

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Course Outline
Introduction to Art

Date: February 2003

Subject Area: Visual & Performing Arts

Proposed Grade Level(s): 9-12

Course Length: 1 Year

Grading: A-F

Number of Credits: 5/semester

Prerequisites: A desire to develop artistic skills

BRIEF COURSE DESCRIPTION:

This course is designed to introduce students to the fundamentals of visual art. Students will experiment in various art forms, using a variety of tools, materials and techniques. An emphasis will be placed on creativity and originality in solving the problems of working with a broad range of materials. Each unit will be centered on a further understanding of the elements and principles of design, and is aligned with the California State Visual Arts Content Standards. Historical and cultural contexts will be applied to each unit with attention to analysis, interpretation, and judgment. Students will develop an appreciation for other cultures, the evolution of the art world, and their own potential for creativity, by examining important works of art, and creating and evaluating art works of their own.

GENERAL GOALS/PURPOSES:

- To build self-confidence by showing students that they are unique, their ideas have merit, and they can learn the skills necessary to express themselves visually
- To teach students composition through the elements and principles of design
- To introduce students to the historical and cultural importance of art
- To develop students' appreciation and understanding of art through the use of art criticism and aesthetic inquiry
- To develop students' ability to think abstractly by the use of visualization
- To introduce new concepts and the uses of tools and materials
- To offer open-ended projects that allow personal interpretations

STUDENT READING COMPONENT:

- Students will use the texts *The Visual Experience* and *Exploring Visual Design*.
- Students will be assigned articles to read from *Scholastic Art*.
- 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 reports 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:

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

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. The 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. Texture 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

Methods of Evaluation:

- 1. Classroom participation and artistic attitude
- 2. Written and verbal test
- 3. Critique by instructor and peers
- 4. Portfolio
- 5. Participation in art shows
- 6. Written reflections/self-critique
- 7. Evaluation of artwork(s) by teacher
- 8. Studio and visual arts assessment rubric

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

Language Arts, Math, Social Science, Science

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Based on the California Draft Visual and Performing Arts Content Standards

- 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 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 art techniques, forms and history to other subject areas and careers opportunities.

DISTRICT ESLRs TO BE ADDRESSED:

- In a variety of research projects and studio projects, students will be required to be **self-directed learners**.
- All activities that focus on creative expression will require students to be **effective visual communicators**.
- Working on group projects such as large-scale sculptures or murals, students will be **collaborative workers**.
- In planning strategies for successful art projects, and in problem solving during project development, students will be **constructive thinkers**.
- In creating quality art works that show pride in workmanship, students will be **quality producers**.
- In caring for supplies, tools and materials, students will be **responsible citizens**.

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