

Hunterdon Preparatory School

Art Instruction Middle School and High School Curriculum

Art instruction at the Hunterdon Preparatory School allows high school students to earn the necessary credits to meet their Visual Arts graduation requirements and gives middle school students the chance to experience art in a personal context to help them develop creative thought and self-motivation. There are six accepted principles of Art which are: movement, harmony, variety, balance, proportion and pattern. Movement describes the flow that artists want the viewer to feel as they focus on the artist's purpose. This includes techniques such as scale and proportion that can be repeated to demonstrate the passing of time. Using similar elements throughout a piece of artwork is known as harmony where the application of color achieves an uncomplicated look. Variety uses contrast, emphasis and differences in size and color to gain balance so that the art piece has visual stability. Proportion gives artwork that three dimensional quality while pattern cultivates consistency. These basic principles of art are the underpinnings to our Art instruction at HPS.

Our middle school students are engaged in Art production. Students are introduced to art tools that challenge and improve fine-motor skills while stimulating the imagination and promoting critical thinking. Students begin to regard their environment through the eyes of an artist which can activate higher levels of thinking. They become more cognizant of the art that surrounds them at school, at home and in larger communities.

For ninth and tenth graders at Hunterdon Prep, art history becomes the focus of their art instruction. Artists and their contributions to society and culture throughout history are recognized and celebrated. Historical events are experienced through the eyes of the artist and serve to reinforce lessons in social studies. Art history connects social change to our freedom of expression and gives students a different lens to view our past and current world through.

Eleventh and twelfth graders have the readiness to respond to, interpret and apply critical judgment to specific works of art. Students have varying opinions about what an artist is trying to say and they are expected to be able to appropriately articulate why they may like or dislike a piece of art. Students may be asked to criticize an art piece in writing and to use their persuasive writing skills to support their opinions. In twelfth grade, aesthetics help students examine art from an emotional perspective and is an added component to art criticism.

Assessment is part of every Art course at the Hunterdon Preparatory School. Students create their own portfolios which are a measurement of their progress during their school tenure. Each level of art course has a basic rubric which includes effort, motivation, the ability to accept

criticism, respect for art supplies and tools and cooperation during art classes. Each student's individual ability is the starting point for growth and development and no student is ever penalized for not liking art.

Students who are in good standing at HPS are eligible to participate in art centered enrichment field trips. Our students have visited the Metropolitan Museum of Art, the Museum of Modern Art and The Whitney Museum in New York City. They have had hands-on experiences at Glassworks in Morristown, NJ and been amazed at Grounds for Sculpture in Hamilton, NJ. A recent addition to our art program has been a trip to the City of Philadelphia Mural Arts Program which reinforced one of our themes during our 2014 extended school year program. At the Hunterdon Preparatory School, Art is not just an afterthought; it is considered every bit as important to student development as the core subjects.

COURSE OBJECTIVES

- Student will express original ideas in a variety of drawing media.
- Student will use collage as a medium to create a self-portrait in a non-objective style.
- Student will be able to create 2D artwork demonstrating an understanding of the elements of design.
- Student will be able to apply the Principles of Composition to artistic expression in a 3D artwork.
- Student will communicate symbolism in a 2D artwork using a variety of drawing media.
- Student will compare and contrast artwork from a variety of specific cultures.
- Student will create artistic expression in the style of famous artwork from American history.
- Student will demonstrate an understanding of art as a universal language.
- Student will create artistic expression in a variety of media demonstrating humor.
- Student will demonstrate drawing from an observation using a variety of media.

- Student will apply Elements of Design and Principles of Composition to everyday life and objects.
- Student will create a 3D sculpture of an everyday household item.
- Student will compare and contrast historical works of art.
- Student will demonstrate an understanding of printmaking techniques.
- Student will interpret artistic statements in a variety of 2D/3D artwork.
- Student will use symbolism or hidden meaning in artistic expression.
- Student will identify and explain historical arts as related to the history and culture of its time.
- Student will redesign a utilitarian object into a decorative object.
- Student will focus on creating a personal style that is reflected in 2D/3D artwork.
- Student will create an art portfolio of personal works of visual art and will be able to explain creative choices.
- Student will create an artwork that tells a story visually using media of his/her choice.
- Using a limited color palette, student will create a realistic/abstract self-portrait using media of her/his choice.