

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Fine Art

Board Meeting Date: June 18, 2025	Course Length: 2 semesters
Proposed Grade Level(s): 9-12	Subject Area: Elective Elective Area (if applicable): Art
Grading: A-F	Credits: 10
Prerequisite(s): World History (or equivalent) is recommended as a prerequisite or co-requisite, but not required	Corequisite(s):
CTE Sector/Pathway: N/A	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (f) Visual and Performing Arts	
Graduation Requirement: Yes	
Course Intent: Program (if applicable):	
Folsom Cordova Unified School District 2024-2025 Nondiscrimination Statement 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, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact: Jim Huber, Ed.D., Assistant Superintendent, Educational Services Compliance Officer, Section 504 Coordinator, ADA Coordinator (students) jhuber@fcusd.org 916-294-9000 x 104580 Shannon Diaz, Director of Compliance Compliance Officer and Title IX Coordinator sdiaz@fcusd.org 916-294-9000 x 104415 1965 Birkmont Drive Rancho Cordova, CA 95742	

The Folsom Cordova Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:

**Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742**

The District nondiscrimination policy can be located at:

<https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy>

The District's nondiscrimination complaint procedures can be located at:

Students: <https://www.fcusd.org/departments/compliance/complaints/uniform-complaints>

Staff: <https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment>

To report information about conduct that may constitute sex discrimination or sex-based harassment, or make a complaint of sex discrimination or sex-based harassment under Title IX, please refer to:

Students: <https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment>

Staff: <https://www.fcusd.org/departments/compliance/complaints/sexual-harrassment-title-ix>

COURSE DESCRIPTION:

This course combines art history, appreciation, and analysis, while engaging students in hands-on creative projects. Lessons introduce major periods and movements in art history while focusing on masterworks and the intellectual, technical, and creative processes behind those works. Studio lessons provide opportunities for drawing, painting, sculpting, and other creative endeavors.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Example of Summative Assessment
Semester 1:			
1. Understanding Art	Students look closely at how artists use the building blocks or "elements" of art such as line, color, and texture. They analyze how artists organize these elements of art using design principles, such as unity, pattern, and emphasis. Then students explore works of art from various approaches, including historical, critical, and aesthetic. They learn that we group works of art and architecture with similar characteristics into periods, civilizations, and styles. Students answer questions like, "Does art have to be beautiful to be good?" and "Can functional objects be works of art?" Elements of Art Principles of Design Virtual Field Trip: Elements and Principles Sketchbook Approaches to Art: Art History Approaches to Art: Criticism and Aesthetics Discuss: Getting to Know You What are "Structure and Function?"	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
2. Studio:	Students apply what they learned in "Unit 1:	*Online or paper-based worksheets and practice	*Exams (unit, semester and final)

Understanding Art	Understanding Art" by creating their own artwork.	sets *Quizzes *Threaded discussions	*Essays, research papers, and other writing assignments *Presentations
3. Art of Ancient Times	Students explore the works of art and architecture from the ancient civilizations of Mesopotamia, Egypt, Greece, and Rome. They examine how these works reflect beliefs and attitudes of the time and place in which they were created. Students describe how artists of one civilization influenced artists of another and compare and contrast works from the four civilizations. Art of Ancient Mesopotamia Discuss: Art of Ancient Times Art of Ancient Egypt 1 Art of Ancient Egypt 2 Virtual Field Trip: Mesopotamian and Egyptian Art Art of Ancient Greece 1 Art of Ancient Greece 2 Sketchbook Art of Ancient Rome 1 Art of Ancient Rome 2 Virtual Field Trip: Greek and Roman Art Making Connections: Comparing and Contrasting Works of Ancient Art	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations

4. Studio: Art of Ancient Times	Students apply what they learned in "Unit 3: Art of Ancient Times" by creating their own artwork.	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
5. Perspectives in Design from Many Cultures	Students apply what they learned by creating their own artwork.	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
6. Studio: Perspectives in Design from Many Cultures	Students apply what they learned in "Unit 5: Perspectives in Design from Many Cultures" by creating their own artwork.	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
7. The Renaissance	Students explore the works of art and architecture from medieval times before diving into the Renaissance. They examine how these works reflect beliefs and attitudes of the time and place in which they were created. Students learn about various art processes, such as creating Gothic stained glass and Renaissance engraving, and they compare and contrast Renaissance works from Italy, Germany, the Netherlands, and Spain. Early Medieval Art: Byzantine and Romanesque	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations

	Gothic Art The Early Renaissance Virtual Field Trip: Medieval and Early Renaissance Art Italian Renaissance: Painting 1 Discuss: the Renaissance Sketchbook Italian Renaissance: Painting 2 Italian Renaissance: Sculpture Italian Renaissance: Architecture Virtual Field Trip: Italian Renaissance Art and Architecture Renaissance Beyond Italy 1: Germany Renaissance Beyond Italy 2: Netherlands and Spain Virtual Field Trip: Renaissance Art Outside Italy Making Connections: Comparing and Contrasting Works of Renaissance Art		
8. Studio: The Renaissance	Students apply what they learned in "Unit 7: The Renaissance" by creating their own artwork.	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
9. Semester Review and Test	Students review key concepts and content from the lessons in this semester and then take the semester test.		Semester Exam

Semester 2:			
1. From Baroque to Romantic	Students explore the works of Baroque, Rococo, Neoclassical, and Romantic art and architecture. They examine how these works reflect beliefs and attitudes of the time and place in which they were created. Students learn how artists of one period or civilization influence artists of another, and they compare and contrast works of art covered in this unit. Baroque in Italy: Sculpture Discuss: From Baroque to Romantic Baroque in Italy: Painting Baroque in Spain and France Baroque in the Netherlands (Flanders and United Dutch Republic) Virtual Field Trip: Baroque Art Sketchbook Making Connections: Comparing and Contrasting Baroque Art The Enlightenment: Rococo and Naturalist Art The Enlightenment: Neoclassical Art Romantic Art Virtual Field Trip: Neoclassical and Romantic Art Sketchbook	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations

	Making Connections: Comparing and Contrasting Works of Art from Rococo to Romantic		
2. Studio: From Baroque to Romantic	Students apply what they learned in "Unit 1: From Baroque to Romantic" by creating their own artwork.	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
3. From Realism to Post-Impressionism	Students explore the works of art and architecture from Realism, Impressionism, Post-Impressionism, and other late 19th century styles. They learn how new materials and technology influenced the way artists worked. And they compare and contrast works of Realist, Impressionist, and Post- Impressionist art. New Materials and Technology Realism and Naturalism 1 Realism and Naturalism 2 Sketchbook Impressionism 1 Impressionism 2 Virtual Field Trip: Realism, Naturalism, and Impressionism Post-Impressionism 1 Post- Impressionism 2 Discuss: From Realism to Post-Impressionism Late Nineteenth Century Painting and Sculpture Art Nouveau	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations

	Virtual Field Trip: Post-Impressionism and Late Nineteenth Century Art Sketchbook Making Connections: Comparing and Contrasting Realism, Naturalism, Impressionism, and Post-Impressionism		
4. Studio: From Realism to Post-Impressionism	Students apply what they learned in "Unit 3: From Realism to Post-Impressionism" by creating their own artwork.	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
5. Modern Times	Students explore the works of art and architecture from modern times with styles including Fauvism, Expressionism, Cubism, and Surrealism. Students learn how artists of one style influence artists of another. They discuss various works of representational, abstract, and nonrepresentational art. They also compare and contrast works of modern art. Fauvist Art Expressionism: Der Blaue Reiter und Die Brücke Cubism Discuss: Modern Times Sketchbook Art and Politics virtual Field Trip: Fauvism, Expressionism, Cubism, and Political Art Surrealism American Scene Painting and Regionalism	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations

	Modernism in Architecture Virtual Field Trip: Surrealism, American Scene Painting, and Architecture Modernism in Sculpture 1 Modernism in Sculpture 2 Abstract Expressionism Postmodernism Virtual Field Trip: Sculpture, Abstract Expressionism, and Postmodernism Sketchbook Making Connections: Comparing and Contrasting Modern Art		
6. Studio: Modern Times	Students apply what they learned in "Unit 5: Modern Times" by creating their own artwork.	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
7. Semester Review and Test	Students review key concepts and content from the lessons in this semester and then take the semester test.		Semester Exam

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT 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/caartsstandards.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/cr/cf/documents/caartsedfw.pdf>

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 apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

Creating—Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work

Prof.VA: Cr1.1

Use multiple approaches to begin creative endeavors.

7. VA:Cr1.2

Develop criteria to guide making a work of art or design to meet an identified goal.

Creating—Anchor Standard 2: Organize and Develop Artistic Ideas and Work

Prof.VA:Cr2.1

Engage in making a work of art or design without having a preconceived plan.

8. VA:Cr2.3

Select, organize, and design images and words to make visually clear and compelling presentations.

Creating—Anchor Standard 3: Refine and Complete Artistic Work

7. VA:Cr2.3

Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

Presenting—Anchor Standard 4: Select, Analyze, and Interpret Artistic Work for Presentation

8. VA:Pr4

Develop and apply criteria for evaluating a collection of artwork for presentation.

Presenting—Anchor Standard 5: Develop and Refine Artistic Techniques and Work for Presentation

8. VA:Pr5

Collaboratively prepare and present selected theme-based artwork for display and formulate exhibition narratives for the viewer.

Presenting—Anchor Standard 6: Convey Meaning Through the Presentation of Artistic Work
Responding—Anchor Standard 7: Perceive and Analyze Artistic Work Prof.VA:Re7.2 Analyze how one’s understanding of the world is affected by experiencing visual imagery. 8. VA:Re7.1 Explain how a person’s aesthetic choices are influenced by culture, environment, and personal experiences that impact the message it conveys to others. 8. VA:Re7.2 Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
Responding—Anchor Standard 8: Interpret Intent and Meaning in Artistic Work 8. VA:Re8 Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
Responding—Anchor Standard 9: Apply Criteria to Evaluate Artistic Work Prof.VA:Re9 Establish relevant criteria in order to evaluate a work of art or collection of works.
Connecting—Anchor Standard 10: Synthesize and Relate Knowledge and Personal Experiences to Make Art 8. VA:Cn10 Make art collaboratively to reflect on and reinforce positive aspects of group identity
Connecting—Anchor Standard 11: Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding Prof.VA:Cn11 Describe how knowledge of culture, traditions, and history may influence personal responses to art. 7. VA:Cn11 Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved (yes/no)	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
Yes		<i>ART010 Summit Fine Art</i>	<i>Stride K12</i>	Stride K12-online		