

Dominican International School

Taipei, Taiwan



Subject	ART 10- CONCENTRATION		
Grade Level	Grade 10	Teacher:	Mr. Jofil E. Collado
School Year	2024-2025	Email:	jcollado@dish.tp.edu.tw

Course Syllabus

COURSE DESCRIPTION:

“Imagination is more important than knowledge.” – Albert Einstein

The Visual Arts embraces technical skills of how to make and cognitive skills of communicating in symbolic language. While the goal of most academic study is to find the right answers, in Art we are looking for the right questions. Creativity culminates from taking imagination through the process of making and experimenting to arrive at a new idea or viewpoint. The goal of the Arts curriculum is to take the student through this process and be able to analyze and synthesize their ideas and apply these new methods of inquiry not only to the Arts and Culture but other subjects as well.

Art Standards

Content Standard #1: Understanding and applying media, techniques, and processes

Achievement Standard, Proficient:

Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes.

Achievement Standard Advanced:

Students communicate ideas regularly at a high level of effectiveness in at least one visual art medium.
Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation.

Content Standard #2: Using knowledge of structures and functions

Achievement Standard, Proficient:

Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
Students evaluate the effectiveness of artworks in terms of organizational structures and functions.
Students create artworks that use organizational principles and functions to solve specific visual arts problems.

Achievement Standard Advanced:

Students demonstrate the ability to compare two or more perspectives about the use of organizational principles and functions in artwork and to defend personal evaluations of these perspectives.
Students create multiple solutions to specific visual arts problems that demonstrate competence in producing effective relationships between structural choices and artistic functions.

Content Standard #3: Choosing and evaluating a range of subject matter, symbols, and ideas

Achievement Standard, Proficient:

Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Achievement Standard Advanced:

Students describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others.
Students evaluate and defend the validity of sources for content and the way subject matter, symbols, and images are used in the students' works and in significant works by others.

Content Standard #4: Understanding the visual arts in relation to history and cultures

Achievement Standard, Proficient:

Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places.
Students analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Achievement Standard Advanced:

Students analyze and interpret artworks for relationships among form, context, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists
Students analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations, and interpretations of meaning.

Content Standard #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Achievement Standard, Proficient:

Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art

Achievement Standard Advanced:

Students correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions.

Content Standard #6: Making connections between visual arts and other disciplines

Achievement Standard, Proficient:

Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Achievement Standard Advanced:

Students synthesize the creative and analytical principles and techniques of the visual arts and select other arts disciplines, the humanities, or the sciences.

A R T – 10 | CONCENTRATION

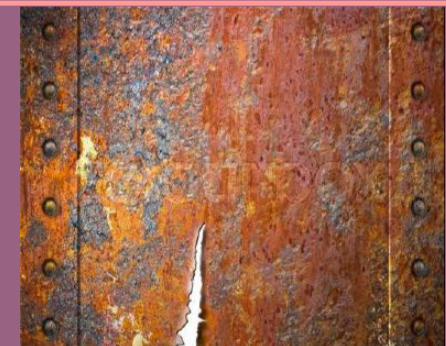
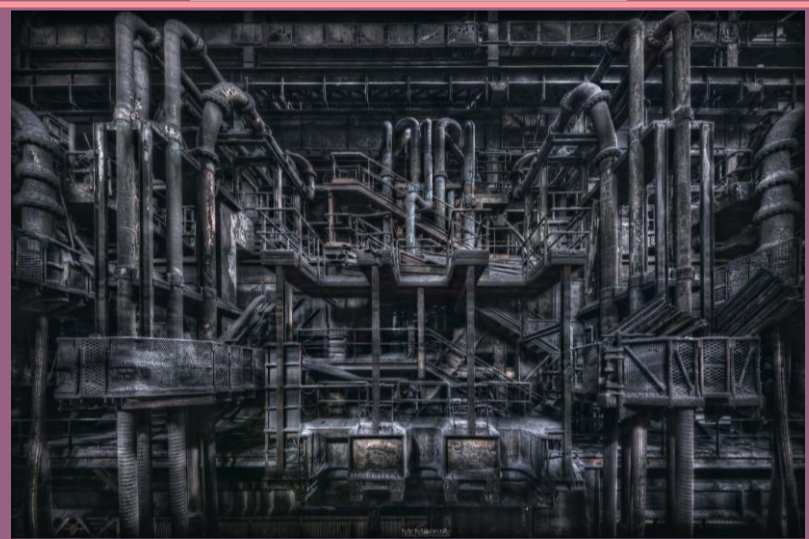
COURSE OUTLINE:

The *Concentration* essentially is the extension of Breadth from level 9 curriculum. It is a continuation and at the same time a reinforcement to the competencies established in the previous level except that the focus emphasizes on exploring and developing conceptual skills and philosophical maturity towards understanding of art and design.

This is a course of study by which one must establish a single subject of focus (topic) at the beginning which will be subjected to a sustained investigation, explorations, interpretations, and expression across the four quarters.

While the attention is focused on the conceptual aspects of visual communication, integrating the technical aspect should express an explicit virtual harmony within the breadth of works across the volume of space and duration.

This encourages a regression from a culture of stagnation and simultaneously generating a novelty. The level of competence must adhere to the fundamental competence standard to AP 2D- Art courses.



1st QUARTER

CONCENTRATION: 2-D ARTS

The First Quarter is essentially designed to establish the right attitude towards the desired and further understanding of art. Another aspect in a more mature art is the understanding of its nature-the elements and concepts that describe the face and the character of a more mature art. The wisdom of art in forms of conceptual maturity and emotional expressions should emanate from surface harmoniously and explicitly demonstrating a stable technical skill achieved.

This subject engages learners towards a more mature utilization and translations of abstract ideas, concepts, perceptions, and other data of theoretical in form into 2- dimensional visual productions.



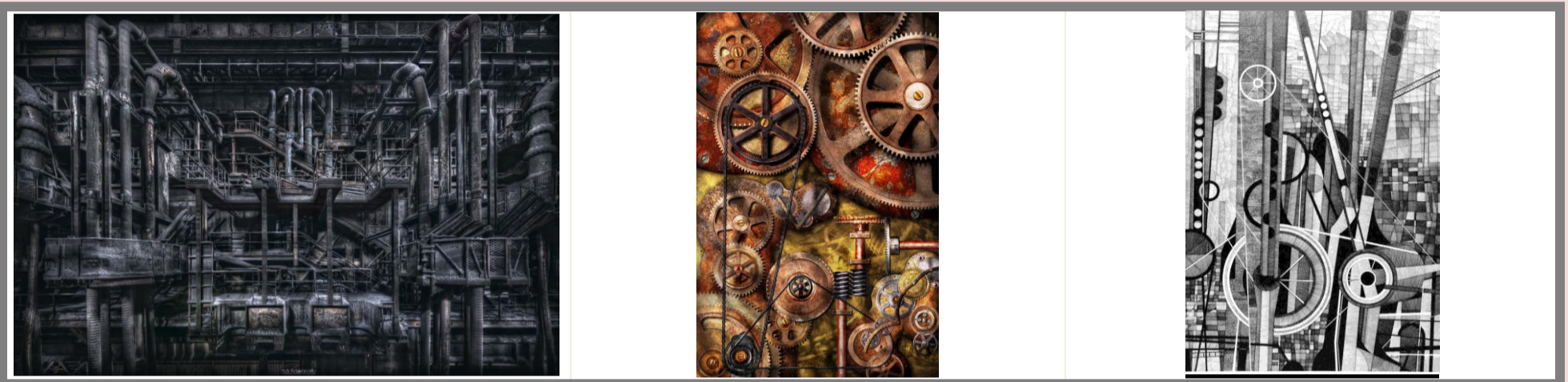
SCHEDULE		TOPIC/ACTIVITIES	
AUGUST	WEEK 1	Aug 12th - 16th 4 Days of Class 12~ First Day / Orientation Day 15~ Opening Mass & Assumption of Our Lady 8:00 15~ Induction of Class, Student Council Officers and DYM	Introduction to the subject, presenting topics, establishing classroom rules, and giving of requirements. Concentration- (conceptual arts). Elements and principles of design;
	WEEK 2	Aug 19th - 23rd <i>Opening Mass</i>	Establishing Concentration topic/ theme. On BALANCE
	WEEK 3	Aug 26th -30th 26~Fire drill? 26~Middle and High School Catholic Bridge Program (after assembly) 28~St. Dominic de Guzman Feast Day Celebration	Establishing Concentration topic/ theme. On CONTRAST
SEPTEMBER	WEEK 4	Sep 2nd - 6th 2~House Ceremony	Establishing Concentration topic/ theme. On EMPHASIS
	WEEK 5	Sep 9th - 13th 8~ Mass & Birthday Mother Mary VIP Induction	Establishing Concentration topic/ theme. On PROPORTION
	WEEK 6	Sep 16th Sep 15th-20th 1 Day of Class 17~Moon Festival 18-20~ Teacher's Conference	Establishing Concentration topic/ theme. On PATTERN
	WEEK 7	Sep 23rd - 27th 24-26~Pre-Exam Days	Establishing Concentration topic/ theme. On SCALE
	WEEK 8	Sep 30th - Oct 4th	Establishing Concentration topic/ theme. On UNITY
OCTOBER	WEEK 9	Oct 7th to 11th 1 Day of Class 7~Launching - Rosary Month and Bullying Prevention Day 8-9 ~Q1 Exams 10~Double Ten	Artwork continues/ DEADLINE IN THE SUBMISSION OF THE WORKS

2nd QUARTER

CONCENTRATION: 2-D ARTS

The Second Quarter solidifies a 2-dimensional form, texture, outline, and color to the idea that was previously conceived by the mind from the earlier creative mental dialogues. This is a translation of artistic concepts into execution and 2-Dimensional visual art productions. In this sense, students are expected to demonstrate more mature technical, practical, and conceptual skills in all their work.

The course focuses mainly on philosophies and ideas, while equally maintaining opportunities and freedom of using unrestricted drawing and painting media, such as: lead or graphite pencil, colored pencil, charcoal, crayons or pastels and wet media such as: oil paints, acrylic, watercolor, mixed-media, and other techniques.



SCHEDULE			TOPIC/ACTIVITIES
OCTOBER	WEEK 1	Oct 14 th to 18 th 14~ Second Quarter Begins	Introduction to the subject- PRESENTATION, REVIEW & DEMONSTRATION
	WEEK 2	Oct 21 st to 25 th 25 – Book Fair 25- Masquerade Night	Two-dimensional artwork based on the chosen theme. Critique;
	WEEK 3	Oct 28 th to Nov 1 st 1-All Saint's Day Mass	Two-dimensional artwork based on the chosen theme. Critique;
NOVEMBER	WEEK 4	Nov 4 th to Nov 8 th	Two-dimensional artwork based on the chosen theme. Critique;
	WEEK 5	Nov 11 th to 15 th	Two-dimensional artwork based on the chosen theme. Critique;
	WEEK 6	Nov 18 th - 22 nd 22-Gr. 12 Q2 Exam 22 - YSC Contest	Two-dimensional artwork based on the chosen theme. Critique;
	WEEK 7	Nov 25 th - 29 th 25-Gr. 12 Q2 Exam 26-28~Pre-Exam Day	Two-dimensional artwork based on the chosen theme. Critique;
DECEMBER	WEEK 8	Dec 2 nd -Dec 6 th 6~Half Day Foundation Day Celebrations	Two-dimensional artwork based on the chosen theme. Critique;
	WEEK9	Dec 9 th - 13 th 3 Days of Class 12-13 ~Q2 Exams	DEADLINE IN THE SUBMISSION OF THE WORKS [two works that best that describe the artist's competence in a figurative and non-figurative form]
	WEEK 10		Christmas Break

3rd QUARTER

CONCENTRATION: RELIEF SCULPTURE

The Third Quarter sketches on the learner's consciousness the perception of something in more dimensional surface. The subject engages learners to art activities that enable them to better understand the different dimensions of an object and develop a skill to find relevance and maximize the potential of available resources and utilize it to produce a 3-dimensional art (relief sculpture). The subject promotes an understanding of the synthesis of all elements and forms of information with the resources and effectively translate it to a piece of visual expression-art.



SCHEDULE			TOPIC/ACTIVITIES
JANUARY	WEEK 1	Jan 6 th to 10 th 4 Days of Class 6~Record Day 7~Third Quarter Begins 10 ~ New Year Mass	Introduction to the subject, media, and tools to be used in making the required (3D Relief sculpture)
	WEEK 2	Jan 13 th to 17 th	Presentation/ demonstration of the subject (), media, tools, and techniques.
	WEEK 3	Jan 20 th to 24 th	Exploring relief art- students activity
		Jan 27 th to Jan 31 st	Chinese New Year NO CLASS
FEBRUARY	WEEK 4	Feb 3 rd to 7 th	Exploring relief art- students activity
	WEEK 5	Feb 10 th to 14 th 1-14~Catholic Week	Exploring relief art- students activity
	WEEK 6	Feb 17 th to 21 st	Exploring relief art- students activity
	WEEK 7	Feb 24 th to 28 th 4 Days of Class 24~Lenten Mass? 25-27 ~ Pre-Exam Days 24-27~IOWA Assessments 28 ~ Memorial Day Holiday	Exploring relief art- students activity
MARCH	WEEK 8	March 3 rd to 7 th 5~ Ash Wednesday	Exploring relief art- students activity
	WEEK 9	March 10 th to 14 th 4 Days of Class 14 - Q3 Exams	DEADLINE IN THE SUBMISSION OF THE WORKS [two works that best describe the artist's competence relative to the topic]

4th QUARTER

CONCENTRATION: FREE-STANDING SCULPTURE

The Fourth Quarter engages learners in an activity that enables them to manipulate materials to form a 3-Dimensional artistic creation- that would speak their intention in a powerful, scientific, and artistic manner. This is technically the evolution of the standards set for the previous quarter. They are engaged to translate conceptual maturity and sophistication which was developed in earlier explorations and experiences, in the form of a free-standing, 3- dimensional sculpture.



SCHEDULE		TOPIC/ACTIVITIES	
MARCH	WEEK 1	March 17 th 21 st 4 Days of Class 17 – Q3 Exams 18~ Fourth Quarter Begins 18~ Fire Drill? 19~ Feast of St. Joseph	Introduction to the subject, media and tools to be used in making the required (free- standing 3D sculpture)
	WEEK 2	March 24 th to 28 th	Presentation/ demonstration of the subject (free- standing 3-D sculpture) media, tools and techniques.
	WEEK 3	March 31 st to April 4 th 4 Days of Class 4~Tomb Sweeping	Working on a Free standing 3-D Sculpture using the suggested media in either a figurative or non-figurative form
	WEEK 4	Apr 7 th to 11 th	Working on a Free standing 3-D Sculpture using the suggested media in either a figurative or non-figurative form
APRIL		April 14 th to April 18 th	Easter Break
	WEEK 5	Apr 21 st to 25 th 23~Easter Mass 21-25 ~ AP Mock Exams 26~Spring Fair	Artwork continued
	WEEK 6	Apr 28 th to May 2 nd 4/29-5/1~ Pre-Exam Days 1-2~ Final Exams (K, 5, 8, 12 only)	Artwork continued
	WEEK 7	May 5 th to 9 th 5-9~ Final Exams (K, 5, 8, 12 only) 5-9 ~ AP Exams	Artwork continued
	WEEK 8	May 12 th to 16 th 4 Days of Class 14-15~ Q4 Exam 16~ Record Day 12-16 ~ AP Exams	Artwork continued
	WEEK 9	May 19 th to 23 rd 19-23 ~ Student Clearance 19~ Baccalaureate Mass 23~Gr. 6 – 7 Recognition and Gr. 8 Graduation	Artwork continued
MAY	WEEK 10	May 26 th to 30 th 4 Days of Class 26~House Culminating Activity 27~Gr. 9-11 Recognition and Gr. 12 Graduation 28! Class Party 29- ~ Students Last Day 30~ Teachers/Staff Meeting	DEADLINE OF THE SUBMISSION OF WORKS [two works that best that describe the artist’s competence in a figurative and non-figurative form]

Designing is a consciousness
of understanding in the form of
expression to create an
experience imposed by a
character.

J. E. Collado

Art is the linguistics of
philosophies focused
essentially on the expression of
beauty and design which
appeals to an emotional and
intellectual response.

J. E. Collado

Teaching Strategies:

In any given lesson the student will generally be provided with a goal with background information and the tools and method to achieve the goal. The focus for the student is the time spent experimenting and making that lead to individual expression and discovery. The goal of the teacher is to encourage conceptual and intellectual skill, technical skill and artistic skill through activities, lectures and demonstration, and critique.

- **INTELLECTUAL/ CONCEPTUAL SKILL**
This serves as the brain of art. It includes the choice of subject, the intention, or the voice of the art, and how it is conceptually significant to the past, present and the future.
- **TECHNICAL SKILL**
This is the body of the art. It encompasses the appropriate and effective use of the tools, methods and techniques and the way of doing it.
- **ARTISTIC SKILL**
This aspect is the heart and the soul of art. It essentially communicates through affective way. This involves the creative composition, personal expression, the emotional content, and other metaphysical forces driving a person to create. This is the attitude of the artist extended into his creation.

GRADING CRITERIA:

The quarterly grade will be awarded for all student work based approximately on the following criteria:

- | |
|---|
| • Quarter Project(s) - an individual or a group project to be done within a given time frame |
| • Quizzes - project critique and assignments |
| • Deportment - (work ethics including clean up, behavior and) |
| • Quarter Exam - written or an interview about the project |

STUDENT MATERIALS REQUIRED:

Students are not required to supply materials for their Art classes. If the students need to bring something to class, parents will be notified.

- Sketchbook (A4 size or larger)
- **Quarter Project materials:** The school provides the basic tools and other available materials for students. For a certain art project, the students would wish to have and that requires a certain material however the school doesn't have, the student artist should be held responsible for having it.

CLASSROOM RULES:

1. Respect and other good values must dominate the studio environment
2. Be respectful of others (especially when speaking), and of school property especially Art room tools, supplies and the work of fellow students.
3. Always avoid disruptive behavior
4. Always communicate in English.
5. Do your best and participate.

DISCIPLINE: (Will be in accordance with the existing school rules and regulation)

Academic Dishonesty means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS. Academic dishonesty includes but is not limited to, the following:

1. Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and
1. Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.
2. Employing a tutor, making use of Artificial Intelligence without acknowledgement, getting a parent to write a paper or do an assignment, paying for an essay to be written by someone else and presented as the student's own work.
3. Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

Any act of academic dishonesty will result in an automatic zero on the entire assignment

Assessment:

STANDARDS FOR EVALUATING WORKS OF ART			
S C O R E	33% - SUBJECT	33% - FORM /COMPOSITION	33% - CONTENT
		The "what:" representational = the subject; nonobjective positive shapes. The subject is also the theme or the topic of art. Originality, Imagination, and Invention of Composition	The "how:" arranging the elements or total appearance of the work; (Elements of art: "building blocks"; line, shape, value, texture, & color) (How the elements are arranged is the = composition). The form is the technique employed and the use of the elements of art. General Use of Design Elements and Application of the Principles of 2-D Design Technical Competence and Skill with Materials and Media
SCORING DESCRIPTION			
33% EXCELLENT QUALITY	The composition of the works is original, imaginative, and inventive	In most works, there is a highly successful use of the elements of design and application of 2-D Design principles.	Any apparent appropriation of published or photographic sources or the work of other artists clearly provides a visual reference that is transformed in the service of a larger, personal vision in which the student's "voice" is prominent
32% STRONG QUALITY	The composition of the works is generally imaginative or inventive	The work generally shows successful use of the elements of design and application of 2-D design principles.	Any apparent appropriation of published or photographic sources or the work of other artists shows a strong sense of the student's "voice" and individual transformation of the images
31% GOOD QUALITY	The composition of the works includes some imaginative ideas.	The work shows good use of the elements of design, but the application of 2-D design principles is not always successful.	With the apparent appropriation of published or photographic sources or the work of other artists, the student's "voice" is discernible; the images have been manipulated to express the student's individual ideas.
30% MODERATE QUALITY	In the composition of the works, some imaginative ideas appear to be emerging.	The work shows moderately successful use of the elements of design; the application of 2-D design principles is emerging or limited in scope.	The resulting work appears to be a collection of nearly direct reproductions; even if the work is skillfully rendered, the student's "voice" and the individual transformation of the images are minimal
29% WEAK QUALITY	The composition of the work relies heavily on unoriginal ideas and shows few signs of invention or imagination	Some awareness of the elements of design is demonstrated, but there appears to be little understanding of the application of 2-D design principles.	The work appears to be direct copies of published or photographic sources or the work of other artists; even if they are of average rendering skill, there is little discernible student "voice" or individual transformation
28% POOR QUALITY	The composition of the work lacks originality or imagination.	Very little awareness of the elements of design is demonstrated, and there appears to be minimal understanding of the application of 2-D design principles	The works are obviously direct, poorly rendered copies of published or photographic sources or the work of other artists; there is no discernible student "voice" or individual transformation
NOTE	HIGHEST POSSIBLE GRADE IS 99%. GRADE SHOULD BE MAINTAINED NOT LOWER THAN 28 %-POOR PER AREA.		



ART TIMELINE S.Y. 2024 | 2025

BY: JOFEL E. COLLADO 2017

GENERAL DESIGN	1 ST QUARTER ART HISTORY	2 ND QUARTER 2-DIMENSIONAL ART	3 RD QUARTER RELIEF-SCULPTURE	4 TH QUARTER IN-THE-ROUND SCULPTURE
LEARNING COMPETENCIES	GRADE 1	MONOCHROMATIC/ANALOGOUS Basic Drawing	MOSAIC Basic	PAPER QUILTING-1 Basic
LEARNING COMPETENCIES	GRADE 2	BASIC DRAWING-COLORS Basic	COLLAGE Basic	PAPER QUILTING-2 Relief Art
LEARNING COMPETENCIES	GRADE 3	BASIC DRAWING-COLORS Basic	MOSAIC Relief Art	PAPER MOSAIC-3 Free-Standing Sculpture
LEARNING COMPETENCIES	GRADE 4	PERSPECTIVE DRAWING 2-D Arts	COLLAGE Relief Art	PAPER QUILTING - 4 Free-Standing Sculpture
LEARNING COMPETENCIES	GRADE 5	PASTEL 2-D Arts	PRINTING/ STENCILING	COLLAGE Free-Standing Sculpture
LEARNING COMPETENCIES	GRADE 6	POSTER ARTS 2-D Arts	PAPER-MACHE Relief Sculpture	PAPER-MACHE Free-Standing Sculpture
LEARNING COMPETENCIES	GRADE 7	STILL-LIFE SUBJECTS Drawing-2-D Arts	PAPER CUT-OUT/POP UPS Relief Sculpture	PAPER CUT-OUT/POP UPS Free-Standing Sculpture
LEARNING COMPETENCIES	GRADE 8	SOCIAL REALISM 2-D Arts	MIXED-MEDIA Relief Sculpture	DIORAMA Free-Standing Sculpture
LEARNING COMPETENCIES	GRADE 9 - STUDIO ART	BREATH: WATERCOLOR 2-D Arts	ASSEMBLAGE Relief Sculpture	ASSEMBLAGE Free-Standing Sculpture
LEARNING COMPETENCIES	GRADE 10 - STUDIO ART	CONCEPTUAL ARTS 2-D Arts	CONCEPTUAL ARTS Relief Sculpture	CONCEPTUAL ARTS Free-Standing Sculpture
LEARNING COMPETENCIES	GRADE 12-STUDIO ART	DESIGNING 2-D Arts	FUNCTIONAL WALL ARTS Relief Sculpture	FUNCTIONAL ARTS Free-Standing Sculpture
LEARNING COMPETENCIES	AP ART - DESIGN/ 2D ART	CONCENTRATION / BREADTH	CONCENTRATION / BREADTH	CONCENTRATION / BREADTH / QUALITY SUBMISSION
LEARNING COMPETENCIES		Alpha Concentration		

BASIC

ADVANCED

DRAWING

PAINTING / MIXED - MEDIA

ASSEMBLAGE / MOSAIC

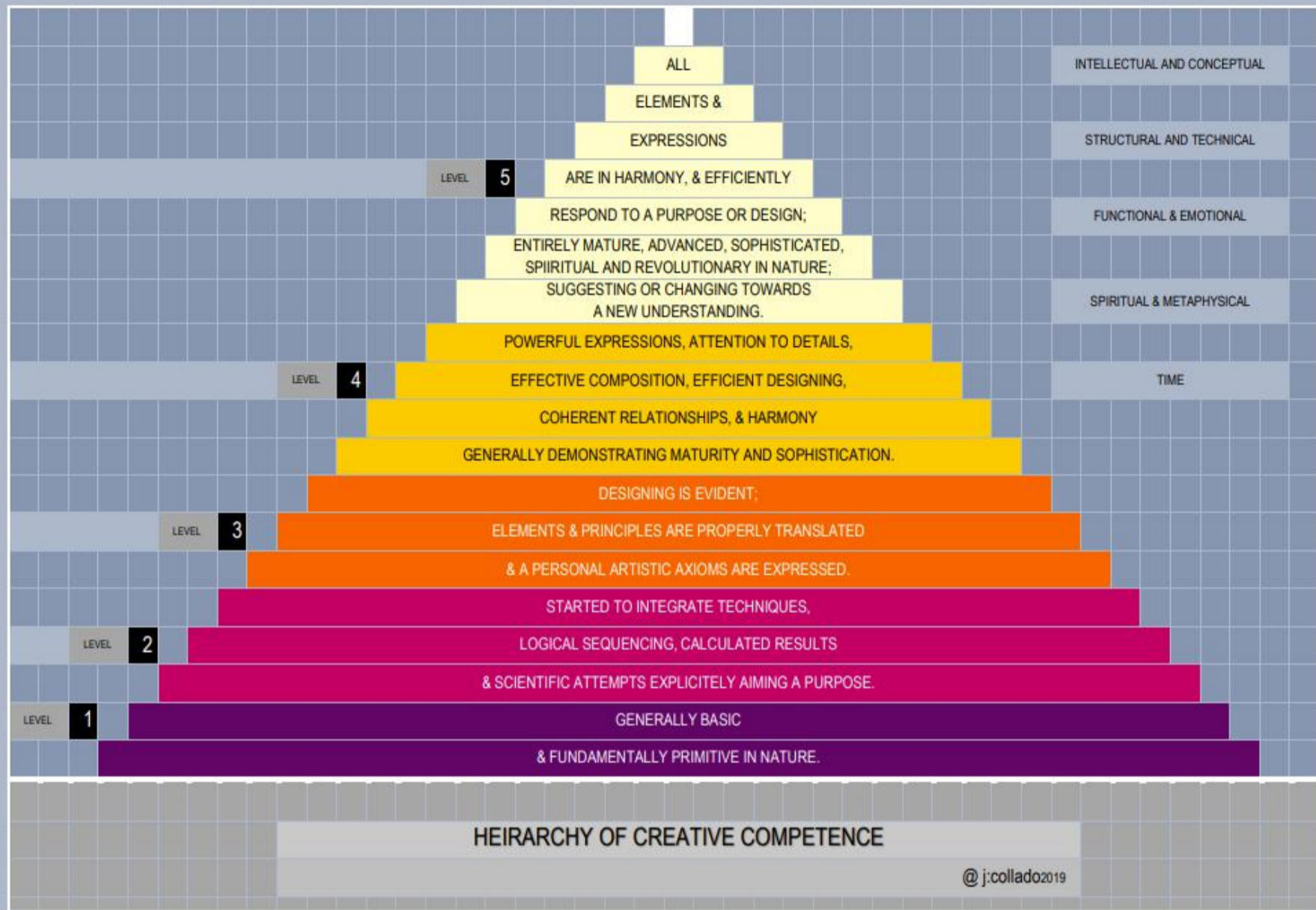
MIXED - MEDIA

PAPER ART

MIXED - MEDIA



STANDARDS FOR CREATIVE COMPETENCE



Prepared by:

MR. JOFIL E. COLLADO
Creative Facilitator