Studio Art C/B ~ Sacred Symbols

Enduring Understandings:
1. Religious traditions and artist expressions both seek to make visible the invisible, bring order out of chaos and touch universal depths of the human experience.
2. Creative expression allows an artist to express a personal response to inner and external prompts.
3. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.
4. People create and interact with objects, places, and designs that define, shape, enhance and empower their lives.

Essential Questions:
1. What is the relationship of religious traditions to artistic expression?
2. How do these two ways of seeking support one another?
3. What is the value of understanding and participating in the creative process? (Standard #5 – Connections, Relationships, Applications)
4. How does knowing the context, histories, and traditions of a people help us create works of art, architecture and design that reflect their traditions?
5. How do artists learn from trial and error?

List of Units: Studio Art C/B
- Perception of the Visual
- Shape and Symbol
- Visit to Sacred Spaces
- Religion Units
- Mosaic Glass Panel
- Final Portfolio
UNIT 1. PERCEPTION OF THE VISUAL
Visual awareness and use of descriptive language will be introduced through assignments that reinforce our understanding of aesthetic valuing.

1. (EU) Introduction to the terms of description; gain skill in visual assessment understanding
2. (EQ) Why do artists create?

Assignments:
1. COMPOSITION
   a. Arrange the 5 shapes of circle, square, spiral, equidistant cross and triangle to create a composition; discussion of shape preference and meaning will be part of the introduction to critiquing visual work.
   b. A formal pencil study arranging these same 5 shapes will be created with attention to scale, shading and placement on the page will introduce the student to the use of pencils and erasers as humble and expressive tools.
2. GLOSSARY Students will define the terms that describe our visual realm. Small groups will illustrate and define these terms to share with the class.
3. FORM and SPACE Students will observe and render form defining space.
4. PHOTOGRAPHY and SHAPE For each shape studied, a series of 6 photographs and their arrangement will be required.
UNIT 2. 3. 4. 5. 6. SHAPE AND SYMBOL  The studio work of the semester (time spent in the studio classroom) will predominantly be used in the design, research and execution of formal large-scale pieces reflecting the shapes and symbols studied. Five (5) large original works will be created during the semester.

1.  (EQ)  What is the value of understanding and participating in the creative process? (standard #5- Connections, Relationships, Applications)
2.  (EQ)  What is the role of fine arts in past and present cultures? (standard #3- Historical and Cultural Context)
3.  (EU)  Creative expression allows an artist to express a personal response to inner and external prompts.
4.  (EU)  Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

The visual meaning of universal shapes and religious symbols from a diverse range of faith traditions will be researched, studied and utilized as springboards for the creation of original, large-scale, formal compositions.

Assignments:
1.  Research: For each of the 5 shapes, (CIRCLE, SQUARE, EQUIDISTANT CROSS, SPIRAL and TRIANGLE), students will gather information and 3 images each of architects, sculptors, painters and religious traditions that use the selected shape; in addition, a class packet will provide material for inspiration.
2.  Thumbnail Development of Ideas: By learning to use the sequence of the creative process, students will take the inspiration from research sources and develop thumbnail sketches, assess and develop a final product that incorporates the following elements: one 12” square center focal
point, eight 3” squares- 3 of which must be associated with religious traditions that use the chosen shape as a symbol of their faith.

3. Execution of Composition:
Attention to composition, color choices, texture, materials and line quality are all skills in aesthetic valuing that will grow as the semester unfolds.

4. Artist’s Statement and Summary:
An evaluation form to assess process and product will be filled out by student and teacher for each work created. A reflective symbol summary paper will be composed for each major work.

UNIT 7. VISITS TO SACRED SPACES
We will schedule fieldtrips to a variety of sacred spaces in the bay area for formal tours of these sites. The following places are the churches we tour: The First Church of Christ Scientist in Berkeley, Ca., Holy Trinity Greek Orthodox Church in S.F., Ca. and St. Mary of the Assumption Cathedral in S.F., Ca.

1. (EQ) How does knowing the context, histories and traditions of a people help us create works of art, architecture and design that reflect their traditions?

2. (EU) People create and interact with objects, places and designs that define, shape, enhance and empower their lives.

Assignments:
Students compose a reflection paper and a series of thumbnail sketches for each site visited.

UNIT 8. RELIGION UNITS and FINAL PORTFOLIO

Assigned throughout the semester (5 units by midterm and 5 additional units by semester’s end) ten religion units will be included in the Final Portfolio. The Final Portfolio will hold all “small works” and be presented with an original, creative cover and will include typed information about ten artists'
styles chosen from the Visual Arts packet supported with original interpretations of each faith tradition’s style rendered by the student as well as 4 printed images of the religious imagery associated with that chosen religion. In addition, reflections on fieldtrips, thumbnail sketches, research, midterm test, final exam and quizzes will be included in the Final Portfolio.

1. (EU) Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

UNIT 9. MOSAIC GLASS PANEL
Using the creative process in which students have been engaged all semester, each student will design and create a mosaic glass panel.

1. (EU) Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.

2. (EQ) How do artists learn from trial and error?

3.

Assignments:
Design and create an original glass panel.
Individual expressions of symbols inspired from the faith traditions we have studied all semester will be designed and executed in luminous glass. The diversity and commonality of the world’s religions will be expressed through the instruments of our student’s creative process. This is one of the core purposes of artistic expression......to discover and celebrate our God given gifts and talents as a prayer of Remembrance and a way to honor the Creation.

The focus of this course of study is to allow our students to learn, understand and experience the creative process as a way to proceed in evaluating information about themselves and others in response to: God, the external world (with all of its vast diversity) and an interior reality where they sense the Spark of the Divine is working through them. Based in an Ignatian approach to “finding God in
all things” and a deep caring for one another (cura personalis), we study and utilize visual information from many traditions (and from our original creative wellsprings) to inspire our work...offering discoveries of our own authentic creativity and expression as gifts that reflect the Creator’s hand in our non-verbal prayer.

SELECT YOUR RELIGION UNITS FROM THE FOLLOWING:

INDIGENOUS RELIGIONS
- North American
- Meso American
- South American
- Oceania
- African
- Australian

FAITH TRADITIONS
- Hinduism
- Roman Catholic
- Jainism
- Taoism
- Buddhism
- Judaism
- Islam
- Shinto
- Christian Orthodox
- Zen Buddhism
- Sikhism
- Confucianism
- Zoroastrianism