



Sage Creek High School
Course Syllabus

Art 1

The "F" in A-G Requirements

2019-2020

Instructors

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Course Title

Art 1A & 1B

Purpose of the Course

Art 1 is designed for the beginning to intermediate art student. Lessons focus on the Elements of Art and the Principles of Design. Within the first trimester, Art 1 students will gain proficiency in line, shape, space, form, value, color, and also identify texture, pattern, movement, balance, contrast, emphasis, rhythm, and unity. Within the second trimester, students create original works of art based on based on the principles of design demonstrated through projects, written work and a final portfolio. This course is designed to provide opportunities for creative expression as students apply artistic processes and skills using a variety of media to communicate meaning and intent in original works of art. Media includes pencil, colored pencil, charcoal, pen, paper, chalk, watercolor and acrylic paint. Students will practice drawing, painting, and collage techniques. Students perceive, derive meaning, and respond to works of art and use the vocabulary of the visual arts to express their observations. This course aims to increase student awareness of art forms in past and present cultures throughout the world and develop artistic literacy. Each unit is designed to develop aesthetic awareness and to connect and apply what is learned in the visual arts to other subject areas and careers. The Art 1 curriculum will integrate the National Core Arts Standards.

Course Materials

Art Talk – McGraw Hill. You will have access to this electronic textbook. Login and account information will be provided.

Drawing on the Right Side of the Brain – Betty Edwards

Supplemental texts and electronic resources provided by instructor

Student Sketchbook

Grading Formula

Points	Grade	Points	Grade
97+	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	<59	F

Assignment Values

Daily Activity Points	10%
Sketchbooks	10%
Homework and Journals	10%
Assessments	10%
Projects	60%

School Loop Expectations

Every student and parent has access to School Loop to monitor student progress and to contact teachers. Assignments, supplemental materials, homework and grades will be posted on School Loop on a weekly basis.

Assignments and resources will also be posted on Google Classroom as additional reference.

Students are expected (and parents are encouraged) to register for a School Loop account and to utilize it to access assignments and grades on a weekly basis. Students are encouraged to use LoopMail to contact teachers.

Student Expectations

Be your **BEST**

Establish **Community**

Show **Respect**

Take **Responsibility**

Art 1 students will be active participants in class; they will create, produce, respond and connect works of art. They are expected to put forth 100% effort and grow in the creative process. This is reflected in the **“Daily Activity Points” as 10% of the grade. This participation grade is in the School Loop gradebook marked as “Week _ Assignments”.**

Students will maintain a sketchbook for sketches and notes.

Students will create Art Presentations.

Students will practice techniques in the classroom and on their own time.

Due dates will be given for each assignment and project. However, if a project has not been completed by the due date, it is the student's responsibility to submit the work by the deadline. No work will be accepted after the deadline.

Students will prepare a website portfolio of original works as part of the final exam.

Unless directed or allowed, no electronic devices (iPods, cell phones, gaming devices, etc.) may be used.

Academic Assistance

Please contact the teacher to make arrangements if further assistance is needed.

Visual and Performing Arts Mission

To inspire students' lifelong appreciation and passion for the arts.

Visual and Performing Arts Vision

We support student development of the creative process. We strive to cultivate artistically literate students who will advocate and employ arts knowledge in the local and global community.

Trimester 1 Pacing Guide: Topics & Objectives

National Core Arts Standard	# of Days	Learning Targets	Essential Vocabulary	Essential Laboratories, Projects, and/or Activities	Formative & Summative Assessment(s)
Anchor Standard #7: Perceive and analyze artistic work VA:Re.7.2.11a Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences	4	Intro to the Elements of Art and Principles of Design: Students will name and define the elements of art and principles of design Students will maintain a sketchbook as a method of practicing design concepts, recording daily experiences and responding to visual art	Elements of art, principles of design, artistic perception, creative expression, aesthetics, art criticism, rubric	Purpose of Art activity Elements and Principles packet and poster Gallery virtual tour Artist journal	Drawings of each element and principle Journal response
Anchor Standard #2: Organize and	6	Line:	Line, contour drawing,	Gesture and contour line drawings	Sketchbook activities

develop artistic ideas and work Cr2.11a: Engage in making a work of art or design without having a preconceived plan.		Students will create an original work of art focusing on line	gesture drawing, shape, curvilinear, diagonal, horizontal, vertical, implied line, observational drawing skills	Mixed media ink and gouache activity Artist journal Contour line project	Quiz Completed line project and evaluation
Anchor Standard #1. Generate and conceptualize artistic ideas and work. VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.	8	Space: Students will connect design concepts Students will create a perspective drawing	Linear perspective, atmospheric perspective, aerial perspective, one-point perspective, two-point perspective, proportion, line direction, line quality, rectilinear, vanishing point, Renaissance	Perspective drawings Design lab Artist journal Perspective buildings project	Sketchbook diagrams and activities Quiz Journal response Completed perspective drawing project and evaluation
Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art. VA:Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.	8	Value and Form: Students will demonstrate knowledge of creating value and the illusion of 3-dimensional form with a variety of media and techniques	Value, value scale, blending, graphite, charcoal, form, 3-dimensional, contrast, volume, Form, Highlight, Core Shadow, Cast Shadow, Reflected light, still life, depth, photorealism	Value scale activity Artist Journal Form drawings positive and negative space drawings	Sketchbook activities Quiz Completed value drawing worksheet Completed value drawing project and evaluation
Anchor Standard #6: Convey meaning through the presentation of artistic work VA:Pr6.1.1a Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or	10	Color Theory: Students will investigate color theory Students will connect music and visual art Students will paint a series of self portraits	Color relationships, color wheel, palette, acrylic paint, complementary colors, cool and warm colors, hue, intensity, monochromatic , neutral colors, primary colors, properties of color,	Elements and emotion music activity Color Lab Painted color wheel Artist journal Color symbolism activity	Sketchbook activities Quiz Journal response Accurate color wheel Completed Pop Art portrait

political beliefs and understandings			secondary colors, shade, tint, tone	Pop Art portrait project	project and evaluation
Cr1.2	5	Media and Composition: Students will develop knowledge of artistic skills in a variety of technical processes Students will investigate how beliefs, traditions and contexts influence the interpretation in a work of art	Composition, collage, assemblage, digital media, multimedia dominance, subordination, content	Current events activities Artist journal Social Issues Collage project	Sketchbook practice Journal responses Quiz Completed collage and evaluation
Anchor Standard #3. Refine and complete artistic work. VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.	8	Texture: Students will examine, reflect on and plan revisions for works of art Students will illustrate visual textures	texture, line, value, form, pattern, shape, visual texture, tactile texture highlight, hatching, cross hatching, stippling, contrast	Creating texture worksheet Grid techniques Artist journal Animal Drawing project	Sketchbook activities Quiz Journal responses Completed drawing and evaluation
Pr4.1	3	Final / Presentation TBD	elements of art, principles of design, visual literacy, reflection	Peer response activity	Final exam

*Unit study - Articulation with CHS and VMS advanced art (1 year)

Trimester 2 Pacing Guide: Topics & Objectives

Std.	# of Days	Learning Targets	Essential Vocabulary	Essential Laboratories, Projects, and/or Activities	Formative & Summative Assessment(s)
Anchor Standard #11. Relate artistic ideas and	4	Art History: Students will investigate major	Media, style, theme	Timeline activity Research activity	Sketchbook activities

works with societal, cultural and historical context to deepen understanding. VA:Cn11.1.1a: Describe how knowledge of culture, traditions, and history may influence personal responses to art.		themes in historical and contemporary periods and styles of the visual arts throughout the world		Artist journal	Journal response Research assignment
Anchor Standard #5: Develop and refine artistic techniques and work for presentation Pr5.1.1a Analyze and evaluate reasons and ways an exhibition is presented.	4	Art Show / Gala / Festival of the Arts (Trimester 3 only)	Exhibition, theme, installation	Art show design and collaboration	Sketchbook activities Design worksheet
Anchor Standard #1: Generate and conceptualize artistic ideas and work VA:Cr1.1.1a Use multiple approaches to begin creative endeavors	12	Space Students will create an expressive composition emphasizing the relationship between positive and negative space Students will practice a variety of techniques for mixed media work	Composition, contrast, expressive content, focal point, emphasis, dominance, symmetry	Ink techniques scratchboard techniques Printing techniques Watercolor Painting Techniques Artist journal	Sketchbook activities stamp and print project Quiz Journal response positive and negative space project and evaluation
Anchor Standard #8. Interpret intent and meaning in artistic work. VA:Re8.1.1a: Interpret an artwork or collection of works, supported	8	Contrast Students will engage in making a work of art without having a preconceived plan	Contrast, proportion, juxtapose, illustration, dominance, subordination, mood, motif, visual metaphor, expressive	Ink techniques Decalcomania glue paint symmetry prints activity Surrealism Doodle project Artist journal	Sketchbook activities Quiz Journal response Completed Surrealism

by relevant and sufficient evidence found in the work and its various contexts.			content, rhythm, distortion,		Doodle project and evaluation
Anchor Standard #9. Apply criteria to evaluate artistic work. VA:Re9.1.la: Establish relevant criteria in order to evaluate a work of art or collection of works.	8	Proportion and Repetition: Students will refine observational drawing skills using the human figure as model Students will identify trends in the visual arts and discuss how time, place and culture are reflected in selected works	Proportion, scale, maquette, figurative, genre, stylized, pattern, theme, texture, value, form	Human figure and portrait activity Creating patterns activity Figure project Artist journal	Sketchbook activities Quiz Journal response Figure pattern project and evaluation
Anchor Standard #2: Organize and develop artistic ideas and work. VA:Cr2.2.la Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.	8	Balance Students will describe the principles of design as used in works of art Students will create an original work of art	Balance, visual balance, symmetrical, asymmetrical, radial balance, organic, Pattern, Mandala, Contrast, Line, Design, geometric, composition	Scratchboard techniques Artist journal Balance project	Sketchbook activities Quiz Journal response Completed Mandala design and evaluation
Anchor Standard #2: Organize and develop artistic ideas and work Cr2.2.la Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.	8	Shape and Form: Students will create a 3D sculpture Students will balance experimentation and safety, freedom and responsibility while developing works of art	Shape, form, two-dimensional, three-dimensional, volume, organic, geometric, shading, balance, armature	Form drawings Sculpting techniques Artist journal Sculpture project	Sketchbook activities Quiz Completed 3D sculpture project and evaluation

<p>Anchor Standard #3: Refine and complete artistic work Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.</p>	<p>8</p>	<p>Variety and Unity: Students will practice painting techniques</p> <p>Students will articulate the process and rationale for refining and reworking their painting</p>	<p>Variety, unity, color relationships, color theory, foreground, middleground, background, depth, neutral colors, atmospheric perspective,</p>	<p>Creating Artist journal Landscape painting / silhouette project</p>	<p>Sketchbook activities Quiz Journal response Completed silhouette painting and evaluation</p>
<p>Anchor Standard #5. Develop and refine artistic work for presentation. VA.Pr5.1.1a: Analyze and evaluate the reasons and ways an exhibition is presented.</p>	<p>5</p>	<p>Final / Portfolio Students will prepare a portfolio of original 2-dimensional works that reflects refined craftsmanship and technical skills</p>	<p>Portfolio, expressive content, visual literacy, reflection</p>	<p>Portfolio development activity Peer response activity</p>	<p>Completed portfolio and presentation</p>

*Unit study - Articulation with CHS and VMS advanced art (1 year)