

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Visual Arts

CAC Meeting Date: January 18, 2024	Course Length: 1 Year
Proposed Grade Level(s): 7-8	Subject Area: Visual and Performing Arts Elective Area (if applicable): Visual Arts
Grading: A-F	Credits: N/A
Prerequisite(s): None	Corequisite(s): N/A
CTE Sector/Pathway: N/A	
Intent to Pursue ‘A-G’ College Prep Status: N/A	
A-G Course Identifier: N/A	
Graduation Requirement: N/A	
Course Intent: Introduce students to Visual Arts Program (if applicable): Visual and Performing Arts	
<p>The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person’s actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For concerns/questions or complaints, contact the Title IX Coordinator(s), Equity Compliance Officer(s) and Section 504 Coordinator(s) :</p> <p>Donald Ogden, Associate Superintendent – Human Resources, Title IX Coordinator (Employees) & Equity Compliance Officer dogden@fcusd.org 916-294-9000 Ext 104410</p> <p>Jim Huber Ed. D., Assistant Superintendent – Educational Services, Title IX Coordinator (Students), Section 504 Coordinator & Equity Compliance Officer jhuber@fcusd.org 916-294-9000 Ext 104625</p>	

COURSE DESCRIPTION:

As a middle school, year-long elective, this class is built for beginners to explore their interests and develop their expressive side. To get the most out of this often collaborative experience, students will need to actively participate, be supportive and gracious of fellow students, and be open minded. Students will learn through exploring a variety of art mediums, art history, famous artists, genre and more. Students may decide to pursue these courses further at the high school level. This class is designed to expose students to all of the components of creating works of art, from increasing their own creativity, use of mediums, motor skills collaborative skills, displaying their works of art and articulating their thoughts and feelings about works of art. Students will evaluate pieces of art of their classmates to identify strengths and areas of improvement. They will be encouraged to develop an appreciation of visual art.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Example of Summative Assessment
1. Introduction to Visual Arts	What are the requirements of this course? How can we build a safe community in Visual Arts? What are the basic Visual Art elements and terms?	*Informal teacher observations *Student discussions *Group projects *Individual projects *Peer reviews *Self-assessments *Exit tickets	*Formal presentation *Formal performances *Quizzes *Mid-term evaluations *Final Evaluations
2. Elements of Art	What are the Elements of Art? How are they used in Visual Arts?	*Informal teacher observations *Student discussions *Group projects *Individual projects *Peer reviews *Self-assessments *Exit tickets	*Formal presentation *Formal performances *Quizzes *Mid-term evaluations *Final Evaluations
3. Principles of Design	What are the Principles of Design? How are they used in Visual Arts?	*Informal teacher observations *Student discussions *Group projects *Individual projects *Peer reviews *Self-assessments *Exit tickets	*Formal presentation *Formal performances *Quizzes *Mid-term evaluations *Final Evaluations
4. Art History & Famous Artists	What is the basic timeline of Art History? Who are major artists that have contributed to the Visual Arts?	*Informal teacher observations *Student discussions *Group projects *Individual projects *Peer reviews *Self-assessments *Exit tickets	*Formal presentation *Formal performances *Quizzes *Mid-term evaluations *Final Evaluations

<p>5. Genre Exploration</p>	<p>What are the genres of Visual Art? How is understanding them helpful for you as an artist?</p>	<ul style="list-style-type: none"> *Informal teacher observations *Student discussions *Group projects *Individual projects *Peer reviews *Self-assessments *Exit tickets 	<ul style="list-style-type: none"> *Formal presentation *Formal performances *Quizzes *Mid-term evaluations *Final Evaluations
<p>6. 2-D Design</p>	<p>What are the types and elements of 2-D Design?</p>	<ul style="list-style-type: none"> *Informal teacher observations *Student discussions *Group projects *Individual projects *Peer reviews *Self-assessments *Exit tickets 	<ul style="list-style-type: none"> *Formal presentation *Formal performances *Quizzes *Mid-term evaluations *Final Evaluations
<p>7. 3-D Design</p>	<p>What are the types and elements of 3-D Design?</p>	<ul style="list-style-type: none"> *Informal teacher observations *Student discussions *Group projects *Individual projects *Peer reviews *Self-assessments *Exit tickets 	<ul style="list-style-type: none"> *Formal presentation *Formal performances *Quizzes *Mid-term evaluations *Final Evaluations
<p>8. It's all about me</p>	<p>How can I increase my own creativity? How will increasing my skills in Visual Art contribute to me as an artist?</p>	<ul style="list-style-type: none"> *Informal teacher observations *Student discussions *Group projects *Individual projects *Peer reviews *Self-assessments *Exit tickets 	<ul style="list-style-type: none"> *Formal presentation *Formal performances *Quizzes *Mid-term evaluations *Final Evaluations
<p>9. Exploration of Mediums</p>	<p>How will understanding and practicing in a variety of mediums increase my ability and creativity as an artist?</p>	<ul style="list-style-type: none"> *Informal teacher observations *Student discussions *Group projects *Individual projects *Peer reviews *Self-assessments *Exit tickets 	<ul style="list-style-type: none"> *Formal presentation *Formal performances *Quizzes *Mid-term evaluations *Final Evaluations
<p>10. Presenting Works of Art</p>	<p>What are the ways an artist presents their works of Art? Why is articulation about a work of art important for a Visual Artist?</p>	<ul style="list-style-type: none"> *Informal teacher observations *Student discussions *Group projects *Individual projects *Peer reviews *Self-assessments 	<ul style="list-style-type: none"> *Formal presentation *Formal performances *Quizzes *Mid-term evaluations *Final Evaluations

		*Exit tickets	
11. Careers in the Arts	What are the potential careers in the Visual Arts? How can an artist prepare now for the future?	*Informal teacher observations *Student discussions *Group projects *Individual projects *Peer reviews *Self-assessments *Exit tickets	*Formal presentation *Formal performances *Quizzes *Mid-term evaluations *Final Evaluations
12. Culminating Event	What is the required culminating event or show? How can an artist prepare for the show? What are the benefits of showing an artist's work?	*Informal teacher observations *Student discussions *Group projects *Individual projects *Peer reviews *Self-assessments *Exit tickets	*Formal presentation *Formal performances *Quizzes *Mid-term evaluations *Final Evaluations

ESSENTIAL STANDARDS: National Art Standards.org

<https://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf>

Creating: VA:Cr1.1.7a VA:Cr1.1.8a, VA:Cr1.2.7a VA:Cr1.2.8a, VA:Cr2.1.7a VA:Cr2.1.8a, VA:Cr2.2.7a VA:Cr2.2.8a, VA:Cr2.3.7a VA:Cr2.3.8a, VA:Cr3.1.7a VA:Cr3.1.8a

Presenting: VA:Pr4.1.7a VA:Pr4.1.8a, VA:Pr5.1.7a VA:Pr5.1.8a, VA:Pr6.1.7a VA:Pr6.1.8a

Responding: VA:Re.7.1.7a VA:Re.7.1.8a, VA:Re.7.2.7a VA:Re.7.2.8a, VA:Re8.1.7a VA:Re8.1.8a, VA:Re9.1.7a VA:Re9.1.8a

Connecting: VA:Cn10.1.7a VA:Cn10.1.8a, VA:Cn11.1.7a VA:Cn11.1.8a

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/vp/cf/>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

California Arts Standards, PP 183-197: <https://www.cde.ca.gov/be/st/ss/documents/caartsstandards.pdf>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

National Art Standards.org

<https://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf>

Visual Arts Glossary: National Arts Standards.org

<https://www.nationalartsstandards.org/sites/default/files/NCCAS%20GLOSSARY%20for%20Visual%20Arts%20Standards%201%20column.pdf>

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved (yes/no)	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
		N/A				

Other Resource Materials

[CAEA](#) California Art Education Association, [TCAP](#) The California Arts Project, [NAEA](#) National Art Education Association, [AOEU](#) The Art of Education University

Supplemental Materials

Board Approved Supplemental Materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, Step up to Writing, SIPPS, DBQ, etc.):

N/A