

**FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**

**Course Outline  
Exploratory Art 7**

**Date:** April 2003

**Proposed Grade Level(s):** 7

**Grading:** A-F

**Prerequisites:** Art 6 Recommended

**COURSE DESCRIPTION:**

This is an introductory course in the fundamentals of visual arts, building on Art 6. The course emphasizes the necessary skills to provide the student with a perceptual base leading to understanding artistic perception, creative expression, historical and cultural contexts, aesthetic valuing and connections, relationships, and applications. Students will be experimenting in various art forms, using a variety of tools, techniques, and materials. Each unit is centered on the elements and principals of design as well as the California State Content Standards. Selected historical and/or cultural contexts will be applied to each unit with attention to analysis, interpretation, and judgment. Students will develop an appreciation for other cultures and historical periods in the art world by creating and evaluating art works of their own.

**GENERAL GOALS/PURPOSES:**

- To develop and expand aesthetic perception
- To develop and expand visual arts knowledge and skills for creative expression
- To acquire knowledge of historical and cultural developments that occur throughout art history
- To develop a base for making informed aesthetic judgments
- To make connections between art and other academic areas and explore art career opportunities.

**STUDENT READING COMPONENT:**

- Students will use the text: Introducing Art, Glenco, 1999. ISBN 0-02-662364-
- Students will be assigned articles to read from *Scholastic Art* or an art-related magazine/publication.
- Research projects will require the use of the library and art history resources and electronic media.
- Students will be required to follow written instructions on most projects.

**STUDENT WRITING COMPONENT:**

- Students will write using a variety of formats: journals, Power Point presentations, response forms, and peer and self-evaluation forms.
- Students will describe, analyze, critique, and write about the visual characteristics of works of art.
- Students will use writing to reflect on the creative process and the problem-solving techniques used in art production.
- Students will compare and contrast, as well as analyze, artists and the styles of art from a variety of times, places, and cultures.

## **STUDENT ORAL COMPONENT:**

- Students will work in pairs or small groups to collaborate, problem-solve, and present various projects to the class.
- Students will orally respond to a variety of works of art and talk about their interpretation of the artist's intention using vocabulary and terms appropriate to discussions about art.
- Students will participate in discussions about their own work, as well as the work of others.

## **UNITS OF INSTRUCTION:**

### **Unit I Introduction to Art**

- A. Why Learn About Art?
- B. Seeing, Wondering and Enjoying Art
  1. Variety in the World of Art
  2. When is it Art?
- C. Subjects and Themes in Art
- D. Styles of Art
  1. Expressionism
  2. Abstraction
  3. Fantasy
  4. Realism

### **Unit II An Introduction to the Language of Art (Elements of Design)**

- A. The Element of Line
  1. Physical Properties of Line
  2. Emotional Qualities of Line
- B. The Element of Color
  1. Color Wheel
  2. Color Harmonies
  3. Physical Properties of Color
  4. Emotional Properties of Color
- C. Element of Shape
  1. Types of Shapes
  2. Characteristics of Shape
  3. Positive and Negative Shape
- D. The Element of Texture
  1. Physical Characteristics of Texture
  2. Value in a Composition
- E. The Element of Value
  1. Physical Characteristics of Value
  2. Value in a Composition
  3. Emotional Characteristics of Value

### **Unit III Principles of Design**

- A. Analyzing What You See
- B. Design
  1. Unity
  2. Variety
  3. Dominance
  4. Rhythm and Movement
  5. Balance

## **Unit IV Introduction to Media**

- A. Two-dimensional media
  - 1. Drawing
  - 2. Painting
  - 3. Graphic Design
  - 4. Printmaking
  - 5. Collage
- B. Three-dimensional media
  - 1. Sculpture
  - 2. Environmental Art
  - 3. Ceramics

## **Unit V Exploring Careers in Art**

- A. Possibilities for careers in Art

### **CALIFORNIA STATE STANDARDS:**

#### **1.0 Artistic Perception**

##### *Develop Perceptual Skills and Visual Arts Vocabulary*

- 1.1 Describe the environment and selected works of art, using the elements of art and the principles of design.
- 1.2 Identify and describe scale (proportion) as applied to two-dimensional and three-dimensional works of art.

##### *Analyze Art Elements and Principles of Design*

- 1.3 Identify and describe the ways in which artists convey the illusion of space (e.g., placement, overlapping, relative size, atmospheric perspective, and linear perspective).
- 1.4 Analyze and describe how the elements of art and principles of design contribute to the expressive qualities of their own works of art.

##### Supporting Lessons/Activities:

- Critique or Classroom discussion based on major artwork, proportion and perspective. (1.1, 1.2, 1.3)
- Using artistic vocabulary, students evaluate their work and the work of others. (1.1, 1.2, 1.3)
- Art journals (1.1, 1.2, 1.3, 1.4)

Reading Component, Chapter (s): 1 - 14

#### **2.0 Creative Expression**

##### *Skills, Processes, Materials, and Tools*

- 2.1 Develop increasing skill in the use of at least three different media.
- 2.2 Use different forms of perspective to show the illusion of depth on a two-dimensional surface.
- 2.3 Develop skill in using mixed media while guided by a selected principle of design.
- 2.4 Develop skill in the techniques of mixing paints and in showing color relationships.

##### *Communication and Expression through Original Artworks*

- 2.5 Interpret reality and fantasy in original two-dimensional and three-dimensional artworks.
- 2.6 Create original artwork, using film, photography, computer graphics, or video.
- 2.7 Create a series of artworks that express a personal statement demonstrating skill in applying the elements of art and the principles of design.

##### Supporting Lessons/Activities:

- Students create a series of at least three artworks using a variety of color schemes. (2.1, 2.2, 2.4)
- Students will complete several fantasy artworks using a variety of media including mixed media. (2.3, 2.5, 2.7)

Reading Component, Chapter (s): 2, 3, 6, 7, 8, 10, and 14

### **3.0 Historical & Cultural Context**

#### *Role and Development of the Visual Arts*

3.1 Research and describe how art reflects cultural values in various traditions throughout the world.

#### *Diversity of Visual Arts*

3.2 Compare and contrast artworks from various periods, styles and cultures and explain how those artworks reflect the society in which they were made.

#### Supporting Lessons/Activities:

- Classroom discussion, student research projects, student critique and/or guided art history lessons highlighting artwork created for diverse cultures and traditions throughout the world. (3.1, 3.2, 5.1)

Reading Component, Chapter (s): 3, 5, 7, 8, 9, 12, and 13

### **4.0 Aesthetic Valuing**

#### *Derive Meaning*

4.1 Explain the intent of a personal work of art and draw possible parallels between that artwork and the artwork of a recognized artist.

4.2 Analyze the form (how a work of art looks) and contend (what a work of art communicates) in works of art.

#### *Make Informed Judgments*

4.3 Take an active part in a small-group discussion about the artistic value of specific works of art in which a wide range of the viewpoints of peers are considered.

4.4 Develop and apply specific and appropriate criteria individually or in groups to assess and critique works of art.

4.5 Identify what was done when a personal work of art was reworked and explain how those changes improved the piece.

#### Supporting Lessons/Activities:

- Students will create works of art that are patterned after the work of a recognized artist or specific movement and then share in a small group discussion. (4.1, 3.2, 4.3)
- Classroom discussion on aesthetics and the four steps of art criticism. (4.3, 4.4)
- Students implement suggestions from a small group critique, rework a personal piece and explain how the work improved. (4.3, 4.4, 4.5)

Reading Component, Chapter (s): 1, 2, 3, 4, 5, 8, and 9

### **5.0 Connections, Relationships & Applications**

#### *Connections and Applications*

5.1 Study the music and art of selected historical era and create a multimedia presentation that reflects that time and culture.

5.2 Use various drawing skills and techniques to depict lifestyles and scenes from selected civilizations.

#### *Visual Literacy*

5.3 Examine art, photography, and other two- and three-dimensional images, comparing how different visual representations of the same object lead to different interpretations of its meaning, and describe or illustrate the results.

#### *Career and Career-Related Skills*

5.4 Identify professions in or related to the visual arts and some of the specific skills needed for those professions.

#### Supporting Lessons/Activities:

- Compare and contrast different visual representations of the same event. (5.1, 5.2, 5.3)
- Students will research and discuss various careers that are related to the visual arts. (5.4)

Reading Component, Chapter (s): 3, 4, 8, 11, 12, 13, 14, and Appendix

### **Assessment and Evaluation Methods:**

Classroom participation records

1. Portfolio
2. Art journal
3. Quizzes
4. Journals, Power Point presentations, response forms, peer and self-evaluation forms.
5. Oral presentations

### **THIS COURSE WILL PREPARE STUDENTS FOR THE HSEE AND/OR FCUSD EXIT EXAMS IN:**

Writing, Reading, Language Arts, and Social Science

**LAB FEE, IF REQUIRED:** None

### **SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED**

*Based on the Visual and Performing Arts Content Standards for California Public Schools Pre-kindergarten Through Grade Twelve, January, 2001*

1. **Art Criticism:** Students will explore the processes for reflection on and analysis of artworks in order to gain a better understanding and appreciation of art.
2. **Art History:** Students will research the historical and social context of visual art and gain a better understanding of the significance of art within world cultures.
3. **Art Production:** Students will experiment with the processes and techniques used in the creation of three-dimensional art and work towards developing a personal artistic style and vision.
4. **Aesthetics:** Students will examine their own art, as well as the work of others, responding to, analyzing and making judgments about the success and merits of different works of art.
5. **Integrated/Interdisciplinary Learning:** Students will connect and apply what they learn about three-dimensional art to other art forms, subject areas and careers.

### **DISTRICT ESLRs TO BE ADDRESSED:**

Students will be

- **Self-directed learners** by completing a journal and portfolio assignments during the course of instruction with considerable independent work.
- **Effective communicators** through oral critiques written assignments, and artistic expression in a variety of media.
- **Collaborative workers** who can work cooperatively in a variety of settings in culturally diverse groups to complete assignments and projects and can work through clean up and set-up responsibilities.
- **Constructive thinkers** who, through ongoing discussion, analysis, and application can determine artistic solutions to the problems presented in class.
- **Quality producers/performers** who understand the importance of a well-planned response to an assignment or project.
- **Responsible citizens** who accept the consequences of their actions and who demonstrate understanding of their role in the learning process.

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