

Glendale Unified School District

Senior High School

May 21, 2002

Department: Visual and Performing Arts

Course Title: Drawing and Painting 3-4

Course Number:

Grade Levels: 11 and 12

Semester Hours: 10

Prerequisite: B or better in Drawing and Painting 1-2, or teacher approval

Course Description: This course will build upon the skills and concepts presented in Drawing and Painting 1-2, with emphasis on the student's ability to develop their own style of work to express universal concepts, as well as personal insight. Individual studies of artists, movements, and periods of history will broaden the student's understanding of how artists reflect the ideals and values of their own cultures. A sketchbook will be kept to record and explore weekly observations.

I. Standards

- A. Artistic Perception - Use artistic perception in an advanced way to process sensory information and generate drawing and painting themes, subjects, and problems. Continue to control, in an advanced way, the visual structures and functions of drawing and painting using the appropriate language.

Students will:

1. Create works of art that demonstrate their observations and perceptions of the world in real time.
2. Have the confidence in their imagery to take creative risks in a nurturing atmosphere.
3. Use multiple problem-solving techniques, developing fully the most successful art projects.
4. Show a sequential problem-solving behavior illustrating imagery and concept development over time.

- B. Creative Expression - Continue to develop and build drawing and painting skills in a variety of media and begin experimenting as confidence builds. Continue to create original works based on personal experiences and responses.

Students will:

1. Continue to develop confidence in their ability to draw and paint through the complete process from preliminary sketch to final presentation.
 2. Keep the portfolio building and mount a show of student art work.
 3. Venture out into new environs to acquire new experiences and methodologies, such as installation and environmental art.
 4. Demonstrate a certain level of craftsmanship and regard for the tools and materials without sacrificing the concept.
- C. Historical and Cultural Context Component - Demonstrate an understanding of the impact of different cultures on drawing and painting. Continue to develop concern for the role of history that will lead the student to research in depth, the impact of drawing and painting.

Students will:

1. Compare divergent cultures and the artifacts from these cultures.
 2. Describe the elemental aspects of culture that impacts art.
 3. Research and report on several artists and the historical context their work.
 4. Trace the development of drawing and painting styles from ancient times, the middle ages, turn of the century Europe, and contemporary times.
- D. Aesthetic Valuing Component - Continue to be aware and able to integrate drawing and painting concepts into the other disciplines. Be able to trace the value of continuing evaluation of every stage by the advanced performance they enjoy at this level.

Students will:

1. Demonstrate an ability to compare and contrast artists who have used varied media to make similar statements.

2. Students will develop their own aesthetic criteria for art and then apply this criteria to the analysis of their own artwork, contemporary art work and artwork from art history.
3. Develop an awareness of their ability to observe, analyze, and articulate about their visual experiences and compare this process to the scientific method.

4. Develop advanced critique skills by reading articles by magazine and newspaper art critics.
- E. Connections, Relationships and Applications - Relate on an ongoing basis, drawing and painting to possible careers and lifelong learning.

Students will:

1. Venture out to research facilities, museums, galleries, professional art schools, and experience art as a way of life.
2. Contact artists and request an interview or a studio visit.
3. Prepare portfolios of original artwork for a variety of purposes (review for post-secondary application, exhibition, job application and personal collection).

II. Sample Assessments

- A. Teacher-made written assignments, homework, tests, evaluations.
- B. Daily participation in class with media, oral reports, sketchbooks.
- C. Self-evaluation, critique of class work.
- D. Display of student work in student run art exhibition.
- E. Research and written reports on art and aesthetics.
- F. Sketchbook Evaluations
- G. Portfolio presentation and handling of solo exhibition.

III. Suggested Time Distribution

- A. Artistic Perception 25%
 1. Demonstrate observations and perceptions of the world in real time.
 2. Help students gain the confidence in their point of view so they can take creative risks in a nurturing atmosphere. Discuss the development of a personal style and the different way of expressing personal feelings, vision, and interpretations of experiences while problem solving.

3. Demonstrate multiple problem-solving techniques, expanding fully on the most successful art projects.
4. Show sequential problem solving behavior illustrating the different techniques of creatively approaching subject matter.

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5. Develop portfolio as an ongoing part of the creative process.

B. Creative Expression 25%

1. Encourage students to try old techniques with new materials and new techniques with old materials.
2. Portfolio Development
3. Venture out into new environs to acquire new experiences.
4. Help students promote and present their artwork in an exhibition.

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 Interpretation and Evaluation 10%

1. Compare artists who have used varied media to make statements similar to student work in critique modeling for the students.
2. Ask students to write an artist statement based on both their aesthetic criteria and the content of their artwork.
3. Develop an openness to the criticism of others as they develop their ability to observe, analyze, and articulate about their visual experiences.

4. Develop advanced critique skills by assigning reading articles by magazine and newspaper critics.

E. Connections, Relationships and Applications 10%

1. Schedule field trips to research facilities, museums, galleries, professional art schools, and experience art as a way of life.
2. Help students to contact artists and request an interview or a studio visit.
3. Arrange for visiting artist lectures.

4. Help students to prepare portfolios of original artwork for a variety of purposes (review for post-secondary application, exhibition, job application and personal collection).
5. Project based learning: observational and theme based drawings and paintings.
6. Library/Internet search.

IV. Instructional aids, texts, and printed resources

A. Textbook

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

B. Supplemental texts - includes but not limited to:

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

C. Videos

1. American Visions featuring Robert Hughes