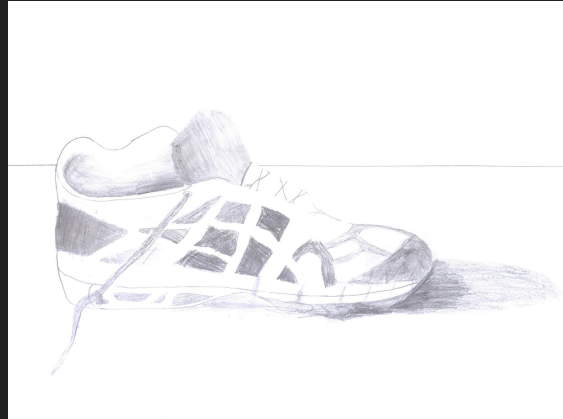


# Advanced Artist Program & Art Explorers



1st Day Architecture Study  
with Viewfinders



Application Task Examples: Draw from Life and An Original Artwork

# Art Explorers offers an introductory level to Advanced Art and an alternative to its fine art curriculum.

- A second option for students who apply to Advanced Art but do not achieve the required points.
- Students who have an interest and motivation to be in a special art class.
- Students who wish to learn about media that is not typically available in the regular art curriculum due to cost, time or space management.
- To join Art Explorers students will be asked to write me a letter describing their favorite artistic medium.

# Art Explorers

## Cubist Guitar



Kiersten Rohde  
Cole Szabo  
Kenneth Allaway



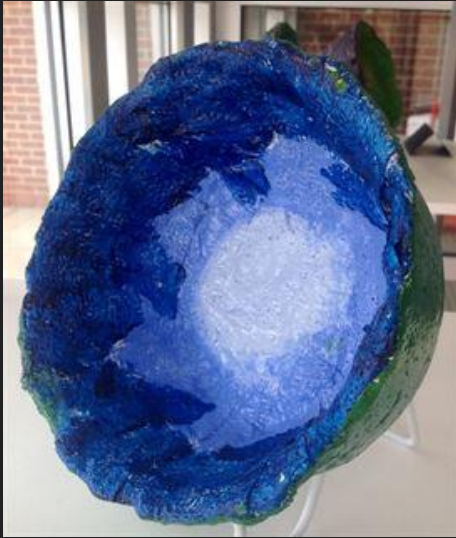
Based on Picasso's synthetic cubism the students looked a fragmented shapes, forms, and monochromatic color.

Art Production: Use an understanding of Cubist principles to create a guitar collage using mixed media. Options, use a monochromatic color palette.

Available Materials: card board, various paper including metallic and textured, string, recycled objects, and Tempera Paint.

# Dale Chihuli Bowls

Students learned about organic shapes and saturated color. We used Paper mache, Plaster of Paris, Acrylic paint, and a glaze lacquer finish.



Cian McGuire



Kiersten Rohde



Elle Czop



Some additional Art Explorer Themes that I want to Explore.... Installation Sculpture and Photography.



# Advanced Artists Program

## 3rd Grade 3D drawing and 1 Point Perspective.



### National Standards for the Arts 5th Grade

VA:Cn10.1.5 Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.

VA:Cr2.1.5 Experiment and develop skills in multiple art-making techniques and approaches through practice.

VA:Cr2.2.5 Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

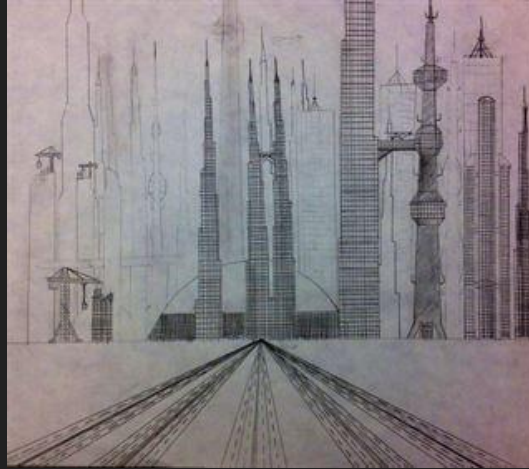
Lauren Herman and Amelia Eichman



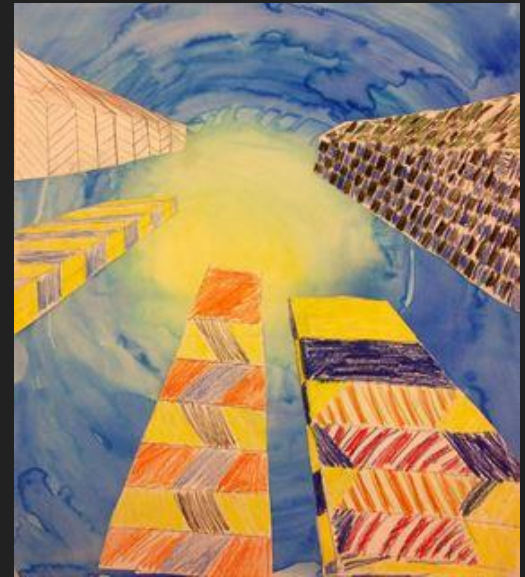
# 4th Grade 1 Point Perspective Challenges



Juliette DeMey



Alyosha Trunov



Tommy Jendryka

## Objectives: SWBAT

**Aesthetics:** Students will understand how vanishing point works to enhance the look of real space in a work of art.

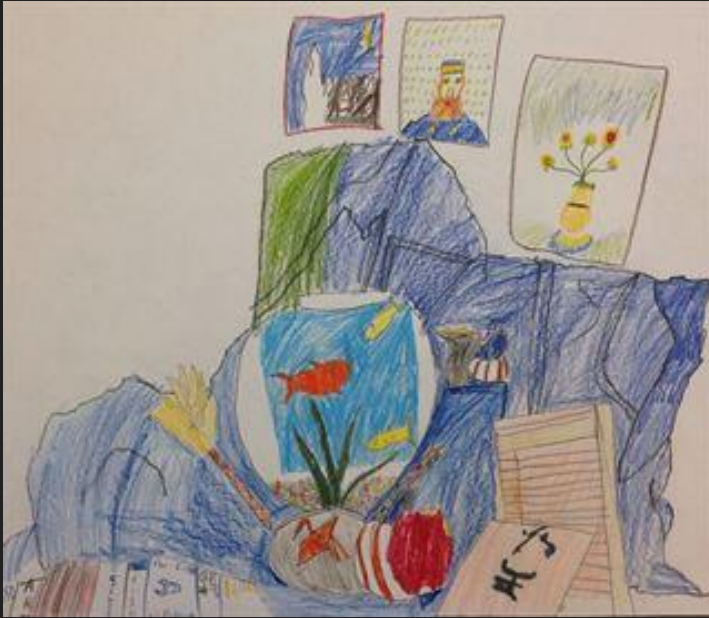
**Art History:** Renaissance artists were masters in the use of perspective to create the illusion of real space.

**Art Crit/Description:** Describe the use of vanishing point in several examples of artwork.

**Art Crit/Analysis:** Analyze the use of vanishing point. Compare how objects get smaller and ultimately disappear from sight while converging at the vanishing point.

**Art Crit/Interpretation:** Interpret that all objects can be linked, sized, and details appropriated with the use of a vanishing point.

# 3rd Grade Cezanne Still Life



Andrew Kucsma



Olivia Parrillo

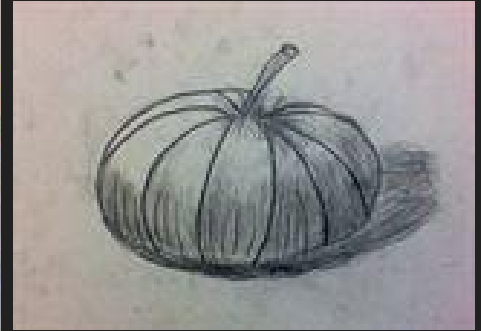
VA:Cn10.1.5 Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.

VA:Cr2.1.5 Experiment and develop skills in multiple art-making techniques and approaches through practice.



# 4th Grade Cylinder Studies

## Pumpkin Drawing Study



**Aesthetics:** Understand that perspective is unique to the artist's location in relation to an object or subject.

**Art History:** Artists have been using objects of interest as subjects for works of art for all time. A true artist can render an object yet incorporate his or her own style while doing.

**Art Crit/Description:** Describe an object of interest in order to see actual not perceived detail.

**Art Crit/Analysis:** Analyze the actual detail and attempt to recreate on paper.

**Art Crit/Interpretation:** Interpret that the perspective of the object depends on light source and the artist's proximity to it.

**Art Production:** Create a still life of various cylindrical objects.

Caitlyn Ko  
Tommy Jendryka  
Phoebe Wintz  
Claire Stolarsky

# Artist Choice Presentation and Inspired Original Work of Art.

VA:Cr1.2.5 Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

VA:Cr2.3.5 Identify, describe, and visually document places and or objects of personal significance.

VA:Cr3.1.5 Create artist statements using art vocabulary to describe personal choices in art-making.

VA:Re8.1.5 Interpret art by analyzing characteristics from form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

Va:Re9.1.5 Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural context.



Caitlyn K. based on artwork by Vincent Van Gogh



Ryan S. based on Vincent Van Gogh Portraits



Juliette D. based on Edgar Degas Dancers



Tommy J. based on Henri Matisse Portraits

**Art Production:** Create an original work of art that is inspired by the artist they chose and researched.

Create a presentation to accompany the original work of art while on display

# Assessment for Advanced Art

1. Checklists to ensure that project steps and criteria are met.
2. Rubrics for the entrance application
3. Rubrics for finished projects that are derived from the 6th grade National Standards for Visual Arts