FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Exploratory Art

CAC Approval Date: April 29, 2026 **Board Approval Date: May 21, 2026**	**Course Length: 1 Semester**
Grading: A-F	**Credits: N/A**
Proposed Grade Level(s): 6, 7, 8	**Subject Area: VAPA** **Elective Area (if applicable):** **Fine Arts**
Prerequisite(s): **N/A**	**Corequisite(s):** **N/A**
CTE Sector/Pathway:	
Intent to Pursue 'A-G' College Prep Status: No	
A-G Course Identifier:	
Graduation Requirement: N/A	
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:

As a middle school, semester long elective, this class is designed for beginners to explore their interests and develop their creativity. To get the most out of this often collaborative experience, students will actively participate, be supportive and gracious of fellow students, and have a growth mindset. Students will learn through exploring a variety of art mediums, art history, major artists, genre and more.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Introduction to Art	What are the requirements of this course? How can we build a safe community in Visual Arts? What are the basic Visual Art elements and terms?	*Informal teacher observations *Student discussions *Group projects *Individual projects *Peer reviews *Self-assessments *Exit tickets	*Formal presentation *Formal performances *Quizzes *Mid-term evaluations *Final Evaluations
Unit 1 Essential Standards 6.VA:Cr1.1 6.VA:Cr1.2			
2. Elements of Art	What are the Elements of Art? How are they used in Visual Arts? How can I verbalize my thoughts using art vocabulary?	*Informal teacher observations *Student discussions *Group projects *Individual projects *Peer reviews *Self-assessments *Exit tickets	*Formal presentation *Formal performances *Quizzes *Mid-term evaluations *Final Evaluations
Unit 2 Essential Standards 6.VA:Cr2.1 6.VA:Cr2.2			
3. Principles of Design	What are the Principles of Design? How are they used in Visual Arts? How can I verbalize my thoughts using art vocabulary?	*Informal teacher observations *Student discussions *Group projects *Individual projects *Peer reviews *Self-assessments *Exit tickets	*Formal presentation *Formal performances *Quizzes *Mid-term evaluations *Final Evaluations
Unit 3 Essential Standards 6.VA:Cr2.1 6.VA:Cr2.2			
4. Art History & Major Artists	What is the basic timeline of Art History?	*Informal teacher observations	*Formal presentation *Formal performances

	Who are major artists that have contributed to the Visual Arts?	*Student discussions *Group projects *Individual projects *Peer reviews *Self-assessments *Exit tickets	*Quizzes *Mid-term evaluations *Final Evaluations
Unit 4 Essential Standards 6.VA:Cn11			
5. Exploration of Mediums	How will understanding and practicing in a variety of mediums increase my ability and creativity as an artist? How can taking risks as an artist improve my craft?	*Informal teacher observations *Student discussions *Group projects *Individual projects *Peer reviews *Self-assessments *Exit tickets	*Formal presentation *Formal performances *Quizzes *Mid-term evaluations *Final Evaluations
Unit 5 Essential Standards 6.VA:Cr3			
6. Presenting Works of Art	What are the ways an artist presents their works of Art? Why is articulation about a work of art important for a Visual Artist? What are the benefits of showing an artist's work?	*Informal teacher observations *Student discussions *Group projects *Individual projects *Peer reviews *Self-assessments *Exit tickets	*Formal presentation *Formal performances *Quizzes *Mid-term evaluations *Final Evaluations
Unit 6 Essential Standards 6.VA:Pr6			

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM 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.

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/vp/cf/

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.
https://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Textbook Title ISBN #	Author(s)	Publisher	Edition
	N/A			