

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Course Outline
Drawing & Painting 3A/B

Date: February 2003

Subject Area: Visual & Performing Arts

Proposed Grade Level: 9 - 12

Course Length: One Year

Grading: A - F

Number of Credits: 5/Semester

Prerequisite: Drawing and Painting 2, Grade 'C' or better

COURSE DESCRIPTION:

Students will continue to explore the visual arts through advanced projects in drawing, painting, and printmaking. The course could provide students with an additional year of preparation prior to taking AP Studio Art. The assignments are more open-ended than in Drawing and Painting 2, and the quantity of work required is less than in AP Studio Art.

GENERAL GOALS/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 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

STUDENT READING COMPONENT

- Students will read from the texts *Visual Experience* by J. Hobbs and R. Salone, and *Discovering Art History* by Gerald Brommer
- Students will be assigned articles to read from various 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
- An artist biography is required of each student

STUDENT WRITING COMPONENT

- Students will be required to keep an art notebook.
- 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

UNITS OF INSTRUCTION

A. Unit One

Projects will include art research, aesthetic inquiry and project critiques

1. Architectural Drawing, using perspective
2. Skeletal line and value study
3. Figure drawing

B. Unit Two

Projects will include art research, aesthetic inquiry and project critiques

1. Interpretive self-portrait
2. Drapery Study
3. Surreal Composition

C. Unit Three

Projects will include art research, aesthetic inquiry and project critiques

1. "Reflection"
2. Close-up, metallic object
3. Distortion, from photograph

D. Unit Four

Projects will include art research, aesthetic inquiry and project critiques

1. Scratchboard
2. Final Project
3. Biography of an artist

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 Supplemental Materials

- *Discovering Art History* by G. Brommer and *The Visual Experience* by J. Hobbs and R. Salone.
- 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

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) and Equity Compliance Officer(s): Curtis Wilson, cmwilson@fcusd.org (grades K-5) and Jim Huber, ED. D., jhuber@fcusd.org (grades 6-12), 1965 Birkmont Drive, Rancho Cordova, CA 96742, 916-294-9000 ext.104625**