

Glendale Unified School District

Senior High School

May 21, 2002

Department: Visual and Performing Arts

Course Title: Drawing and Painting 5-6

Grade Levels: 11 and 12

Semester Hours: 10

Prerequisite: B or better in Drawing and Painting 3-4, or teacher approval

Course Description: This course will build upon the skills and concepts presented in Drawing and Painting 3-4, with emphasis on a personal portfolio. A large body of the student's work should reflect the pursuit of a single theme or a particular mode of working. The additional work may show an investigation of historical or cultural movements with the student's own style reflected, and/or work showing the degree of artistic skill the student is capable of attaining while working in a variety of media. The student has the option of submitting a portfolio for AP credit. A sketchbook will be kept to record and explore weekly observations.

I. Standards -

- A. Artistic Perception - Use advanced observational and perceptual skills to create original works of art, some of which are drawn from a singular theme or problem. Perceive works of art, objects in nature, events and the environment.

Students will:

1. Solve challenging visual art problems independently.
2. Students create original works of art that demonstrate observational knowledge and perception of the world.
3. Further work on developing their own personal style, while still analyzing and evaluating movements in art history.
4. Write an artist statement that explains the content and methodology behind their body of artwork in its current contextual environment.

- 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 continued confidence in their ability to draw and paint through the complete process from concept to preliminary sketch and final presentation.
2. Develop portfolio as an ongoing part of the creative process.
3. Develop continued confidence drawing deeper from personal experiences and responses recorded in weekly sketchbook assignments.
4. Demonstrate a confidence in the handling of art materials that goes beyond formal training.

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 their role as an artist in our contemporary multicultural context.

Students will:

1. Explore the diversity of contemporary post-modern art and its relationship to modernism.
2. Research the role of contemporary art institutions and the role of grants and international biennial art exhibitions on the continents.
3. Explore the history of the avante garde art exhibition and its relationship to all modern and contemporary art.
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 write art reviews that compare/contrast and evaluate works of art.
3. Students will 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. Participate in the professional portfolio review process by either submitting their portfolio for review or entering a national juried art contest/exhibition.
2. Prepare portfolios of original artwork for a variety of purposes (review for post-secondary application, exhibition, job application and personal collection).
3. Contrast the difference between art as a vocation and an avocation by interviewing both a commercial artist and a fine artist.
4. Participate in assignment and group critiques where they compare and contrast artwork.
5. Write an artist statement that explains the content and methodology behind their body of artwork in its current contextual environment.
6. 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.

Drawing and Painting 5-6

Page 4

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 confident and 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. Encourage students to follow through with their drawings and paintings from preliminary sketch to final presentation.

2. Portfolio development

3. Sketchbook development

4. Ask students to work en masse on drawings to develop a confident and intuitive natural mark.

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 and contemporary life.
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. Schedule visiting artist visits and trips to the computer center so students can contact and directly question professionals.
  6. Speculate on the use of technology and its possible implications in the art world.
  7. Project based learning: observational and theme based drawings and paintings.
  8. Library/Internet search.
- V. Instructional aids, texts and printed resources
- A. Textbook
1. Art Talk, by Roalind Ragans, by Glencoe Publications.
- B. Supplemental texts - include but are 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
1. American Visions, featuring Robert Hughes.