

Orange Unified School District

ART I
Year Course

GRADE LEVEL: 9-12

PREREQUISITES: None

INTRODUCTION TO SUBJECT:

Art I is a year long lecture and lab course in which the student will explore drawing and painting as a creative and expressive endeavor. Students will create original works of art using a variety of materials and artistic techniques. Students will learn the vocabulary of the visual arts and apply it to his/her own art work and those of other artists. Students will learn about the historical and cultural aspects of the visual arts as they research and analyze art work. Students will learn about technology in the visual arts, experience connections to the other arts and subjects and study careers in drawing, painting and design. Students will develop a portfolio of art work to be used for assessment, promotion and exhibition.

COURSE CONTEXT

Art I is an entry level course that prepares students for Art II, which is the second in a series of art courses available to visual art students (Art I, Art II, Art III, Art IV). It is a core visual arts course.

HISTORY OF COURSE DEVELOPMENT

Art I was developed by a committee of visual arts instructors representing the district high schools. UC personnel were consulted about the format and requirements for the “F” requirement approval. This course has been developed for all of OUSD high schools.

COURSE GOALS AND/OR STUDENT OUTCOMES

Students will gain experience by:

Exploring art materials and experiencing artistic techniques as they gain knowledge of the elements of art and principles of design by drawing and painting visual aspects of the environment, objects and people around them.

Demonstrating the skills and processes of creating original art work using a variety of mediums that apply to drawing and painting in a variety of ways.

Researching and writing about the historical and cultural contributions that artists, who specialized in the medium of drawing and painting to create their unique art, made to the visual arts and to the world throughout the history of art.

Analyzing works of art and making aesthetic judgements about his/her own art work, and the art work of their peers and in the world around them.

Applying what they have learned about art making, analyzing works of art and making aesthetic judgments of museum exhibitions, the performing arts, other subject areas, safe use of materials, technology in the visual arts and careers in the field of drawing, painting and design.

COURSE OBJECTIVES:

BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:

Art I will meet the following Visual Arts Standards, Grades 9-12 Proficient from the Visual And Performing Arts Content Standards for California Schools, Kindergarten Through Grade Twelve:

ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts. (Standard 1.0, Grades 9-12 Proficient). *Students perceive and respond to works of art, objects in nature, events and the environment. They use the vocabulary of the visual arts to express their observations.*

Students will identify and use principles of design as they discuss, analyze and write about their own drawings and paintings.

Students will observe visual aspects of their environment and use those observations in their drawings and paintings.

Students will research and analyze the drawings and paintings of an artist and write about the distinctive visual characteristics of those works of art in terms of the elements of art and principles of design.

Students will develop an appropriate vocabulary of drawing and painting terms.

Students will analyze materials that they use and that major artists use and describe how their use influences the meaning of the work.

CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts (Standard 2.0, Grades 9-12 Proficient). *Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks.*

Students will apply the elements of art and principles of design to solve visual arts problems and create original drawings and paintings.

Students will make appropriate choices in applying a variety of visual art media, techniques and processes to create personal drawings and paintings, including digital imagery.

Students will demonstrate craftsmanship and technical skills when creating two-dimensional art work.

Students will demonstrate the application of a wide variety of compositional devices in creating drawings and paintings.

HISTORICAL AND CULTURAL CONTEXT

Understanding the Visual Arts in Relation to History and Culture (Standard 3.0, Grades 9-12 Proficient). *Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists.*

Students will identify contemporary styles of American two-dimensional art and discuss the diverse social, economic, and political development reflected in the art work.

Students will discuss the role of technology in contemporary art work.

Students research and write about artists in contemporary cultures who have achieved recognition and discuss ways their drawings and paintings reflect those cultures.

Students will visit local art galleries, museums and colleges to observe exhibitions and learn from visiting artists and from visiting local artist's studios.

AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts (Standard 4.0, Grades 9-12 Proficient). *Students analyze, assess, and derive meaning from works of art, including their own, according to the elements and principles of design, and aesthetic qualities.*

Students will identify and explore the implications of contemporary art work.

Students will articulate how a person's personal belief, cultural traditions and current social, economic and political context influences the way he/she interprets the meaning of a drawing or painting.

Students will explain the process and rationale for reworking one of their own drawings or paintings in order to bring it to completion.

CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers (Standard 5.0, Grades 9-12 Proficient). *Students apply what they have learned in visual arts across subject areas. They develop competencies and creative skills in problem solving, communication and management of time and resources, which contribute to lifelong learning and career skills. They learn about careers in and related to the visual arts.*

Students will design an advertising campaign for a school theatre production, creating images that represent characters and major events in the production.

Students will demonstrate an understanding of the various functions of an artist i.e., art critic, art historian, art collector, art gallery owner, an art philosopher.

Students will create an original work of art that communicates a cross-cultural or universal theme selected from literature or history.

COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS

| FIRST SEMESTER | <u>WEEKS</u> |
|---|---------------------|
| I. Create a Series of Original Drawings and Paintings that Demonstrate Student Understanding of the Elements of Art A. Explore a variety of art materials and media, including, but not limited to, graphite, charcoal, oil pastels, chalk pastels, watercolor, colored pencil and tempera paint | 7 |
| II. Create a Series of Original Drawings and Paintings that Demonstrate Student Understanding of the Principles of Design A. Draw and paint visual aspects of objects from the world around them and from nature | 7 |
| III. Research an Artist who Specializes in the Medium of Drawing and Painting to Create His/Her Own Unique Art Work A. Write about the historical and cultural contributions that the artist made to the visual arts | Ongoing |
| IV. Visit Local Galleries, Museums, and Colleges to Observe Exhibitions A. Write about the artists and art work observed during those visits | Ongoing |
| V. Observe Visiting Contemporary Artists and Visit Their Studios A. Learn by observing, interviewing and reporting upon visiting artists and their work of art B. Learn through observation and interview, and report on visits to artist's studios | Ongoing |
| VI. Identify Contemporary Artists and Explore the Implications of Their Art Work A. Read current art publications that focus on contemporary themes | Ongoing |

| | <u>WEEKS</u> |
|---|--------------|
| VIII. Design an Advertising Campaign for a School Theatre Production | 4 |
| A. Read and research the background of the theatre production | |
| B. Develop images that represent the major characters and events of the theatre production | |
| IX. Learn to Analyze and Assess His/Her Own Art Work Using the Vocabulary of the Visual Arts | Ongoing |
| A. Develop rubrics for assessing his/her own art work | |
| B. Write about the intent of his/her own art work | |
| X. Begin to Develop a Portfolio of His/Her Own Art Work for Assessment, Promotion, and Exhibition | Ongoing |

SECOND SEMESTER

| | |
|---|---------|
| I. Create a Series of Original Drawings and Paintings that Demonstrate His/Her Understanding of the Elements of Art and the Principles of Design | 7 |
| A. Continue to develop technical skills using a variety of art materials and art media | |
| B. Draw and paint visual aspects of the environment and of the people around them | |
| II. Create a Series of Original Drawings and Paintings that Reflect the Contemporary Artists, Their Works and Their Studios, that Students Researched and Wrote About During the First Semester | 7 |
| A. Develop original works of art that demonstrate an understanding of op art, pop art and non-objective paintings. | |
| III. Apply the Techniques of the Artist the Student Researched During First Semester, to His/Her Own Original Works of Art | 2 |
| IV. Visit Local Galleries, Museums and Colleges to Observe Exhibitions | Ongoing |
| A. Attend a gallery opening and interview an artist about his/her works of art | |
| V. Articulate How a Person's Personal Beliefs, Cultural Traditions and the Current Social Economics and Political Contexts Influence the Way He/She Interprets the Meaning of a Drawing or Painting | 1 |
| A. Discuss how one of the artists the student observed or researched during first semester may have been influenced in the creation of that artist's own works of art | |
| B. Explain the process and rationale for reworking one of his/her own drawings or paintings to bring it to completion | |

| | <u>WEEKS</u> |
|--|--------------|
| C. Create a drawing or painting that reflects the student's own personal belief or cultural tradition | |
| VI. Write About the Various Functions of an Artist as Observed at Galleries, Museums and Colleges and Through Research on the Internet | Ongoing |
| VII. Create an Original Art Work that Communicates a Cross-Cultural or Universal Theme Selected from Literature or History | 1 |
| VIII. Continue to Develop a Portfolio of His/Her Own Art Work for Assessment, Promotion and Exhibition | Ongoing |
| A. Analyze and assess his/her own art work according to a rubric | |
| B. Write about the intent of his/her own art work | |

TEXTS AND SUPPLEMENTAL MATERIALS

Textbooks are adopted on a seven-year cycle that is scheduled for all subjects, including the visual and performing arts. All textbooks are reviewed by all of the Art I teachers at all of the high schools and they serve as a committee to make the final selection. Each Art I instructor may purchase supplemental textbooks and materials through the high school media center. Supplemental materials such as overhead transparencies, videos, posters, prints and teacher textbooks and materials may also be purchased by individual schools and instructors.

Subscriptions to *Scholastic-Art* magazine and other periodicals appropriate to Art I curriculum are encouraged. *Smithsonian*, *National Geographic*, and *Architectural Digest* are available in the media centers and are used as appropriate.

Students are encouraged to use the Internet for research and reading on assigned and enrichment projects and research.

The media centers have a rich resource of books that address the elements of art and principles of design, artist's biographies, cultural arts and art history and the philosophy of art, as well as mediums, i.e. watercolor, colored pencils, graphite, pastels, etc.

INSTRUCTIONAL METHODS AND STRATEGIES

Instructional methods include lecture, demonstration, discussion, reading and writing, group work, student presentations, interviewing, observation, field study trips, guest presentations, videos, films, the Internet and other technology such as digital cameras and power point presentations. Student outcomes include project-based learning, written responses, written reports, sketch books, exhibition and a portfolio of artworks.

ASSESSMENT METHODS AND/OR TOOLS

Assessment methods include ongoing student evaluation of his/her own art work based upon rubrics. Students learn to assess, analyze and evaluate his/her own art work and art work of their peers and major artists using the vocabulary of the visual arts. Homework includes the continuing development of personal sketch books, reading (textbook/research assignments) and writing, student reports and presentations. Final assessments are student-centered portfolio evaluations of written, oral and production works. Written tests are administered annually to all tenth grade visual arts students district wide.

ASSESSMENT CRITERIA

Rubric criteria for evaluation is established by the instructor with student input. Standards for academic performance are based upon the content standards in the Visual and Performing Arts Standards for California Public Schools, Kindergarten Through Grade Twelve, Grades Nine-Twelve Proficient. Student portfolios for assessment are used to measure student growth and learning over time (one/two semesters and a year).

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