

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



## Art Appreciation

<b>Board Approval Date:</b> February 18, 2021	<b>Course Length:</b> 1 Semester
<b>Grading:</b> A-F	<b>Credits:</b> 5 Credits per Semester
<b>Proposed Grade Level(s):</b> 9, 10, 11, 12	<b>Subject Area:</b> Elective <b>Elective Area (if applicable):</b> VAPA
<b>Prerequisite(s):</b> N/A	<b>Corequisite(s):</b> N/A
<b>CTE Sector/Pathway:</b>	
<b>Intent to Pursue 'A-G' College Prep Status:</b> Yes	
<b>A-G Course Identifier:</b> (f) Visual and Performing Arts	
<b>Graduation Requirement:</b> Yes	
<b>Course Intent:</b> District Course, Site Specific <b>Program (if applicable):</b>	
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### COURSE DESCRIPTION:

Art Appreciation is a survey of the history of Western visual arts, with a primary focus on painting. Students begin with an introduction to the basic principles of painting and learn how to critique and compare works of art. Students then explore prehistoric and early Greek and Roman art before they move on to the Middle Ages. Emphasis is placed on the Renaissance and the principles and masters that emerged in Italy and northern Europe. Students continue their art tour with the United States during the 20th century, a time of great innovation as abstract art took center stage. While Western art is the course's primary focus, students will finish the course by studying artistic traditions from Africa, Asia,

Oceania, and the Americas. Coverage of each artistic movement highlights historical context and introduces students to key artists that represent a variety of geographic locations. Throughout the course, students apply what they have learned about art critique to analyze and evaluate both individual artists and individual works of art. This course is built to state standards and informed by the Consortium of National Arts Education Associations standards.

**DETAILED UNITS OF INSTRUCTION:**

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
<b>1. Introduction to Painting</b>	How do the principles of perspective, depth perception, and tint and shade effect a painting?	*Quiz: Broad Strokes: Principles of Painting Students take a quiz to assess what they have learned. *Quiz: Influences Real and Imaginary *Journal: The Way I See It Students respond to open-ended questions about art and their own final art project. *Practice: Be the Critic Students critique one or more works of art based on what they have learned.	*Test (CS): Introduction to Painting Students take a computer-scored test to assess what they have learned
<b>2. Prehistoric to Late Middle Ages</b>	How did historical context affect pre-Renaissance art and the various meanings the art encompassed?	*Quiz: A Long, Long Time Ago *Quiz: Painting in the 15th Century *Practice: Be the Critic - Students critique one or more works of art based on what they have learned.	*Test (CS): Prehistoric to Late Middle Ages Students take a computer-scored test to assess what they have learned
<b>3. The Renaissance</b>	What spurred artistic revival and creativity during the Renaissance Period?	*Quiz: Early and High Renaissance *Quiz: High Renaissance Masters *Journal: The Way I See It Students respond to open-ended questions about art and their own final art project *Practice: Be the Critic Students critique one or more works of art based on what they have learned	*Test (CS): The Renaissance Students take a computer-scored test to assess what they have learned
<b>4. Baroque and Rococo</b>	What gave rise to the Mannerist, Baroque, and	*Quiz: The Early Baroque Period	*Test (CS): Baroque and Rococo Students take a

	Rococo styles of art?	*Quiz: The Late Baroque Period *Quiz: Art in 18th-Century Europe *Practice: Be the Critic Students critique one or more works of art based on what they have learned	computer-scored test to assess what they have learned
<b>5. Modernity in the 19th and 20th Centuries</b>	What changes were seen in art as a result of Modernity in the 19th and 20th centuries?	*Quiz: Museums and the Art Market *Quiz: A New Way of Seeing: 20th-Century Art *Journal: The Way I See It Students respond to open-ended questions about art and their own final art project.	*Test (CS): Modernity in the 19th and 20th Centuries Students take a computer-scored test to assess what they have learned
<b>6. Beyond Western Influence</b>	Beyond the Western Influence, how have other world cultures' art evolved over the course of history into modern times?	*Quiz: Art Cultures of Africa and Oceania *Practice: Art Is What You Make It Students will finish and submit evidence of a final art project that is the culmination of the preparation work required in each journal assignment	*Test (CS): Beyond Western Influence Students take a computer-scored test to assess what they have learned

**ESSENTIAL STANDARDS:**

Presenting (visual arts): Interpreting and sharing artistic work.  
Anchor Standard #4. Select, analyze and interpret artistic work for presentation.  
Responding: Understanding and evaluating how the arts convey meaning.  
Anchor Standard #7. Perceive and analyze artistic work.  
Anchor Standard #8. Interpret intent and meaning in artistic work.  
Anchor Standard #9. Apply criteria to evaluate artistic work.  
Connecting: Relating artistic ideas and work with personal meaning and external context.  
Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

**RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM 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.

<https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

**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.

<https://www.cde.ca.gov/be/st/ss/documents/caartsstandards.pdf>

**Link to Program Content Area Standards (if applicable):**

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

**TEXTBOOKS AND RESOURCE MATERIALS:**

**Textbooks**

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
Yes		<i>Apex: Art Appreciation</i>		Apex Online Courses	2019	

**Other Resource Materials**

**Supplemental Materials**

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):