

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline
Drawing & Painting 2 A/B**

Date: February 2003

Subject Area: Visual & Performing Arts

Proposed Grade Level: 9 - 12

Course Length: 1 Year

Grading: A - F

Number of Credits: 5/Semester

Prerequisite: Drawing and Painting 1, Grade 'C' or better

COURSE DESCRIPTION:

Students will further develop knowledge and skills of the visual arts through completion of advanced projects. Students will continue to refine their skills and techniques and will begin to develop their own artistic style. Students will continue to expand aesthetic perceptions in order to make informed aesthetic judgments. Students will deepen their historical and cultural knowledge of the visual arts. Units on art criticism, printmaking, graphic design and sculpture will also be introduced. In addition to classroom projects, a sketchbook and a notebook will be required.

GENERAL GOALS AND PURPOSES:

Goal 1: To develop and expand aesthetic perception

Goal 2: To develop and expand visual arts knowledge and skills to express ideas imaginatively

Goal 3: To acquire knowledge of historical and cultural developments that have occurred throughout art history

Goal 4: To develop a base for making informed aesthetic judgments

Goal 5: To make connections between art and other academic subjects and explore art career opportunities

From Visual and Performing Arts Framework

Course Objectives:

- Students will demonstrate the ability to follow classroom instructions and creatively complete hands-on projects in a variety of media. These projects will provide students with an opportunity to use and understand the principles (unity, emphasis/dominance, balance, rhythm/movement and variety) and elements (line, shape, form, color, texture, space, and value/tone) of design.
- Students will maintain, complete and evaluate drawings in a sketchbook submitted for grading on a quarterly basis. All sketchbook requirements are coordinated to support and extend classroom learning and will involve work outside class. The sketchbook requirements are designed to develop in the student drawing skills, through regular practice, and the understanding of the elements of design and how they relate to the improvement of drawing quality. A variety of drawing subjects will be required, including the human figure, still life, and objects in perspective. Students create works in a variety of media, including graphite, pastels, collage, pen and ink and paint. Students also explore different styles of art, including Pop, Surrealism, Realism and Futurism. In addition, students will discover a variety of art forms, including painting, graphic design, and sculpture. The sketchbook assignments also provide students with the opportunity for creative expression and development of an appreciation for various aspects of culture/history.

- Students will demonstrate the ability to complete and organize written work in an art notebook submitted on a quarterly basis. Included in this notebook are notes taken from class lectures on artists and art history/cultures, questions and answers from readings, questions and/or writings pertaining to videos shown in the classroom, and tests/quizzes with student-generated corrections.
- Students will actively participate in group discussions based on a series of established criteria (class critiques) of student-created artwork. Compositional technique and development will be the primary focus of these critiques.
- Students will demonstrate the ability to research an art topic and organize a creative research project by making a presentation to the class. Students will choose this topic based upon an interpretation of a famous work of art.

STUDENT READING COMPONENT:

- Students will read from the texts *A World of Images* and *The Visual Experience*
- Students will be assigned articles to read from *Scholastic Art* and other art publications
- Research projects will require the use of the library and art history resources
- Students will be required to follow written instructions on most projects

STUDENT WRITING COMPONENT:

- Students will describe, analyze, critique and write about the visual characteristics of works of art (descriptive, observation, analysis, persuasive)
- Students will use writing to reflect on the creative process and the problem solving techniques used in art production (reflective)
- Students will compare and contrast, as well as analyze artists and the styles of art from a variety of times, places and cultures (informative)

STUDENT ORAL COMPONENT:

- Students will provide oral presentations and participate in discussions about their own work as well as the work of others
- Students will present their portfolios to the class with an explanation of the process and an evaluation of their end results
- 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

DETAILED UNITS OF INSTRUCTION:

I. Review of What is Art?

- A. Art Functions
- B. Art Styles
- C. Art Forms & Media
- D. The Art World Today... Art Careers

II. How To Study a Work of Art

- A. Understanding The Language Of Art: Design & Composition
- B. Elements of Art
- C. Principles of Design
- D. Understanding Art Criticism

III. Exploring New Media & Technique

- A. Landscape Painting (Neoclassic-Romantic) - Aerial Perspective
- B. Human Portraiture (Renaissance)-Correct Proportions & Use Of Oil Pastel
- C. Paper Mosaic (Ancient Rome) -Emphasis On Value Development
- D. Scratchboard (Middle Ages)-Emphasis On Texture
- E. Relief Printmaking (Japan)

IV. Art of the Past & Present

- A. Art in Western Culture to 1900
- B. Developments in the 20th century
- C. Art Around the World

All units of instruction will be California visual arts content standards-based and will include the following:

- *An examination of the elements of art through practice in new media*
- *Exploration of art principles within project guidelines*
- *Exploration of a variety of techniques through creative expression and production*
- *Art criticism and aesthetic valuing through oral and written assignments*
- *An examination of the historical and cultural role of visual arts across cultures and throughout history*
- *Connections between Art and other academic areas*

Textbooks and Instructional Materials

- *A World of Images* by L. Chapman and *The Visual Experience* by J. Hobbs and R. Salome are classroom textbooks.
- *Discovering Art History* by G. Brommer is used as a reference textbook.
- Art history slide sets and large size prints that cover prehistoric through 20th century with both western and non-western examples.
- Classroom drawing books and idea files for use in sketchbook & with classroom art projects.

Instructional Methods

- Demonstrations
- Lecture & discussion
- Audio-visual materials: slides, videos, prints, classroom displays, etc.
- Group & individual activities/projects
- Student presentations

Assessment and Evaluation Tools

- Classroom participation records
- Portfolio, sketchbook & notebook checklists
- Written reflection & assignments
- Tests and quizzes
- Teacher-made assessment, student self-assessment & class critique
- Criterion standards rubric
- Oral presentation
- Art exhibitions/contests

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

Though not designed for direct correlation to the exit exams, some preparation in some or all areas of math, reading, writing and science will take place.

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Based on the California Draft Visual and Performing Arts Content Standards 5/2000

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 ESLR's TO BE ADDRESSED:

Students will be:

- **Effective communicators** through oral critiques, written assignments and artistic expression in a variety of media
- **Self-directed learners** by completing a sketchbook and notebook each quarter with considerable independent work
- **Quality producers** by completing approximately four projects, 20 sketchbook drawings and a notebook of 8-10 assignments each quarter
- **Constructive thinkers** through ongoing discussion and analyzing to determine artistic solutions to problems presented to the class, and
- **Collaborative workers** through sharing and support given to other students in group critiques; through clean-up responsibilities and cooperative learning readings/assignments/projects

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