-2-D Arts		PAPER CUT-OUT/POP UPS Relief Sculpture	
LEARNING COMPETENCIES		GRADE 8		MODERN ARTS MOVEMENTS Report		SOCIAL REALISM 2-D Arts		MIXED-MEDIA: Relief Sculpture	
LEARNING COMPETENCIES		GRADE 9 - STUDIO ART		BREADTH: ACRYLIC/ OIL PAINTING		BREADTH: WATERCOLOR 2-D Arts		ASSEMBLAGE: Relief Sculpture	
LEARNING COMPETENCIES		GRADE 10		BREADTH: ACRYLIC/ OIL PAINTING		BREADTH: WATERCOLOR 2-D Arts		ASSEMBLAGE: Free-Standing Sculpture	
LEARNING COMPETENCIES		GRADE 11		BREADTH: ACRYLIC/ OIL PAINTING		BREADTH: WATERCOLOR 2-D Arts		ASSEMBLAGE: Free-Standing Sculpture	
LEARNING COMPETENCIES		GRADE 12		BREADTH: ACRYLIC/ OIL PAINTING		BREADTH: WATERCOLOR 2-D Arts		ASSEMBLAGE: Free-Standing Sculpture	

LEARNING COMPETENCIES	<p>The level 9, 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 rest of issues concerning the technicalities in art.</p> <p>This is an attempt to prepare learners in case they would take AP art courses, to add 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	<p>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.</p> <p>This is still an attempt to prepare learners in case they would take AP art courses, to add awareness to the demands of education after high school and shed illumination on to what profession they would opt to.</p>	CONCENTRATION			
LEARNING COMPETENCIES	<p>Activities and topics for this level, sought to provide basic but essential art skills that is relative 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 frame 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 those quarters, challenge learners to create a wall board and a ceiling sculpture respectively, which are both responsive to interior designing, 3-dimensional art and its functionality.</p>		DESIGNING 2-D Arts	FUNCTIONAL WALL ARTS Relief Sculpture	FUNCTIONAL ARTS Free-Standing Sculpture
LEARNING COMPETENCIES	AP ART – DESIGN/ 2D ART	CONCENTRATION / BREADTH	CONCENTRATION / BREADTH	CONCENTRATION / BREADTH	CONCENTRATION / BREADTH / QUALITY/ SUBMISSION
LEARNING COMPETENCIES	<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 message. The course emphasizes that art is an on-going process that requires committed interest, comprehensive research, and constant creative 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