

MURDOCH MIDDLE SCHOOL
Public Charter School of Chelmsford
 Project Template

Project Title	Open Studio
Description	In Open Studio, students make choices about materials and content of their work. The goal of the studio is to facilitate the development of "artistic behaviors", allowing students to develop personal preferences and style. In the studio, the teacher acts as facilitator, assisting students in learning technique, developing skills and style. Students have a wide variety of materials and equipment to choose from, including: drawing, painting, printmaking, fibers, digital animation and imagery, sculpture, and mixed-media. Students keep a portfolio of their best work, and write accompanying artist statements for each piece.
Student Roles	Artist
Product(s)	Products for the 07/08 year: 5/6: 6-8 samples and notes from conference with teacher 1 finished piece with artist statement 7/8: 6-8 samples and notes from conference with the teacher 2 finished pieces with artist statements
	<p>Problem Solving: observing, noticing, experimenting, making connections, going beyond ordinary ways of doing things, finding new perspectives, taking risks and making mistakes, learning from mistakes</p> <p>Self-direction: Working at the edge of your potential, persisting, concentrating, focusing, challenging yourself, doing what interests you, taking care of materials and studio space</p> <p>Community membership: Collaborating with others, sharing discoveries and ideas, teaching someone, respecting everyone's work/space/ideas/perspectives, celebrating successes</p> <p>Effective Communication looks like: Using appropriate media/materials to express your ideas artistically, creating meaningful symbols, asking questions, listening to others, writing thoughtfully about your work</p>
Technology Connection(s)	The use of iBooks, digital cameras, video camera, and PC are encouraged in the open studio. All students learn how to use these tools.
Timeline	Q1-4

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 Project Standards

Visual Arts Standards

1.5 Expand the repertoire of 2D and 3D art processes, techniques, and materials with a focus on the range of effects possible within each medium, such as: 2D – transparent and opaque media, wet, dry, stippled, blended, wash effects; relief printmaking effects; 3D – mobile and stable forms, carved, molded, and constructed forms

1.6 Create artwork that demonstrates an awareness of the range and purpose of tools such as pens, brushes, markers, cameras, tools and equipment for printmaking and sculpture, and computers

1.7 Use the appropriate vocabulary related to the methods, materials, and techniques students have learned and used in grades PreK–8

1.8 Maintain the workspace, materials, and tools responsibly and safely

2.7 For color, use and be able to identify hues, values, intermediate shades, tints, tones, complementary, analogous, and monochromatic colors Demonstrate awareness of color by painting objective studies from life and free-form abstractions that employ relative properties of color

2.8 For line, use and be able to identify various types of line

2.9 For texture, use and be able to differentiate between surface texture and the illusion of texture (visual texture)

2.10 For shape, form, and pattern, use and be able to identify an expanding and increasingly sophisticated array of shapes and forms, such as organic, geometric, positive and negative, or varieties of symmetry

2.11 For space and composition, create unified 2D and 3D compositions that demonstrate an understanding of balance, repetition, rhythm, scale, proportion, unity, harmony, and emphasis. Create 2D compositions that give the illusion of 3D space and volume

3.4 Create 2D and 3D representational artwork from direct observation in order to develop skills of perception, discrimination, physical coordination, and memory of detail

3.5 Create symbolic artwork by substituting symbols for objects, relationships, or ideas

3.6 Create artwork that employs the use of free form symbolic imagery that demonstrates personal invention, and/or conveys ideas and emotions

3.7 Create artwork that shows knowledge of the ways in which architects, craftsmen, and designers develop abstract symbols by simplifying elements of the environment

4.4 Produce work that shows an understanding of the concept of craftsmanship

4.5 Demonstrate the ability to describe preliminary concepts verbally; to visualize concepts in clear schematic layouts; and to organize and complete projects

4.6 Demonstrate the ability to articulate criteria for artistic work, describe personal style, assess and reflect on work orally and in writing, and to revise work based on criteria developed in the classroom

4.7 Maintain a portfolio of sketches and finished work

4.8 Create and prepare artwork for group or individual public exhibitions

5.5 Demonstrate the ability to recognize and describe the visual, spatial, and tactile characteristics of their own work and that of others

5.6 Demonstrate the ability to describe the kinds of imagery used to represent subject matter and ideas, for example, literal representation, simplification, abstraction, or symbolism

5.7 Demonstrate a fundamental awareness of architectural styles and the ways that these have influenced painting and sculpture