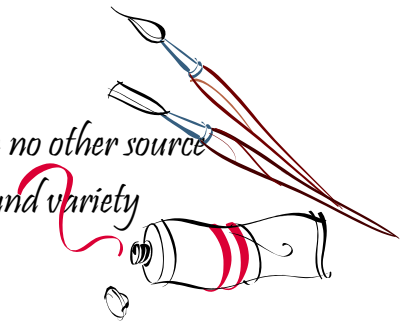# The Art of Noise
~Course Outline~

"The arts enable us to have experience we can have from no other source and through such experience to discover the range and variety of what we are capable of feeling."

Source: *Learning and the Arts: Crossing Boundaries*
Proceedings from an invitational meeting for education, arts and youth funders held January 12-14, 2000, Los Angeles.
Organized by Geraldine R. Dodge Foundation, J. Paul Getty Trust, and The John D., and Catherine T. MacArthur Foundation.

Rationale

It was a natural fit for us to choose music and art as our focus for this course. Both of us, as arts educators, see the intrinsic value in providing an enriching arts program to high school students. Listening to, creating and exploring art and music nourishes the mind and body. Our goal in creating this course was to expose students to art and how it is influenced by music and the world around them.

We also see this course as a tool for building communication, creativity and cooperation with our students. Through cooperative learning and collaboration, students will work together to experience art and music from different perspectives thereby taking part in authentic learning opportunities.

Course Objectives

- To develop students' drawing and painting skills.
- To develop students' capacity to use technology to communicate their work.
- To help students to discover and express (through visual art) what inspires them.
- To combine in a balanced way on- and off-line endeavors.

Week One: Introduction

1. Students are introduced to the course site.
2. Each student and the instructor will post a brief bio, a picture, *and* a HAND DRAWN portrait of themselves.

Learning Purpose:

- To get to know their classmates and instructor.

Technology Purpose:

- To become familiar with the course site and how to use its applications such as posting, uploading images, scanning, saving and uploading files etc…

Week Two: Artist Essay

1. Students are responsible to write a brief essay (using a word processor) on an artist of their choice. They must include the following information in their paper:
   a. A brief biography of the artist.
   b. Why they like the artist's work.
   c. Provide an example of the artists work (scanned image or digital image).
2. The instructor will place the student work in an historical timeline. The timeline will consist of hotlinks, allowing viewers to click on an image giving access to their classmate's essays.

Learning Purpose:

- To research an artist using online sources.
- Placing art in a continuum/time line.
- Students become comfortable with sharing their work and ideas with their classmates.

Technology Purpose:

- Students solidify their abilities with posting, image uploads and familiarity with the course site.

Weeks Three & Four: Skills Development

This section of the course will focus on building the students' skills of observation and drawing, by creating a Development Portfolio of their artwork and an Artist's Journal to reflect on their experiences.

Week Three

1. Students will be directed to the website:
   http://toadshollowstudio.com/drawing_and_inspiration.html
   Depending on which level the class is being run (IE: beginner, intermediate or advanced), students will progress through the online art lessons to practice their art skills.
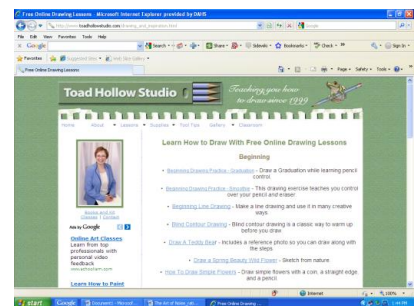
2. As each lesson is completed, students must scan and upload their artwork to their Development Portfolio on the course site.
3. While completing the online art lessons, students will keep an *artist's journal* detailing their experiences (successes & difficulties, thoughts & feelings about art). This journal will be in the form of a blog, located on the course site.
4. The Instructor will access the assignments from each student's portfolio and provide feedback
and specific suggestions for improvement.

Week Four

1. Once students have completed the online lessons, they must select two of their images, and post them on their blog.
2. Each student will be responsible to select one work of another student and do a brief written critique using the knowledge they have gained after completing the art lessons. This critique will be posted using the 'comment' feature on the blog.

Learning Purpose:

- Building trust in peers.
- Give/Receive feedback to/from peers.
- To develop a supportive artistic community in the course.

Technology Purpose:

- To develop drawing skills using online sources.
- To be able to create and use a blog.
- Scanning and uploading images.

Weeks Five to Seven: Inspiration

This section of the course will use the skills garnered by students in weeks three and four. They will be challenged to move beyond the lesson website and into the world around them.

Week Five & Six

1. Students will be asked to identify something that inspires them under each of the following categories: landscapes (urban/natural), portraits (human/non-human), architecture, aural (traditional music/ sounds) etc… They will write in their journal explaining their reasons for choosing each inspiration.

2. Students will create one piece of art for each of the inspirations they identified in #1.
3. All art that is created will be uploaded to their *portfolio* by scanning or taking a digital photo of the art.
4. Instructor will provide ongoing feedback on artwork that is submitted.

Week Seven

5. Students will select two pieces of their art to upload to their blog. Included will be a post on their blog detailing the inspiration for that artwork.
6. Each student will select two pieces of art created by a classmate, and provide a written critique of that art. The critique activity will be done using the 'comment' function on the blog site.

Learning Purpose:

- Continued development of drawing skills.
- Give/Receive feedback to/from peers.
- To develop a supportive artistic community in the course.

Technology Purpose:

- Use of a blog as a personal presentation site.

Week Eight: Collaboration

This section of the course will focus on collaboration between artists. Students will work in groups to create a piece of art to be displayed in the course art gallery.

1. Students will be put into groups by their instructor. Groups will have a range of artistic abilities, with the most advanced student as group leader.
2. Students will use http://typewith.me or similar chat application (msn, etc...) to discuss their theme and for support and encouragement while completing the project. Chats will need to be uploaded to the course site and shared as part of the final project.
3. Groups will choose a single image to which each member can contribute like a mosaic. For example, the theme of a tree is selected. Each group member creates their artistic impression of a tree based on their preferred style of drawing and their chosen inspiration.
4. Each group member will include a written summary of their inspiration for their artwork. If traditional music is selected, an MP3 of that music should be uploaded and included with the written summary.

5. Groups will post their final artwork and inspiration summaries in the gallery on the course site.
6. Students will take a gallery walk through the art posted by their peers, leaving positive feedback using the 'comments' tool in the blog.

Learning Purpose:

- Creating a culminating experience for the class to work on together, allowing them to support and encourage each other.
- Give/Receive feedback to/from peers.
- To develop a supportive artistic community in the course.

Technology Purpose:

- Communicating using a chat application (MSN, http://typewith.me etc...)
- Scanning and uploading images.

Week Nine: Portfolio

1. Students will finalize their portfolio by including all scanned artwork from the first eight weeks, as well as a log of the comments they received from their peers, and their own summaries from weeks seven and eight (Inspirations) in a *digital portfolio*.
2. Using their journal for reference, students will write a reflection paper detailing their artistic journey taken while in this course. Papers will be submitted at the end of Week Nine.

Course Resources:

http://www.moma.org/interactives/artsafari/make_your_own_art.html
- see art by famous artists, and then create some of your own in that style – pretty simple but effective.

http://www.angelfire.com/tx2/kdjagoe/inspired.html
- examples of art inspired by music.

http://news.deviantart.com/article/105594/
- a site where people share their digital art they've created.

http://www.toadhollowstudio.com/drawing_and_inspiration.html
- (good, single point of departure, clearly articulated lessons with EG's.

http://drawsketch.about.com/od/learntodraw/Beginner_Drawing_Lessons_Learn _To_Draw.htm
- (long address, but pretty detailed site. Free)

http://drawsketch.about.com/mlibrary.htm
- (long list of drawing lesson sites. One benefit is that a student could customize their lessons to those that help them draw the thing they want to draw   EG portraits, landscapes, pastel, pen & ink etc.

http://www.drawspace.com/
- ($$)

http://wordpress.org
- *Word Press Blog design site. Must be good because all the courses use it.*

http://www.tru.ca/distance/courses/fina120.html
- This is a fine art course offered through TRU.