



Dominican International School

Taipei, Taiwan



Grade Level: 10

Teacher: Mr. Jofil E. Collado

SY: 2021-2022

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 arts 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 manner in which 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 selected other arts disciplines, the humanities, or the sciences.

The Course is designed in a manner in which the preceding quarter preludes the succeeding quarters. Learning program is a combination of actual performance and lecture. The Course rest on the intention to make art as no difficult and fun activity while instilling the basic level of artistic and technical competence in art.

A R T - 10

COURSE OUTLINE:

The level 10 technically is a calibration to level 9 - 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 perception of art with harmony to creativity.

While the attention is focused on the conceptual aspects of visual communication, integrating the technical aspect should express a virtual harmony explicitly within the breadth of works across the volume of space and period of time.

This maintains the beauty of departing to a culture of conventional and consequences a novelty.

The level must conclude the fundamental competence standard to AP 2D- Art courses or college 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.



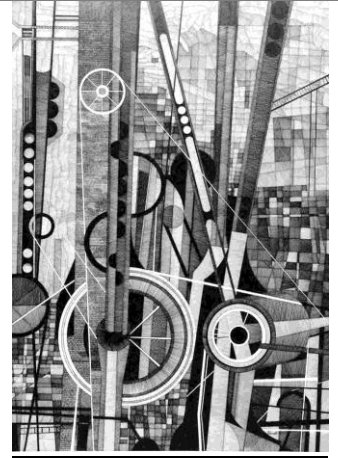
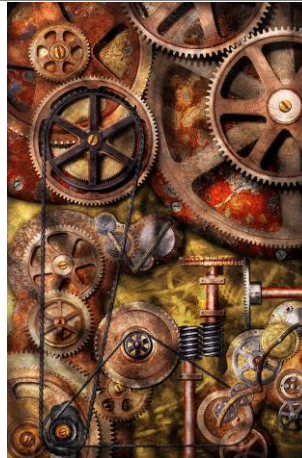
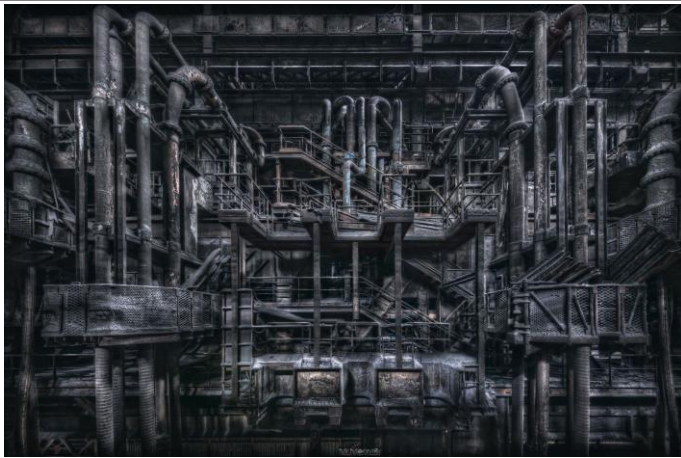
SCHEDULE			TOPIC/ACTIVITIES
AUGUST	WEEK 1	Aug 9 th to 13 th 3 Days of Class 11 - First Day / Orientation Day Opening Mass	Introduction to the subject, presenting topics, establishing classroom rules, and giving of requirements. Concentration- (conceptual arts). Elements and principles of design;
	WEEK 2	Aug 16 th to 20 th	Establishing Concentration topic/ theme; On BALANCE
	WEEK 3	Aug 23 rd to 27 th	Establishing Concentration topic/ theme; On CONTRAST
	WEEK 4	Aug 30 th to 3 rd	Establishing Concentration topic/ theme; On EMPHASIS
SEPTEMBER	WEEK 5	Sep 6 th to 10 th	Establishing Concentration topic/ theme; On PROPORTION
	WEEK 6	Sep 13 th to 17 th Pre-Exam Days	Establishing Concentration topic/ theme; On PATTERN
	WEEK 7	Sep 20 th to 24 th No Classes 20-21 - Moon Festival 22-24 – Teacher's Conference	Artwork continues/ DEADLINE IN THE SUBMISSION OF THE WORKS
	WEEK 8		

2nd QUARTER

CONCENTRATION: 2-D ARTS

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

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, water color, mixed-media and other techniques.



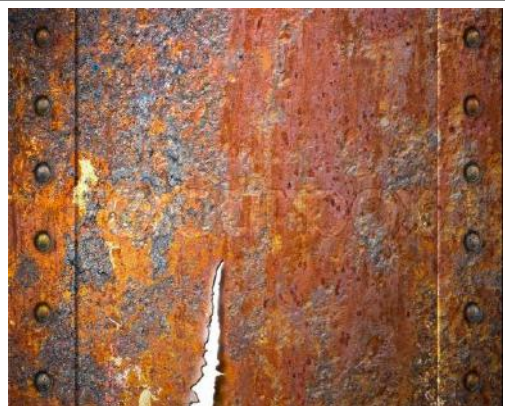
SCHEDULE			TOPIC/ACTIVITIES
OCTOBER	WEEK 1	Oct 11 th to 15 th 4 Days of Class <i>11 – Double 10 Holiday</i>	Introduction to the subject- PRESENTATION, REVIEW & DEMONSTRATION
	WEEK 2	Oct 18 th to 22 nd	Two-dimensional artwork based on the chosen theme; Critique;
	WEEK 3	Oct 25 th to 29 th	Two-dimensional artwork based on the chosen theme; Critique;
NOVEMBER	WEEK 4	Nov 1 st to 5 th	Two-dimensional artwork based on the chosen theme; Critique;
	WEEK 5	Nov 8 th to 12 th	Two-dimensional artwork based on the chosen theme; Critique;
	WEEK 6	Nov 15 th to 19 th	Two-dimensional artwork based on the chosen theme; Critique;
	WEEK 7	Nov 22 nd to 26 th <i>YSC Contest</i>	Two-dimensional artwork based on the chosen theme; Critique;
	WEEK 8	Nov 29 th to Dec 3 rd <i>Pre-Exam Days</i>	Two-dimensional artwork based on the chosen theme; Critique;
DECEMBER	WEEK9	Dec 6 th to 10 th <i>8 - Foundation Day Celebrations</i>	Two-dimensional artwork based on the chosen theme; Critique;
	WEEK 10	Dec 13 th to 17 th 3 Days of Class <i>16-17 – 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]
	WEEK 11	Dec 20 th to Jan 2 nd	Christmas Break

3rd QUARTER

CONCENTRATION: *RELIEF SCULPTURE*

The Third Quarter sketches on the learner's consciousness the perception of something in a more dimensional form. The subject engages learners to art activities that enable them to comprehend better the different dimensions, comprehension of an object as a form, perceptions towards it, presentation, and develop a skill to utilize available materials that would maximize its potential in transforming into a 3-dimensional art.

In this stage, students are engaged to efficiently utilize their chosen theme or subject to three-dimensionally express their consciousness towards it.

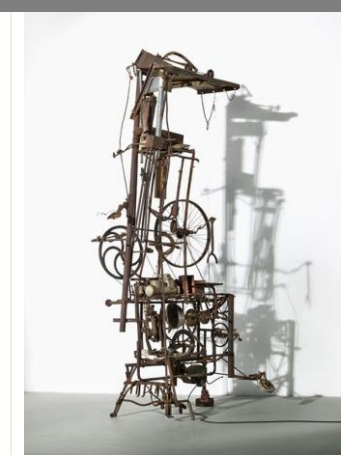


SCHEDULE			TOPIC/ACTIVITIES
JANUARY	WEEK 1	Jan 4 th to 7 th 4 Days of Class 3 ~ Record Day 5 ~ Q3 Begins	Introduction to the subject, media and tools to be used in making the required (3D Relief sculpture)
	WEEK 2	Jan 10 th to 14 th	Presentation/ demonstration of the subject (relief), media, tools and techniques.
	WEEK 3	Jan 17 th to 21 st	Exploring relief art- students activity
		Jan 24 th to 28 th	Chinese New Year
FEBRUARY	WEEK 4	Jan 29 th to Feb 6 th	Exploring relief art- students activity
	WEEK 5	Feb 7 th to 11 th	Exploring relief art- students activity
	WEEK 6	Feb 14 th to 18 th	Exploring relief art- students activity
	WEEK 7	Feb 21 st to 25 th	Exploring relief art- students activity
	WEEK 8	Feb 28 th to 4 th 4 Days of Class 28 – 228 Memorial Day Holiday Mass + Pre-Exam Days	Exploring relief art- students activity
MARCH	WEEK9	March 7 th to 11 th	Exploring relief art- students activity
	WEEK 10	March 14 th to 18 th 4 Days of Class	(1 or 2 best sculpture) DEADLINE IN THE SUBMISSION OF THE WORKS

4th QUARTER

CONCENTRATION: *FREE-STANDING SCULPTURE*

The Fourth Quarter engages learners to an activity that enable 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 21 st to 25 th 4 Days of Class 21 – Q3 Exams	Introduction to the subject, media and tools to be used in making the required (free-standing 3D sculpture)
	WEEK 2	March 28 th to Apr 1 st	Presentation/ demonstration of the subject (free- standing 3-D sculpture) media, tools and techniques.
	WEEK 3	Apr 4 th to 8 th 3 Days of Class 4-5 ~ Tomb Sweeping holiday	Working on a Free standing 3-D Sculpture using the suggested media in either a figurative or non-figurative form
		Apr 9 th to 17 th	Easter Break
APRIL	WEEK 4	Apr 18 th to 22 nd	Artwork continues
	WEEK 5	Apr 25 th to 29 th Pre-Exam Days	Artwork continues
	WEEK 6	May 2 nd to 6 th	Artwork continues
	WEEK 7	May 9 th to 13 th	Artwork continues
	WEEK 8	May 16 th to 20 th 20 – Q4 Exams	Artwork continues
MAY	WEEK9	May 23 rd to 27 th 23 – Q4 Exams	Artwork continues
	WEEK 10	May 30 th to 2 nd 4 Days at School 3 ~ Dragon Boat Festival	Acrylic painting explored in a complexion of Modern arts (students' activity); DEADLINE IN THE SUBMISSION OF THE WORKS [two works that best that describe the artist's competence in a figurative and non-figurative form]

“A man paints with his brain and not with his hands”

Michelangelo

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 the 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 the 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
- **Deportment** - (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. In the event that 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 of 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. Communicate in English at all times.
5. Do your best and participate.

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

Prepared by:	MR. JOFIL E. COLLADO
	Creative Facilitator