

GLENDALE UNIFIED SCHOOL DISTRICT

Senior High School

May 21, 2002

Department: Visual and Performing Arts

Course Title: Art 1-2

Course Number:

Grade Level: 9, 10, 11, and 12

Semester Hours: 5 or 10

Prerequisite: None

Course Description: This course will introduce the student to the various ways of producing artistic pieces in the areas of drawing, design, color, painting, three-dimensional, and printmaking. Motivation will be provided by the use of universal themes, historical, and cultural examples and creative expression. Evaluation will be based on technique, use of perceptual tools, craftsmanship, and personal involvement.

I. Standards

- A. Standard 1-Artistic Perception: Perceive the world in artistic ways by refining their sensory perceptions of works of art, events, objects in nature and the environment. They utilize the vocabulary of the visual arts to express their observations.

Students will:

1. Observe, record, and use designs from nature, man-made, or imagined to create original art works.
2. Develop and use imagery in two- and three-dimensional work to express personal beliefs, interests, and perceptions of the visual world.
3. Develop the confidence through practice to solve given design problems while demonstrating flexibility, respect, common sense, and enjoyment of the activity.
4. Assume the role of an artist when given a physical and material framework to explore your own experiences

- B. Standard 2-Creative Expression: Students apply artistic knowledge and skills in a variety of visual arts media and technical processes to communicate meaning and intent through the creation of original artworks.

Students will:

1. Demonstrate an understanding of the basic concepts by controlling line, mass, volume, space, balance, texture, and pattern in their artwork.
2. Use the art elements and principles of design for the expression and control of shape, form, and space in all art works.
3. Develop beginning levels of ability in drawing, painting, construction, modeling, color theory, design skills, presentation, and portfolio techniques.
4. Demonstrate a pride of craftsmanship and respect for the proper use of tools, material, and equipment

- C. Standard 3-Historical and Cultural Context: Students describe and analyze the role and development of Visual Art in past and present cultures throughout the world noting human diversity as it relates to Visual Art and artists.

The students will:

1. Recognize a variety of cultures and the art related to them through discussion, viewing slides, reading, and observations.
2. Relate cultural styles and techniques as they apply to specific design frameworks for assignments.
3. Connect assignments with various historical periods.
4. View, discuss, and analyze art as a unique form of expression throughout history.

- D. Standard 4-Aesthetic Valuing: Students consider why people make art. They analyze and interpret art in order to derive meaning. They develop criteria to make informed judgments about the quality of their work and the work of others.

The students will:

1. Make the connection between Art, Math and Science.
2. List the relationship between art and virtually every discipline.

3. Demonstrate the importance of ongoing evaluation of their art works from preliminary sketch, practice, execution, and finally presentation.
4. Demonstrate the steps of art and criticism through oral and written critiques.

- E. Standard 5-Connections, Relations and Application: Students apply what is learned in visual arts across subject areas and beyond the classroom. They develop visual literacy, competencies in problem solving, communication and management of time and resources. They learn about careers in and related to the visual arts.

The students will:

1. Develop an awareness of art careers and develop the habit of lifelong learning.
2. Relate each assignment to a career in art.
3. Demonstrate ways to relate what you have learned in art to how you may use the skills through life.

II. Sample Assessments

- A. Projects based on the elements of art and the principles of design
- B. Sketch books and note taking
- C. Tests
- D. Classroom participation during discussions, demonstrations and class work
- E. Written and oral self-evaluations and critiques of other's work
- F. Participation in art contests, etc.
- G. Research and written reports on museum visits and exhibitions
- H. Research and written reports on career and educational opportunities

III. Topics of Study/Suggested Time Distribution

- A. Artistic Perception 15%
 1. Identification and use of the principles of design in visual compositions
 2. Comparisons and contrasts of similar styles of artwork done in electronic media with those done in traditional visual arts materials

3. Analyze and describe how the composition and use of materials contribute to the meaning of an artwork
- B. Creative Expression/Evaluation 30%
1. Solving visual arts problems, using a variety of media and techniques
 2. Portfolio development that reflects craftsmanship, technical skills and creativity
- C. Historical and Cultural Context 15%
1. Similarities and differences in the purposes of art created in selected cultures
 2. The role and influence of new technologies on contemporary artworks
 3. Identifying, describing and discussing the trends in the visual arts and how the diverse issues of time, place and cultural influence are reflected
- D. Aesthetic Valuing 15%
1. Analyze, assess and derive meaning from works of art, including student's own, according to the elements of art, principles of design and aesthetic qualities
 2. Employ the conventions of art criticism in writing and speaking about artwork
 3. Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after weighting the views of others
- E. Connections: Relations & Applications 25%
1. Various careers available to visual artists and the skills needed for those professions
 2. Relate arts to the environment and other subjects
 3. Development of competencies and creative skills in problem solving, communication and management of time and resources
 4. Instructional Strategies or Methods

5. Direct instruction with students drawing along with the teacher
6. Lecture with students taking notes
7. Practice drawings from master's and others drawings
8. Finished products incorporating learned material
9. Portfolio development
10. Readings

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11. Library/Internet research
12. Videos, audiotapes, CD ROM

V. Recommended Materials

- A. Textbook on the Visual Arts and their role in history and culture
- B. Library with resources on college and career opportunities