

GLENDALE UNIFIED SCHOOL DISTRICT

Senior High School

May 21, 2002

Department: Visual and Performing Arts

Course Title: Drawing and Painting 1-2

Course Number:

Grade Levels: 10, 11, and 12 (9th with teacher recommendation)

Semester Hours: 10

Prerequisite: B or better in Art 1-2 or teacher approval

Course Description: This course will introduce the student to the media and techniques used in creating two-dimensional work. Students will utilize previously learned compositional skills in specific problem solving situations to include the study of periods of art, styles used by the "Masters," and the relationship between culture and the artist. Constant evaluation will be part of the harmonious composition, as well as critiques of final pieces. A sketchbook will be kept to record and explore weekly observations.

I. Standards

- A. Artistic Perception - Perceive works of art, objects in nature, events and the environment.

Students will:

1. Create works of art that demonstrate their observations and perceptions of the world in real time.
2. Students create original works of art that demonstrate observational knowledge and perception of the world.
3. Develop and use imagery in two-dimensions to express personal beliefs, interests, or thematic content.
4. Demonstrate a developed understanding of controlled use of the visual basics such as line, color, texture, shape, light, space, and atmosphere to express ideas.

- B. Creative Expression - Demonstrate a control of drawing and painting skills that is refined with craftsmanship and pride of personal statement while exploring a

variety of media, including contemporary technology. Employ learned skills with feeling and imagination, as well as disciplined execution.

Students will:

1. Develop confidence in their ability to draw and paint through the complete process from preliminary sketch to final presentation.

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2. Develop portfolio as an ongoing part of the creative process.
3. Develop continued confidence drawing deeper from personal experiences and responses in weekly sketchbook assignments.
4. Demonstrate a certain level of craftsmanship and regard for the tools and materials without sacrificing the concept.

- C. Historical and Cultural Context - Recognize the contribution of past and present cultures and how they have contributed to drawing and painting. Be able to identify the role of artists who have achieved recognition and ways that their works have influenced thinking through history.

Students will:

1. Choose a culture completely diverse from yours and relate the development of drawing and painting.
2. Invent your own sub-culture and devise a painting style that relates to it.
3. Be able to imagine how drawing and painting as an art form began and relate those origins to your own work.
4. Students will analyze how drawings and paintings evolve with historical and technological developments.

- D. Aesthetic Valuing - Derive meaning from ongoing evaluations of work in progress, analyze and interpret their own work and the works of others through substantive judgment.

Students will:

1. Students will develop their own aesthetic criteria for art and then apply this criteria to the analysis of contemporary artwork and artwork from art history.
2. Students will be able to describe the relationship involving the artmaker, artwork, and audience

3. Develop a self-critique process for each assignment and develop written criteria for the judgement of their own work.
 4. Participate in assignment and group critiques where they describe theoretical perspectives in their works and the works of others.
- E. Connections, Relationships, and Applications - Evaluate lifelong learning and career opportunities in drawing and painting. Continue to integrate drawing and painting into other disciplines.

Students will:

1. Think of new ways to improve favorite discipline through drawing and painting and devise ways to implement drawing and painting into the least likely discipline.
2. Prepare portfolios of original artwork for a variety of purposes (review for post-secondary application, exhibition, job application and personal collection).
3. Describe ways that drawing and painting would enhance lifelong learning and self-reflection.
4. Participate in assignment and group critiques where they compare and contrast artwork.
5. Speculate on the use of technology and its possible implications in the art world. Conversely, students will speculate on the present art world and its possible implications in the future of technology.

II. Sample Assessments

- A. Teacher-made written assignments, homework, tests.
- B. Daily participation in class-media, oral reports, sketchbooks.
- C. Self-evaluation, critiques of artwork.
- D. Display of student work in student run art exhibition.
- E. Research and written reports on art and aesthetics.
- F. Sketchbook Evaluations

IV. Topics of Study/Suggested Time Distribution

- A. Artistic Perception 25%
 1. Development of observational and perceptual skills.
 2. Demonstrate observational knowledge and perception of the world.

3. Explore imagery in two-dimensions that expresses personal beliefs, interests, or thematic content.
4. Demonstrate a developed understanding of controlled use of the visual basics such as line, color, texture, shape, light, space, and atmosphere to express ideas.

- B. Creative Expression 25%
 - 1. Demonstrate drawing and painting through the complete process from preliminary sketch to final presentation.
 - 2. Portfolio development
 - 3. Sketchbook development
 - 4. Demonstrate proper craftsmanship and regard for the tools and materials
- C. Cultural/Historical 20%
 - 1. Art Historical Readings and Videos
 - 2. Develop critical thinking skills by asking students to speculate on art in its cultural context
 - 3. Relate thematic developments in artwork from historical and contemporary contexts to the thematic development in student work.
 - 4. Explain how drawings and paintings evolve with historical and technological developments.
- D. Aesthetic Valuing 10%
 - 1. Present the aesthetic criteria for art and then apply this criteria to the analysis of contemporary artwork and artwork from art history.
 - 2. Describe the relationship involving the art maker, artwork and audience.
 - 3. Develop a critique process for each assignment and develop written criteria for the judgement of their own work.
 - 4. Participate in assignment and group critiques where they describe theoretical perspectives in their works and the works of others.
- E. Connections, Relationships, and Applications 10%
 - 1. Lecture and present reading and writing assignments that tie the arts to history, science, English and math.

2. Portfolio preparation (review for post-secondary application, exhibition, job application, and personal collection).
3. Describe ways that drawing and painting would enhance lifelong learning and self-reflection.

4. Participate in assignment and group critiques where students and teacher compare and contrast artwork.
5. Speculate on the use of technology and its possible implications in the art world.
6. Project based learning: observational and theme based drawings and paintings.
7. Library/Internet search.

V. Instructional aids, texts, and printed resources

A. Basic Textbook

1. Art Talk, by Roalind Ragans, by Glencoe Publications.

B. Supplemental - includes, but not limited to:

1. The History of Art for Young People, by H.W. Janson, Adams Publications
2. American Visions, by Robert Hughes

C. Videos - includes, but not limited to:

1. American Visions, featuring Robert Hughes