

**FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**

**Course Outline  
Exploratory Art 8**

**Date: April 2003**

**Proposed Grade Level(s): 8**

**Grading: A-F**

**Prerequisites: Art 7 Recommended**

**BRIEF COURSE DESCRIPTION:**

This is an introductory course in the fundamentals of visual arts, building on Art 7. The course emphasizes the skills necessary 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 0-02-6623364-1
- 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, 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 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.

## **DETAILED 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 Use artistic terms when describing the intent and content of their own artworks or the artworks of others.

*Analyze Art Elements and Principles of Design*

- 1.2 Analyze and justify how their artistic choices contribute to the expressive quality of their artwork.
- 1.3 Analyze the use of the elements as they relate to the meaning in video, film or electronic media.

Supporting Lessons/Activities:

- Critique or Classroom discussion based on major artwork, film, electronic media, and advertising. (1.1, 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)

Reading Component, Chapter (s): 1-14

#### **2.0 Creative Expression**

*Skills, Processes, Materials, and Tools*

- 2.1 Demonstrate an increased knowledge of technical skills in using more complex two-dimensional art media and processes (e.g., printing press, silk screening, Photoshop).
- 2.2 Design and create maquettes for three-dimensional sculptures

*Communication and Expression through Original Artworks*

- 2.3 Create original artwork, using film, photography, computer graphics, or video.
- 2.4 Design and create an expressive figurative sculpture.
- 2.5 Select a medium to use to communicate a theme in a series of artworks.
- 2.6 Design and create both additive and subtractive sculptures.
- 2.7 Design a work of public art appropriate for and reflecting a location.

Supporting Lessons/Activities:

- Students complete a series of at least three works in the same medium and style that convey a similar meaning using film, photography, computer graphics, video, Photoshop, metal tooling or Power Point. (2.1, 2.3, 2.5)
- Students select a theme then design and create an expressive figurative sculpture. (2.4)
- Students design and create a maquette for their school or community as a public work of art. (2.2, 2.7)
- Students will create a sculpture using the additive process such as modeling, using clay wax and plaster. (2.6)

- Students will create a sculpture using the subtractive process such as carving, using wood, stone and soap. (2.6)

Reading Component, Chapter (s): 1, 3, 4, 5, and 10

### 3.0 Historical & Cultural Context

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

- 3.1 Examine and describe or report on the role of artwork created to make a social comment or protest social conditions.
- 3.2 Compare, and contrast, and analyze styles of art from a variety of times and places in Western and non-Western cultures.

#### *Diversity of Visual Arts*

- 3.3 Identify major works of art created by women and describe their impact on the society of the time.
- 3.4 Discuss the contributions of various immigrant cultures on the art of a particular society.

#### Supporting Lessons/Activities:

- Classroom discussion, student research projects, student critique and/or guided art history lessons highlighting artwork created for social impact, artwork created by women and artwork created by various cultures. (3.1, 3.3, 3.4)
- Students study the art from their own cultural heritage and produce an artwork that reflects that heritage. Students jigsaw by presenting their findings to the class, then compare, contrast and analyze the variety of art from various cultures. (3.2)

Reading Component, Chapter (s): 3, 5, 7, 8, 9, 11, and 12

### 4.0 Aesthetic Valuing

#### *Derive Meaning*

- 4.1 Define their own point of view and investigate how it affects their interpretation of art from cultures other than their own.
- 4.2 Develop a theory about the artist's intent in a series of artworks, using reasoned statements to support personal opinions.
- 4.3 Construct an interpretation of a work of art based on the form and content of the work.

#### *Make Informed Judgments*

- 4.4 Develop and apply a set of criteria individually or in groups to assess and critique works of art.
- 4.5 Present a reasoned argument about the artistic value of an artwork and respond to the arguments put forward by others within a classroom critique setting.
- 4.6 Select a grouping of their own artwork that reflects growth over time and describe the progression.

#### Supporting Lessons/Activities:

- Following a virtual gallery tour, guest speaker or trip to a gallery or museum, students will write a critique about their favorite work, including their interpretation of the meaning of the work, the qualities which the artist used to develop the work's meaning, how successful the artist was in using these qualities. (4.1, 4.2, 4.3)
- Students work in small groups to develop a set of criteria for assessing works of art. Students then view an artwork and present their argument to the class based on the student's set of criteria. (4.4, 4.5)
- Students select several artworks from their portfolio, then reflect and write about how the work shows growth and progression over time. (4.6)

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

### 5.0 Connections, Relationships & Applications

#### *Connections and Applications*

- 5.1 Select a favorite artist and some of his or her artwork and create a music video that expresses personal ideas and views about the artist.
- 5.2 Create a painting, satirical drawing, or editorial cartoon that expresses personal opinions about current social or political issues.

### *Visual Literacy*

5.3 Demonstrate an understanding of the effects of visual communication media (e.g., television, music videos, film internet) on all aspects of society.

### *Career and Career-Related Skills*

5.4 Work collaboratively with a community artist to create a work of art such as a mural and write a report about the skills needed to become a professional artist.

#### Supporting Lessons/Activities:

- Students will work collaboratively to choose a well-known artist and present personal ideas and views about the artist through a music video or multi-media presentation. (5.1)
- Students will focus on their school community or society in general, then create a painting, satirical drawing or cartoon that reflects their personal opinion regarding an aspect of that community. (5.2)
- Students will engage in class discussions to demonstrate their understanding of the effects of visual communication on society. Students work in small groups to study the impact that visual communication media has on a particular aspect of society. (5.3)
- Students work collaboratively to design a mural for the school. A professional artist from the community is invited to the school to view student designs and discuss the aspects of mural painting. The artist also discusses the skills needed to become a professional artist. Students respond by writing a report on their observations/findings. (5.4)

Reading Component, Chapter (s): 3, 10, 11, 12, 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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