

Pilot Course Proposal

Submitted by: T. Woody Sobey Building: KEC

Proposed Course Title: Art C & D (AP Art)

Grade Level: 9-12 Department: CTE

PLEASE ATTACH THE FOLLOWING:

Description of course content and how this course will meet current needs not being met by other courses. Description must also include the needs assessment data.

In an AP Art course, you'll practice and develop these skills: Investigation, Experimentation, and Communication. Investigating the materials, processes, and ideas that artists and designers use. Practicing, experimenting, and revising as you create your own work. Communicating your ideas about works of art and design. *(From College Board who administers the AP program)*

Upon completion of this course students will be able to meet the following Washington State _____ K-12 Learning Standards:

English Language Arts

- RI 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI 9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- W 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- SL 9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- L 9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

Educational Technology

- 1.a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- 2.c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- 4.d. Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.
- 6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

- 6.b. Students create original works or responsibly repurpose or remix digital resources into new creations.
- 6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations

Arts

- (VA:Cr1.1.1) Use multiple approaches to begin creative endeavors.
- (VA:Cr1.2.1) Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
- (VA:Cr2.1.1) Engage in making a work of art or design without having a preconceived plan.
- (VA:Cr2.3.1) Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
- (VA:Cr3.1.1) Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on,
- (VA:Pr4.1.1) Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- (VA:Pr5.1.1) Analyze and evaluate the reasons and ways an exhibition is presented.
- (VA:Pr6.1.1) Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- (VA:Re7.1.1) Hypothesize ways in which art influences perception and understanding of human experiences.
- (VA:Re7.2.1) Analyze how one's understanding of the world is affected by experiencing visual imagery.
- (VA:Re8.1.1) Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- (VA:Re9.1.1) Establish relevant criteria in order to evaluate a work of art or collection of works.
- (VA:Cn10.1.1) Document the process of developing ideas from early stages to fully elaborated ideas.
- (VA:Cn11.1.1) Describe how knowledge of culture, traditions, and history may influence personal responses to art.

What are the assessments that will be used to determine student achievement of the goals of this course?

Students will work independently to continuously build a portfolio throughout the course. Students show their learning by including in their portfolio quizzes, notes, assignment sheets, sketches, response logs, discussion questions, artwork, and/or photo documentation of artwork. These projects will build as students expand the pieces they create to incorporate additional skills they learned. These items/projects will be evaluated using an industry developed rubric.

Describe how this course will address:

- **Alignment with Common Core State Standards (CCSS) and/or WA State Essential Academic Learning Requirements (EALRs)**
 - This course will cover some of the ELA CCSS (outlined above) to help reinforce student learning
- **Integration of technology**
 - Students will use technology through the course with an emphasis during the Digital Illustrations unit where they will use several digital tools to create and modify art
- **Infusion of diversity/multicultural perspectives**
 - Along with creating art, students will be studying art from around the world
- **Integration with other subject areas**
 - Art C & D will cover both Art and CTE requirements as well as integrating content from ELA and Educational Technology
- **Provision of appropriate experiences for learners of varying abilities**
 - Due to the nature of the portfolios/projects, each can be adapted to best meet the student's current skill while encouraging them to strive for more.
- **Development of higher level thinking and processing skills**

- Students will independently create pieces. Then they will pick which of their pieces to include in their portfolio based on their opinions and the feedback they receive from other thereby demonstrating independent thinking, collaborative thinking, independent creation, and collaborative creation in order to use the best demonstrate their skills for the target audience.
- **Articulation of scope and sequences across grades K-12. Will this course replace an existing curriculum? If so, which course?**
 - This course will follow Art A & B as an extension rather than replacing any courses

Current Scope and Sequence

- Design Briefing/Negotiation (10 hours)
- Careers/Business Practices/Portfolios (15 hours)
- AP Breadth (15 hours)
- Digital Illustration (30 hours)
- Varied Media (35 hours)
- Concentration (35 hours)
- Statement of impact:
 - Staffing expenses for this course will be covered by CTE. CTE will support any additional certifications that are required.
- Instructional materials and cost (include titles, names of publishers and copyright).
 - Any equipment, supplies, or other costs will be provided by the CTE Department and partnering funders.

SIGN-OFF FOR PILOT COURSE RECOMMENDATION

	<u>Signature</u>	<u>Date</u>
1. Department Head (Secondary) Accepts ☒ Rejects ☐	<i>Amanda McKinney</i>	11/1/2022
2. Principal Accepts ☒ Rejects ☐	<i>A. Landes</i>	11/1/2022
3. District Content Facilitator Accepts ☒ Rejects ☐	<i>J. Wood</i>	1-Nov-22
4. Curriculum Director Accepts ☒ Rejects ☐	<i>Kevin Smith</i> Kevin Smith (Nov 1, 2022 12:36 PDT)	

Nov 1, 2022

Return original to the Director of Curriculum and Instruction. Copies to Principal and Course Originator.