

Burlington High School

Art & Design Courses

2013-2014



About Burlington High School Art

Ms. Chang

Ms. Djordjevic



Mr. Ratkevich

Mrs. Vigneau

Visit our website: www.burlingtonhighschoolart.org

Our program is designed to meet the needs of a wide range of students. We strongly believe that ALL students can benefit from our art and design courses. BHS art courses complement and balance students' academic work, and we try to make the subject relevant to both their other courses and to whatever they might choose to do in their futures.

Our regular use of critiques, both group and individual, combined with the high level of expectation from our teaching staff, help our art students develop analytical minds and grow artistically, intellectually and personally.

Our teachers are well-trained and experienced, and they are practicing artists themselves. Students often have the same art teacher for two, three, and sometimes even four years. This is one of the only disciplines in which that might occur during their high school careers. Students can look to that teacher as a mentor, someone they trust to provide good advice about any number of concerns, including college.

The variety of courses we offer add both breadth and depth to the portfolios of students who intend to study art after high school. Many students who do not plan to major in art add digital portfolios as supplements to their college applications.

The art staff's knowledge of post-secondary programs and careers in the arts is an invaluable resource for our students, parents, and guidance staff. Each fall, art schools from throughout the east coast come to actively recruit Burlington art students. Our students are accepted to leading art colleges and universities such as the Massachusetts College of Art and Design, The Art Institute of Boston, Rhode Island School of Design, Pratt, Syracuse, the School of Visual Arts and others. Alumni are now working in a variety of creative fields.





Art is ubiquitous and diverse. It's present in the design of a chair, on a movie screen, in town squares and in city museums. It can be functional, spiritual, beautiful, and expressive at the same time. Visual imagery is one of the most basic forms of communication, a universal language that can be understood across cultures and generations. Long before the written word, there was the created image. Art is a record of our culture, and a bridge between the past and present. It gives us a handle on who we are right now, and on what we might become. As well, it helps us to recognize and appreciate the content and beauty of the world around us, and, in so doing, art strengthens the bond between the self and the world.

Art-making addresses the need to create which is part of the human experience. It engages higher levels of learning through decision-making, aesthetic and emotional response, and through investigation, interpretation, imagination and problem-solving. Art is a means of self-expression, and one which the individual may find more accessible and friendlier than other avenues. It may be used in combination with these other avenues to clarify, elaborate on, and strengthen the communication of a position or feeling.

The school art room is a forum for testing new ideas, and an environment in which the student has much control over his/her learning experience. Art gives the student limitless opportunities to challenge oneself, and encourages constant self-evaluation. This kind of learning is integral to true self-awareness, to understanding ourselves and to discovering our potential.

With this philosophy in mind, it is our aim to foster the intellectual, emotional, and social growth of our students through continuous, structured, and sequential learning in the visual arts, connecting a study of art history with studio work to enhance the understanding of both. Our teaching methods involve presentation and discussion on relevant artists, art periods and styles. After tackling similar problems in their own classwork, the students participate in a class evaluation of student work, reinforcing the connection between aesthetics, art criticism, art history, and the students' own art production.



Why should I take art?



Our Philosophy:

Art is a vital part of every child's development.

Art is a way of understanding one's self, one's society and other cultures.

Art provides the means for expressing and communicating thoughts, feelings and experiences.

Art education provides the gifts of vision, appreciation, and joy for the student to take into the world.

We promote the skill of looking closely and carefully; of noticing things.

We promote creative thinking and idea generation, both essential skills in a competitive marketplace.

We promote a variety of methods in problem-solving, and also the idea that there may be more than one solution to a problem.

We promote a sense of community through collaborative projects, group critiques, and regular informal discussions.

We begin to answer a young person's need for greater independence, giving students the opportunity to generate or modify goals, and to develop their own variations on some projects.

Students like it.

It serves as a balance to academic classes.

It's enriching, and it helps to create a well-rounded person.



Why should I take art?



The Visual and Performing Arts and the Humanities

Theater, music, dance and the visual arts challenge and enhance experience and provide enrichment. Experiential learning in the arts can be accomplished by acting, singing, dancing, by playing a musical instrument, sculpting or painting. Participation in creative activity encourages imaginative thinking and fosters self-confidence. Studies of the Humanities are invaluable for learning and understanding the intellectual history of mankind and the heart of our own and other cultures.

Students should:

1. Choose electives among course offerings in the visual and performing arts (drawing, sculpture, photography, music, etc.) and the humanities (history, literature, philosophy, languages, etc.).
2. Participate in extracurricular activities such as drama clubs, band and orchestra, choral and dance groups.



Course List



Our primarily studio oriented art program emphasizes visual literacy, aesthetics, technical skills, creative problem solving, and decision-making. The prerequisite for most studio courses is Design (Course #713). In this program, through a sequential study of art, students will be able to develop proficiency in the subject and in various media through class projects and exercises, outside assignments, examinations, critiques, and exhibitions. The study of art historical topics and masterworks is incorporated into all art courses. All students will be encouraged to maintain and revise a portfolio of their most successful work.

The following is a list of art courses offered at each grade level:

Starting Freshman Year:

- Design (CP I) – Grades 9, 10, 11, 12
- Web Design (CP I) – Grades 9, 10, 11, 12
- Digital Publishing (CP I) – Grades 9, 10, 11, 12

Starting Sophomore Year:

- Drawing & Painting I (CP I) – Grades 10, 11, 12
- Graphic Design (CP I) – Grades 10, 11, 12
- Ceramics I (CP I) – Grades 10, 11, 12
- Sculpture (CP I) – Grades 10, 11, 12
- Photography (CP I) – Grades 10, 11, 12
- Digital Arts (CP I) – Grades 11, 12
- Introduction to Architecture (CP I) – Grades 10, 11, 12
- Fashion Design (CP I) – Grades 10, 11, 12

Starting Junior Year:

- Drawing & Painting II (CP I) – Grades 11, 12
- Ceramics II (CP I) – Grades 11, 12
- Creative Photography (CP I) – Grades 11, 12
- Photo Portfolio (CP I) – Grades 11, 12
- Portfolio/Advanced Art (Honors) – Grades 11, 12
- Independent Study (CP I) – Grades 11, 12

Seniors Only:

- Advanced Placement Studio Art (AP) – Grade 12



What course should I take?



Here are some suggested courses of study. These are *only* suggestions. There is no *one* right path.:

A TRADITIONAL 2-D STUDIO ART TRACK:

Freshman Year: Design
Sophomore Year: Drawing & Painting 1
Junior Year: Portfolio / Advanced Art (Honors)
Senior Year: AP Studio Art *and* Drawing & Painting 2

A TRADITIONAL 3-D STUDIO ART TRACK:

Freshman Year: Design
Sophomore Year: Ceramics 1
Junior Year: Ceramics 2
Senior Year: Sculpture *and/or* Portfolio/Advanced Art

A COMPUTER GRAPHICS TRACK:

Freshman Year: Design *or* Web Design
Sophomore Year: Graphic Design
Junior Year: Digital Arts
Senior Year: Digital Publishing *and/or* Photography

A PHOTOGRAPHY TRACK:

Freshman Year: Design
Sophomore Year: Photography
Junior Year: Creative Photography (1st semester)
and Photo Portfolio (2nd semester)
Senior Year: Digital Arts

ANOTHER PATH:

Freshman Year: Design
Sophomore Year: Drawing & Painting 1
Junior Year: Architecture *or* Fashion Design
Senior Year: Portfolio / Advanced Art (Honors)



Design

Prerequisite: None

Grades 9 10 11 12

Design is the prerequisite for most studio art courses. Its focus is on the elements and principles of design, the means by which artists organize their imagery to produce strong visual impact. Students will explore a variety of art materials, many diverse art techniques and approaches as ways of communicating their ideas. Students will develop their technical skills and their art vocabulary, their sense of aesthetics and color theory. Projects will include drawing, painting, collage, sculpture, and mixed media, with emphasis on critical thinking, craftsmanship, and presentation of artwork. Students are required to keep a personal sketchbook and study specific artists, cultures, and art historical movements. Critical thinking, creativity, craftsmanship, personal effort, and sketchbook/homework assignments are all included in the grading process. In order to succeed in this class, students must meet the required criteria given for all the assignments, be prepared to question and critique their own work as well as the work of other artists and approach each art process with an open mind and a positive attitude.

Targeted Student Expectations: A, B, C, D, E, G, H, I



Web Design

Prerequisite: None

Grades 9 10 11 12

This course provides a comprehensive introduction to the essentials of Web Design, from planning page layouts to publishing a complete site on the Web. Students will primarily use Adobe Photoshop and Dreamweaver to design sites. Participants will learn fundamental design concepts, html code, web design standards, cascading style sheets, scripting and hands-on techniques for creating powerful, easy-to-use Web pages. Using real-world projects and engaging activities, participants will be able to plan, develop, publish and maintain Web sites with ease.

Targeted Student Expectations: A, B, F, H



Graphic Design

Prerequisite: Design

Grades 10 11 12

Graphic Design is art that combines images, words, and ideas to communicate messages to an audience. This is an applied arts class that often simulates working for a client. Students will focus on creative problem solving skills as well as sophisticated technical skills. Topics of study begin with an investigation of typography, the principles of design, and the basic tools and techniques of desktop publishing. The Macintosh computer will be used as a tool in approaching assignments such as: flyer and poster design, package design, and advertising design. Advanced projects may include book jacket design, a completed picture book, magazine design, image design for corporate identity, and super graphics/mural-painting.

Targeted Student Expectations: A, B, C, D, E, G, H, I



Linguine with Shrimp and Lemon Oil

Ingredients
 For the lemon oil:
 1/2 cup extra-virgin olive oil
 1 lemon, zested

Directions
 For the lemon oil:
 Combine the olive oil and the lemon zest in a small bowl and reserve.

For the pasta:
 1 pound linguine pasta
 2 tablespoons olive oil
 2 shallots, diced
 2 garlic cloves, minced
 2 ounces frozen shrimp
 1/4 cup lemon juice (about 2 lemons)
 1 lemon, zested
 1 teaspoon salt
 1/2 teaspoon freshly ground black pepper
 2 ounces ricotta (about 2 packed cups)
 1/4 cup chopped fresh flat-leaf parsley

For the pasta:
 Bring a large pot of salted water to a boil over high heat.
 Add the pasta and cook until tender but still firm to the bite, stirring occasionally, about 8 to 10 minutes.
 Drain pasta, reserving 1 cup of the cooking liquid.

Meanwhile, in a large, heavy skillet warm the olive oil over medium heat.
 • Add the shallots and garlic and cook for 2 minutes.
 • Add the shrimp and cook until pink, about 5 minutes.



Digital Arts

Prerequisite: None,

Grades 10 11 12

Digital Arts is an introduction to the computer graphics software most commonly used by graphics professionals. Students will use the computer as a tool for artistic expression and for study of the principles of design. The class focuses on the use of Adobe Photoshop and Illustrator. Peripherals such as digital cameras, drawing tablets and flatbed scanners will be used in the Apple lab. No prior computer experience is necessary.

Targeted Student Expectations: A, B, D, G, H, I



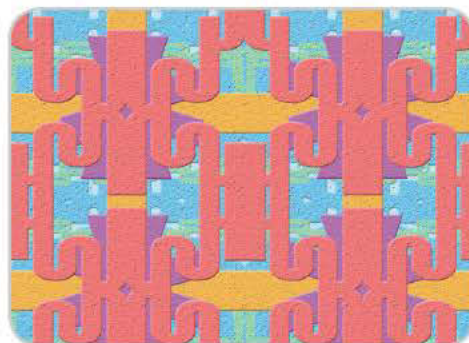
Digital Publishing

Prerequisite: None

Grades 9 10 11 12

Working in teams, students will use Microsoft Office (or other office software) with the Adobe Creative Suite (Photoshop, Illustrator, InDesign) to design digital and print publications for the school and community. Students work collaboratively to pre-plan, design and publish documents that incorporate text, typography and graphics. Students receive guided instruction in photojournalism, graphic design, videography, business principles, marketing and advertising. Potential projects include work for the yearbook, the Retro, program covers and brochures. The learning in this class ties in with that of Graphic Design and Microsoft Office, but it is not necessary to have taken either course.

Targeted Student Expectations: A, B, C, D, F, G, H, I



Photography

Prerequisite: None

Grades 10 11 12

Students will be introduced to the fundamentals of black and white photography, including the darkroom development of photographic film and paper. Emphasis is on developing the students' ability to select, from everyday surroundings, interesting and meaningful compositions. Students will examine both the aesthetic and technical aspects of the photographic process through several method-based assignments. The uses of metering, lighting, composition, and mechanical aspects of the camera will be reviewed during class to give students a basic understanding of the art of photography. We will explore traditional formats of photography and get to know the mechanics of the 35mm film camera. In addition, we will briefly investigate more "alternative" methods of photography, such as the pinhole camera. Students are expected to purchase (at minimal cost) some course supplies, and they are encouraged to provide their own 35mm SLR camera if possible. Supplies and a limited number of cameras are available for students' use should the expense create a hardship.

Targeted Student Expectations: B, D, G, H, I



Creative Photography

1ST SEMESTER

#756

2.5 cr

Prerequisite: Photography I with a B or better

Grades 11 12

This is an advanced study of photography that focuses on photography as an art form. Students will explore the ideas of solarization, negative alteration, double exposure, and sandwiching negatives. We will explore formats other than the 35mm SLR with tools like the lens-less camera and the plastic camera. In addition we will explore more alternative photographic processes such as the Polaroid transfer, Polaroid lift, Xerox transfer, Cyanotype (blue print) and Van Dyke (brown print) processes, and liquid light emulsion. Students will build upon their prior knowledge of photography and expand their photographic vocabulary. Students are expected to purchase some course supplies, and they are strongly encouraged to provide their own manual 35mm SLR camera. Targeted Student Expectations: B, G, H, I

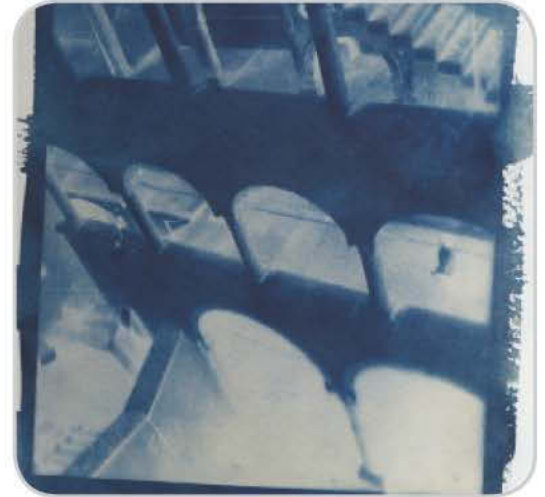


Photo Portfolio

2ND SEMESTER

#757

2.5 cr

Prerequisite: Photography I with a B or better

Grades 11 12

This course is an advanced study of photography that focuses on the building and creation of a photographic portfolio. This class provides a more intense study of photography that is designed for students who want to concentrate their artistic efforts at a more advanced level. We will explore more sophisticated technical issues—such as pushing and pulling film—and learn how to control the idea of light within the camera. We will focus on “the print” and learn more complex darkroom techniques, such as fiber-based printing and archival toning practices. Much of this class will be seminar-based, with a focus on constructive feedback and implementing personal and visual communication. Students will design and create a final portfolio of photographs, using any style or format they choose, that conveys their idea and reinforces their personal artist statement. Although it is not required, students enrolling in this course are encouraged to enroll in Creative Photography for semester 1. Students are expected to purchase some course supplies, and they are strongly encouraged to provide their own manual 35mm SLR camera. Targeted Student Expectations: B, G, H, I



Ceramics I

Prerequisite: Design
or Instructor's Permission

Grades 10 11 12

Ceramics is art created with clay. Students in this course will learn the basic techniques of handbuilding, wheelworking and glazing. They will explore traditional and contemporary approaches in ceramic sculpture and vessel-making (pottery).

Targeted Student Expectations: A, B, D, G, H, I



Ceramics II

Prerequisite: Ceramics I

Grades 11 12

In this course the student may elect to explore hand building, wheelwork, or a combination of the two. Problems/projects include: designing a set of an item, ceramic sculpture, assembled thrown pieces, covered bowls, reliefs with glass, slip trailing, and press molds.

Targeted Student Expectations: B, D, E, G, H, I



Sculpture

Prerequisite: Design
or Instructor's Permission

Grades 10 11 12

This course involves students in constructing, carving, modeling, casting, and assembling. Emphasis will be placed on highly individual work in paper, wood, clay, soft materials, plaster and metals. The student will learn to consider scale and environment as necessary components of successful sculpture. Historical references will be used as resource tools.

Targeted Student Expectations: B, D, E, G, H, I



Introduction to Architecture

Prerequisite: Design

#785

5 cr

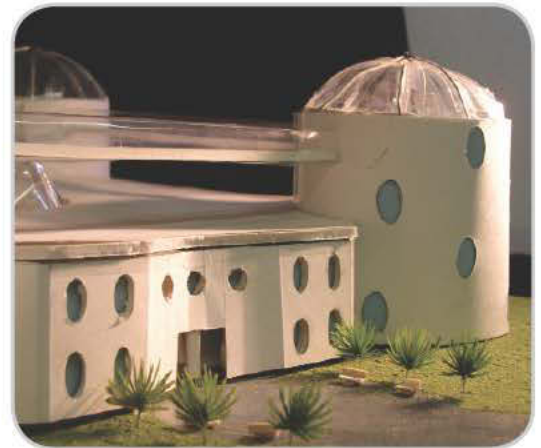
Grades 10 11 12

Architects and landscape architects are responsible for the creation of the spaces that we use every day. The environment and physical space that surround us affect how we function on a daily basis. Students will gain knowledge of these fields through in-depth study that will include readings, videos, and guest speakers. Knowledge of these fields will be applied to authentic learning experiences through the creation of sketches, architectural drafting, elevations, model building and computer-aided design. Visits to design studios and field trips will be a part of the course. Students planning a career in these fields will build portfolios of their work.

Targeted Student Expectations: A, B, C, D, E, G, H, I



NEW
FOR
12-13!



Fashion Design

Prerequisite: None

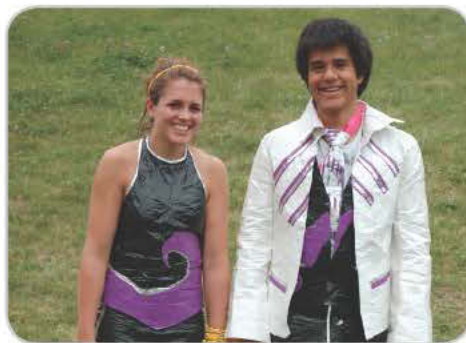
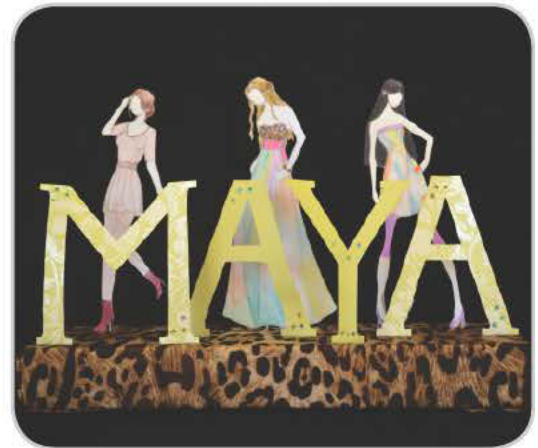
Grades 10 11 12

This course introduces students to the creative process of fashion design. Students will begin with sketching and figure drawing and will move to layout, fabric research, and clothing construction. They will develop two-dimensional ideas on paper into real three-dimensional articles. Color theory, fabric research and the use of on non-traditional materials will be covered. Study of the history of fashion design will accompany lessons throughout the course. A variety of articles and clothing styles will be designed, including but not limited to: men's, women's, and teenage designs and accessories. Students will use a variety of art materials including pencils, markers, water-colors and acrylic paint. Adobe Illustrator will be introduced to facilitate digital illustrations. Students will be expected to purchase fabrics or materials at a minimal cost.

Targeted Student Expectations: A, B, C, D, E, G, H, I



**NEW
FOR
12-13!**



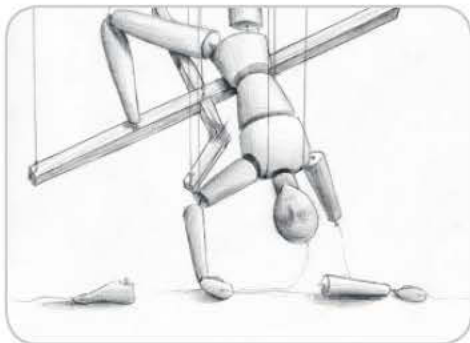
Drawing & Painting I

Prerequisite: Design
or Instructor's Permission

Grades 10 11 12

This course is open to students of any and all drawing and painting skills. A wide variety of drawing and painting materials will be used, including but not limited to, charcoal, conte, graphite, watercolors, tempera and acrylic paints. Drawings from life and observation, as well as imaginative and expressive works of art, will be created. Art history, vocabulary and new techniques will be covered. Students will complete the course with an extensive Drawing and Painting portfolio.

Targeted Student Expectations: B, D, H



Drawing & Painting II

Prerequisite: Design
or Instructor's Permission

Grades 10 11 12

Students in this course will expand their skills in drawing and painting. This advanced class allows students the opportunity to select from a variety of themes and create various two-dimensional works based on the selected theme. Options include still life, expression, imagination, abstraction and non-objective work. This course allows for individual self-expression. Critiques and art exhibitions will be an integral part of the course. Students will complete the year with a portfolio based on the theme of their choosing.

Targeted Student Expectations: A, B, D, E, G, H, I



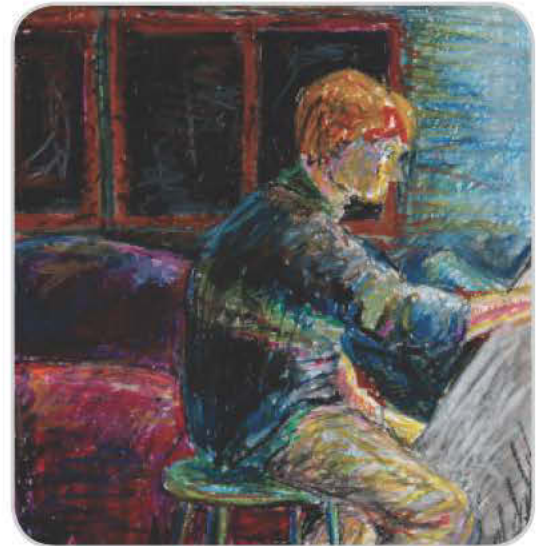
Portfolio/ Advanced Art

Prerequisite: B Average
in two full-year art courses

Grades 11 12

Portfolio/Advanced Art is designed for those students who want to concentrate their artistic efforts at a more advanced level and/or intend to further their education at an art school, college, or university. Students work in all areas of art with an emphasis on drawing, painting, two- and three-dimensional design, art history, and aesthetics. Through a variety of challenging experiences, students are encouraged to look at themselves and the world around them with their eyes, hands, minds, and hearts. They are also given opportunities to concentrate in a particular medium, art style, and/or subject matter. They will be engaged in written reflection and group critiques. Students are provided information about art careers and schools through videos, slide presentations, representatives from art schools, and participation in Portfolio Day. Students are required to prepare a portfolio of their best work for presentation to schools and will be responsible for exhibiting art work through student organized exhibits including the annual spring show. Students in this class must be willing to put in the extra time and effort to produce the high quality work expected in an honors-level art course.

Targeted Student Expectations: B, C, D, E, G, H, I



Advanced Placement Studio Art

Prerequisite: Portfolio, or permission
of department head

#790

5 cr

Grade 12

The Advanced Placement Studio Art course is designed for highly motivated students who are committed to the creation and study of art. Using guidelines established by the Advanced Placement College Board, students must prepare a portfolio of their best work to be submitted for discussion and evaluation at the end of the school year. Students will work in both two-dimensional and three-dimensional media, including a 20-piece concentration that focuses on a theme of personal interest to each student. To be successful in this course many of the art projects must be done outside of class. Students must have their portfolio reviewed and the approval of the department head to enroll in AP Studio Art. Students in this course are expected to submit the Advanced Placement Portfolio for college credit and/or advanced placement.

Targeted Student Expectations: B, C, D, E, G, H, I

