

Glendale Unified School District

High School

February 7, 2023

Department: Career & Technical Education

Course Title: Intermediate Commercial Art

Course Code 2270V/2271V

Grade Level 9-12

Course Credits: 10

School(s) Course Offered: Clark Magnet High School

UC/CSU Approved Yes, "G" Elective
(Y/N: Subject):

Recommended
Prerequisite: None

Recommended Textbook: art21.org
ca.pbslearningmedia.org/collection/art-school/

Course Overview: This is a hands-on learning course focusing on exploring and applying the tools and processes around commercial art professions. Variety of materials, production methods, and conceptual approaches that are specific to visual and commercial art careers will be practiced. Discussions, lectures, research assignments, critiques, will familiarize students with the formal vocabulary and develop their visual thinking in viewing contemporary commercial art. Field trips will help students grasp the realistic view of professions in the commercial art field. The course will address: Elements of Art, Principles of Design, technical skill building, visual and design

concepts, and career exploration. Throughout this course students will build their Art portfolio along with artist statements.

Course Content

Unit 1: Elements of Art

(8 weeks)

STANDARDS

Visual and Performing Arts: 1.1, 1.2, 2.1, 2.2, 2.3, 3, 4, 7.2, 10

CTE: Arts, Media and Entertainment: A1.1, A1.3, A1.6, A1.7, A2.2, A2.3, A2.4, A3.0

- A. Topics covered in this unit include the application of the elements of art: line, shape, form, value, color, texture, and space, using traditional drawing materials and techniques. Students will learn to utilize observational skills, elaborate on imaginative ideas, while applying appropriate techniques to express the desired visual result. They will use various traditional materials and demonstrate safe procedures for using and cleaning art tools and equipment. Culminating works will be presented and the unit will close with a class critique of each student's work.
- B. The culminating task for this unit is an abstract background illustration, using visual metaphors in creating an artistic product. This assignment requires students to integrate the seven elements of art into one piece, while keeping in mind the functionality of industry-specific use of media. Industry-relevant problem solving, and refined application of the seven elements of art.

Unit 2: Drawing

(12 weeks)

STANDARDS

Visual and Performing Arts: 1.1, 1.2, 2.1, 2.2, 2.3, 3.0, 4.0, 5.0, 7.2, 8, 10, 11

CTE: Arts, Media and Entertainment: A2.0, A3.0, A6.0, A7.0

- A. Topics covered in this unit include traditional still-life, life drawing, nature and landscape drawing. Students will learn to use a variety of materials and develop drawing techniques to create a variety of illustrations, from simple gestures and sketches to refined and colorized illustrations using point of view, characterization, style, and related elements for specific rhetorical and aesthetic purposes. Students will analyze how art reflects changing times, traditions, resources and cultural uses.
- B. The culminating activity will be a short picture book. Students will learn the process of creating a book by reading a manuscript, drawing a storyboard, creating

a book dummy, and a final illustrated book. Students will also learn how to create a binding and the craft of hand building a book.

Unit 3: Principles of Design

(12 weeks)

STANDARDS

Visual and Performing Arts: 1.1, 1.2, 2.1, 2.2, 2.3, 3, 4, 5, 7.1, 7.2, 8, 9, 10

CTE: Arts, Media and Entertainment: A1.0, A2.0, A3.0, A4.0, A5.0, A7.0, A8.0

- A. Topics covered in this unit include the Principles of Design and the application of them using a variety of traditional materials and techniques. Students will learn the definitions of these principles; emphasis, balance, contrast, repetition, proportion, movement, negative space, variety, pattern, rhythm, and unity, and know how to communicate clearly their observations of them, and how to create a harmonious work of art that applies these principles. A thorough understanding of how artists produce traditional works of art that can be printed and sold globally, both physically as well as through various digital platforms.
- B. The culminating activity students will create will be a design proposal for a fictitious local eatery. Students will be given a design concept and a fictitious business model that they will have to create a proposal design board and branding for the owners' approval. The use of traditional and technological tools will be used. This project will document the process of idea development, from early-stage ideas to fully elaborated ideas.

Unit 4: Digital Marketplace

(8 weeks)

STANDARDS

Visual and Performing Arts Standards: 1.1; 1.2; 1.4; 5.4; 5.1, 6, 7.2

CTE Arts Media and Entertainment Standards: A1.0; A2.0; A4.0; A5.0

- A. Topics covered in this unit include marketing, social media, online sales and entrepreneurship. Students will learn how to develop an online presence by creating and displaying their best work completed through the term. They will learn how to set up an online shop with their art designed onto products, utilizing a print on demand service. Students will study the history and predict how changes in technology have and might change the role and function of visual arts in the workplace.
- B. The culminating task in this unit is a portfolio of student work displayed through an online marketplace. This project will synthesize traditional art work and new technologies to design an artistic product to be used by a specific industry.