

El Monte Union High School District

5-15-08

Course Outline

High School _____ District _____

Title: Art 4 P / Art 4 P SH

Transitional* _____ (Eng. Dept. Only)

Sheltered (SDAIE)* X Bilingual* _____

AP** _____ Honors** _____

Department: Art

Grade Level (s): 11-12

Semester _____ Year X

Year of State Framework Adoption 2001

This course meets graduation requirements:

- English
- Fine Arts
- Foreign Language
- Health & Safety
- Math
- Physical Education
- Science
- Social Science

Department/Cluster Approval

Date

Department/Cluster Approval	Date
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

*Instructional materials appropriate for English Language Learners are required.

**For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

1. Prerequisite(s):

Art 3 P or teacher recommendation

2. Short description of course which may also be used in the registration manual:

This course is designed to provide the continuing art student with an advanced understanding and a more complex appreciation of traditional and contemporary art forms. The course will continue to emphasize the basic Elements of Art and Principles of Design while addressing the five California Visual and Performing Arts Standards: 1) *Artistic Perception*, 2) *Creative Expression*, 3) *Historical and Cultural Context*, 4) *Aesthetic Valuing* and 5) *Connections, Relationships and Application*. The students will be challenged to produce art utilizing a more creative use of media and techniques. Historical aspects and an appreciation of the arts are incorporated into each area of study.

3. Describe how this course integrates the schools ESLRs (Expected School-wide Learning Results):

The following may be replaced with site specific ESLRs.

4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English Language Learners:

The needs of English Language Learners are addressed by:

- a) probing prior knowledge to connect existing knowledge with knowledge to be learned.
- b) providing a curriculum rich in a variety of multicultural art including cultural and historical references.
- c) using SDAIE (Specially Designed Academic Instruction in English) methodologies.
- d) defining abstract concepts in understandable terms.
- e) using a variety of visual aids during instruction such as pictures, films and realia.
- f) using Marzano strategies to improve organizational and thinking skills as well as vocabulary development.
- g) encouraging students to express themselves in a variety of modalities.

5. Describe the interdepartmental articulation process for this course:

Formal and informal meetings are held as needs arise. The Art department works with other departments to incorporate:

- a) Math concepts including perspective, ratios, proportions, measuring, percents and fractions.
- b) History as it relates to different art movements.
- c) English as it develops academic vocabulary related to art.
- d) Science as it relates to color theory.
- e) Higher-order thinking skills.

Art teachers offer a standards-based, district-adopted core curriculum which highlight/emphasize art elements and principles of design. Often, projects coincide with other department's units of study, integrating curriculum and making for more relevance and understanding.

6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

Students are given projects and assignments that are meant to focus the student on exploring various career directions and options. Career counselors and admissions counselors from area colleges and Art/Design schools make presentations about the wide variety of careers in Art/Design fields.

7. Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below.)

A. Textbook(s) and Core Reading(s):

Sites use, but are not limited to, the following texts:

- *Understanding Art*, Glencoe/McGraw Hill
- *Exploring Art*, Glencoe/McGraw Hill
- *Discovering Art History*, Gerald Brommer, Davis
- *Art in Focus*

B. Supplemental Materials and Resources:

- Magazines (i.e. Art Scholastic, Art News, Art in America)
- Teacher-generated handouts
- Videos
- Slide presentations
- Visual aides
- Student examples
- LACMA and other art museum videos and materials

C. Tools, Equipment, Technology, Manipulatives, Audio-Visual:

- A variety of art supplies
- VCR
- CD/DVD
- Slide projector
- Video projector
- Computer (hardware/software)
- PowerPoint presentations

8.

▪ **Objectives of Course**

Students will understand and use the academic vocabulary associated with each Visual Arts High School Content Standard appropriate for the level of this course (listed on attached sheet).

The students will have artistic experiences utilizing a variety of media and techniques which will lead to the mastery of the five California Visual and Performing Arts Standards.

▪ **Unit detail including projects and activities including duration of units (pacing plan)**

Refer to attached site plans.

▪ **Indicate references to state framework(s)/standards (If state standard is not applicable then national standard should be used)**

Nine Through Twelve - Proficient

Visual and Performing Arts: Visual Arts Content Standards.

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Identify and apply the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
- 1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.

Analyze Art Elements and Principles of Design

- 1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.
- 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

Impact of Media Choice

- 1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.
- 1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in visual arts.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

- 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
- 2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.
- 2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).
- 2.4 Review and refine observational drawing skills.

Communication and Expression Through Original Works of Art

- 2.5 Create an expressive composition, focusing on dominance and subordination.
- 2.6 Create a two- or three-dimensional work or art that addresses a social issue.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts. 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 the visual arts and artists.

Role and Development of the Visual Arts

- 3.1 Identify similarities and differences in the purposes of art created in selected cultures.
- 3.2 Identify and describe the role and influence of new technologies on contemporary works of art.

Diversity of the Visual Arts

- 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.
- 3.4 Discuss the purposes of art in selected contemporary cultures.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts. Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.

4.2 Compare the ways in which the meaning of a specific work or art has been affected over time because of changes in interpretation and context.

Make Informed Judgments

4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.

4.4 Articulate the process and rationale for refining and reworking one of their own works of art.

4.5 Employ the conventions of art criticism in writing and speaking about works of art.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers. Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

5.1 Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.

5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

Visual Literacy

5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.

Careers and Career-Related Skills

5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthete).

▪ **Student performance standards**

Students will apply concepts learned (standards) as measured through

- ✓ Art works completed
- ✓ Assignments/Projects completed
- ✓ Oral and written assessments
- ✓ Use of vocabulary related to art

▪ **Evaluation/assessment/rubrics**

Student grades will be based on the following:

- Project
- Idea (how image is interpreted in their drawing)
- Skill
- Work Habits
- Presentation

▪ **Include minimal attainment for student to pass course**

- Class participation
- Following of directions given in lectures, demonstrations, and written project descriptions
- Compliance with all due dates
- 60% or better correct responses on written tests
- Creative, original solutions

Art 4 P Site Unit Details Arroyo High School

Duration (Pacing)	Unit	Project / Assignment (Detail)	Standard
5 weeks	Student development of lettering skills	<ul style="list-style-type: none"> • Activities using pencil, pen, and paint to reproduce, enlarge, reduce, and vary lettering styles • Activities practicing free-hand lettering with brush and pen, including calligraphy • Activities using transfer lettering, stencils, and Kroy lettering machine 	
5 weeks	Advanced illustration techniques and applications for various styles in illustration	<ul style="list-style-type: none"> • Illustration projects for school-related productions and individual skill development • Activities in basic airbrush painting, including proper care and maintenance of equipment 	
On-going	Student development of skills in basic layout and preparation of materials for camera work	Continuous activities involving design and layout of school-related materials, with emphasis on camera-ready artwork of highest quality	
On-going	Student development of a sense of individual professional ethics regarding the quality of their performance and their success in working with clients	<ul style="list-style-type: none"> • Students will meet with individuals desiring art-related projects for information and guidelines • Students will maintain contact with their clients throughout the duration of the project, seeing it to completion 	
On-going	Student demonstration of the acquisition of commercially-oriented skills through the development of a portfolio and person presentation techniques	<ul style="list-style-type: none"> • Students will submit a portfolio of work at the end of each semester. Work must be mounted or displayed neatly and effectively. • Students will show portfolio, discussing various projects and critiquing the results of the semester 	

Duration (Pacing)	Unit	Project / Assignment (Detail)	Standard
1 week	Students will learn about a specific artist and the period in which he/she worked	Students will submit a written research paper on an assigned artist, and present the report orally to the class	

Art 4 P Site Unit Details El Monte High School

Duration (Pacing)	Unit	Project / Assignment (Detail)	Standard
6 weeks		Lecture and demonstration on silk screen set up, printing, and clean up	
24 weeks		Lecture and demonstration review on poster design, name design, color design, air brushing, and still-life drawings	
6 weeks		<ul style="list-style-type: none"> • Lecture and demonstration • Life drawings • Life paintings • Location drawings and paintings • Oil painting self-portrait 	
On-going and throughout the year	Different areas of the art field, schools available to students, requirements necessary for specific fields of study	<ul style="list-style-type: none"> • Class discussions • College catalogs made available to students • Guest speakers invited from various art schools • Field trip to at least one art school during the school year 	

Art 4 P Site Unit Details Mountain View High School

Duration (Pacing)	Unit	Project / Assignment (Detail)	Standard
6 weeks	Skills in anatomical drawing of plants, animals, and other organic subjects	Anatomical drawing of animals, plants, and other organic subjects	
6 weeks	Knowledge of anatomy as it relates to art	Study of human anatomy	
6 weeks	Advanced skills in painting and drawing	Advanced portrait drawing	
6 weeks		Landscape painting and drawing	
6 weeks		Advanced still-life painting and drawing	
2 weeks	Creation of original ideas and subjects	Display and exhibition presentation	

Art 4 P Site Unit Details South El Monte High School

Duration (Pacing)	Unit	Project / Assignment (Detail)	Standard
On-going	Re-introduction to class, textbooks, class guidelines, student work contracts and clarification of teacher / class expectations, attitude, and performance		
On-going	<p>Observations and performance is building a pleasing art composition: Learning to observe the world around them by translating their visual observations into drawing and paintings using a variety of mediums::</p> <ul style="list-style-type: none"> • Pencil • Pastel • Charcoal • Pen and ink • Encaustic <p>and the myriad of approaches afforded to them through the use of student's creativity and use of prior artistic knowledge</p>		
On-going	Focus on students' interest in creating a work of art.	Traditional approaches are explored, but expanded to meet the creative needs of the individual student with such projects as self-portraiture, landscape, and still life.	
3 weeks	Research project on art styles and artists	<p>Students will use a variety of research approaches to meet the requirement of directed projects such as:</p> <ul style="list-style-type: none"> • Media Center research • the Internet 	

Duration (Pacing)	Unit	Project / Assignment (Detail)	Standard
On-going	<p>A discovery unit investigating the unique and unfamiliar approaches in the use of familiar mediums such as:</p> <ul style="list-style-type: none"> • Crayons • Watercolor • Acrylic paint • Charcoal • Found objects <p>Also a period of discovering mediums with which they are totally unfamiliar.</p>		
On-going	<p>Portfolio review. Organizing, critiquing, and reviewing of students' portfolio and creating both a physical and electronic portfolio. Preparing artwork for display, presentations, and competitions.</p>		