

El Monte Union High School District

Course Outline

High School _____ District _____

Title: Art Appreciation

Transitional* _____ (Eng. Dept. Only)

Sheltered (SDAIE)* _____ Bilingual* _____

AP** _____ Honors** _____

Department: Art

Grade Level (s): 9-12

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 _____

*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):

None

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

Mountain View

This course is a one-year course in the fundamentals of art. This course emphasizes the necessary skills to provide the student with a perceptual base leading to understanding artistic perception, creative expression, art history, historical and cultural context(s), aesthetic valuing and connections, relations, and applications of the Visual Arts. This course will focus on the Elements of art, the Principles of design, and the history of art. Emphasis will be on learning to use a variety of mediums, tools, techniques, technology, and materials. The course will follow a chronological approach to the study of art history. Selected historical or cultural contexts will be examined with attention to analysis, interpretation, and judgment of artworks. Artwork to be analyzed will include art from each cultural/historical period as well as student produced artworks. Pencil, pen, charcoal, pastel, marker, watercolor,

tempera, and acrylic paints will be used in this course.

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This course introduces the student to various aspects of Art Appreciation. The course will emphasize the basic elements and principles of arts while addressing the five California Visual and Performing Arts Standards: ***Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, and Connections, Relations, and Applications***. Various visual art techniques will be introduced to the student. The student will have the opportunity to create original mix media art projects. Students will also gain the ability to analyze and respond to various works, including their own. Students will be introduced to numerous cultural and historical styles and motifs. Through critiques, students will display the ability to aesthetically value and appreciate works of art, as well as understand the relationship between art, culture, and history.

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

Mountain View

- a. Students will be effective communicators. Regular reading, writing, listening, and speaking will occur weekly in individual and cooperative group activities.
- b. Student critical thinking and self-directed learning will be promoted through critical analysis of artworks, research projects utilizing resources outside the classroom, and a variety of activities. The activities will include critical analysis of their own work, student work, and historical artworks, in both written and oral forms. Students will be assigned projects requiring their use of the Media Center, Internet, Career Center, and Career Paths information.
- c. Students will be healthy individuals who will be involved in activities designed to improve or enhance campus and community life. They will demonstrate their understanding of the importance that Expression has for health and well-being, especially as it relates to stress reduction, resolution of conflict, or for the goal of mental and emotional well-being. Students will be encouraged and rewarded for artwork done in their leisure time, as well as other art related activities, such as museum and gallery visits done in their leisure time.
- d. Students will be active community participants. They will involve themselves in a series of activities related to displaying artwork on campus, in classrooms and common areas. Students will demonstrate their ability in constructive criticism in small and large group activities. Students will demonstrate their understanding of historical artworks and develop cooperative group working skills in different size groups by assuming the responsibility for a variety of requisite roles for successful project completion.

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- ***Be able to apply academic skills:*** Students will use proper writing skills to complete S.S.R. Journals and class reflection sheets. They will use the Media Center for research material for their reports through the use of available literature, resource materials, and the Internet.
- ***Be able to utilize technology as a tool:*** Students are expected to use computers for reports, projects, and as an artistic tool. They will be expected to take advantage of the Internet in researching and enhancing their understanding of projects presented in class and various career art.
- ***Be able to show an awareness and respect for diverse communities:*** Students will demonstrate a personal respect of different cultures and individuals within the classroom setting. Given the opportunity, students will involve themselves in classroom or school activities and promote cultural diversity.
- ***Be able to apply career readiness skills:*** Students will understand the need for job skills as they apply to the various careers in art. The use of the computer as an artistic tool, the completion of assignments in a timely and conscientious manner.
- ***Be able to demonstrate effective personal and interpersonal skills:*** Students will work cooperatively and collaboratively in groups, on projects and various discussions of students' projects.

- ***Be able to prepare to be healthy individuals:*** Each student will observe proper hygiene in the classroom. Students will become familiar with the proper care and maintenance of equipment and the classroom to provide a safe and healthy environment.

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

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There is an Art 1 Sheltered course for students at early levels of English language acquisition. For students at more advanced levels of English language acquisition, SDAIE techniques will be used. Specially designed academic instruction in English methodology will be used.

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Art instructor will be familiar with or certified with the SDAIE/CLAD credential and demonstrate the instructional strategies, philosophies, and principles therein.

5. Describe the interdepartmental articulation process for this course:

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Formal Art department meetings are held monthly as well as many informal meetings as needs arise. Meetings with other departments are informal and often. Instructors in the Art department are encouraged to offer projects that coincide with other department's projects. Projects are assigned such as "illustrations" or visual aids for projects in Science, English, Social Science, Performing Arts, Math, Industrial Technology, and Foreign Language departments. Meetings with other departments are informal, and held on an "as needed" basis. Lunchtime meetings are the most frequent and consistent forms of interdepartmental articulation, generally occurring three to five times per week.

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Interdepartmental articulation will be between the English, math, and social science departments. Students will integrate the skills of writing and reading learned in English and tie in with the literature being studied. Math articulation will be concerned with understanding basic math skills and geometry. Social science articulation will be on the historical aspect of art and its interpretation of culture and history.

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:

Mountain View

This course is regularly scheduled with visits and presentations by artists in various fields of art and design. Career counselors and admissions counselors from area colleges and Art / Design schools make presentations about the wide variety of careers in Art / Design fields. Projects and assignments are assigned to focus the student on exploring various career directions and options. Students are provided the opportunity to choose from a variety of project choices so that they have the opportunity to explore a wide range of art / design directions.

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Students will learn skills that can be applied into other academic and vocational areas. They develop competencies and problem solving, communications skills, working with others, and management of the time and resources, all of which contribute to lifelong learning and career skills.

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):

Mountain View

- *Art in Focus*, 4th Edition, Gene Mittler, Macmillan / McGraw-Hill, New York, New York, 1994

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- *Art in Focus*, Gene Mittler, Macmillan / McGraw-Hill
- *Art Scholastic Magazine*
- Art Assignments / Instructions Handouts
- Various art magazines and published materials

B. Supplemental Materials and Resources:

Mountain View

- English language translations for vocabulary terms and worksheets
- Art history slide library
- Art history video library
- Art techniques: books and videos
- Art history books and magazine library
- Art encyclopedia set
- Variety of posters and visual aids
- Art prints

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- Videos
- Computer programs
- Audiovisual material and equipment
- Reference magazines / books
- Internet

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

Mountain View

- | | |
|---------------------|--------------------------------------|
| • Graphite pencils | • Acrylic paints |
| • Color pencils | • Color markers |
| • Charcoal | • Drawing paper |
| • Pastels | • Painting paper |
| • Crayon | • Canvas boards |
| • Oil pastels | • Stretched canvas |
| • Pen | • Panels |
| • India ink | • Computer hardware / software |
| • Brushes | • Slide projector / opaque projector |
| • Watercolor paints | • Video |
| • Tempera paints | • VCR/TV |

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Students will use the Internet to access information on the various art reproductions, arts & crafts artists, and related subject matter.

8.

▪ Objectives of Course

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1. Implement the use of art elements and principles in developing original works. (1.0, 2.0, 4.0, 5.0)
2. Develop specific awareness of one major historical arts & crafts movement. (1.0, 2.0, 3.0, 4.0, 5.0)
3. Classify objects by color, form, and size. (1.0, 4.0)
4. Use language skills related to identifying and spelling art vocabulary. (1.0, 2.0, 4.0, 5.0)
5. Use mathematic skills related to metric measure and non-metric measure. (1.0, 3.0, 5.0)
6. Use geometric skills related to parallel and perpendicular lines; line segments, angles, and special relationships. (1.0, 2.0, 3.0, 4.0, 5.0)
7. Demonstrate growth in creative expression. (1.0, 2.0, 4.0)
8. Demonstrate growth in aesthetic judgment. (1.0, 2.0, 3.0, 4.0, 5.0)
9. Visit local museums and art exhibits in local art galleries. (1.0, 2.0, 3.0, 4.0, 5.0)

▪ 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 (aesthetician).

▪ **Student performance standards**

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Student must earn a “D” or better on all agreed/contracted work. Craftsmanship for professional presentation of work has to qualify as a “C” or better on all work.

▪ **Evaluation/assessment/rubrics**

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Student grades will be based on the following:

- Written tests
- Participation in oral class critiques of artworks
- Production of artworks according to assigned rules and requirement designed to parallel concepts and themes in the artwork from various cultures and time periods
- Exit Exam

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1-10 point rubric for each of the five California State Standards or for the CSS used on a given assignment(s). (1-10 points possible in each area):

1. Artistic Perception – Elements & Principle of Design
2. Creative Expression – Originality & Craftsmanship
3. Historical and Cultural Context – Understanding the relations to history & culture
4. Aesthetic Valuing – Understanding the merits of one’s own artwork & others
5. Connections, Relations, and Applications

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

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- “C” or better on all written tests
- “C” or better on all art projects
- 70% or better on Exit Exam

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Any student can earn extra credit points for good attendance, extra credit projects, and personal effort / striving.

Grade Scale

A +	98.50%	=	10
A	95.00%	=	9
A -	91.20%	=	8
B +	88.50%	=	7
B	85.00%	=	6
B -	81.50%	=	5
C +	78.50%	=	4
C	75.00%	=	3
C -	71.50%	=	2
D +	68.50%	=	1
D	65.00%	=	Effort

Art Appreciation Site Unit Details Mountain View High School

Duration (Pacing)	Unit	Project / Assignment (Detail)	Standard
3-4 weeks	Language of Art	<ul style="list-style-type: none"> • Drawn illustrations • Written definitions that accurately define each of the Elements and Principles of art • Visual and written illustrations of each concept using pencil and drawing paper 	
3-4 weeks	Composition and Design / Early Art History	Create compositions using pen / ink on paper that focus on balance, center of interest, and emphasis	
6-7 weeks (observational: 3 weeks, contour: 1-2 weeks, perspective: 1-2 weeks, expressive drawing: 1-2 weeks)	Drawing Skills / Art History	<ul style="list-style-type: none"> • Produce drawings from observation using a variety of mediums • Demonstrate accuracy in regards to: proportion, texture, light / dark values • Produce contour and blind contour drawings, following the assigned rules to each technique • Produce gesture / expressive drawings according to assigned rules • Demonstrate ability to critically analyze artwork in written and oral forms 	
6-7 weeks	Color and Color Theory	Produce artworks according to assigned rules and requirements designed to parallel concepts and themes in the artwork from various cultures and time periods using the following media: <ul style="list-style-type: none"> • Colored pencil • Oil pastels • Chalk pastels 	

Duration (Pacing)	Unit	Project / Assignment (Detail)	Standard
	Painting / Art History	Create personal, expressive, and original artworks that illustrate and explore themes, concepts of the historical styles	
3-4 weeks	Watercolor Techniques	Produce 1-2 projects using the selected media	
3-4 weeks	Tempera Techniques	Produce 1-2 projects using the selected media	
4-5 weeks	Acrylic Painting	Produce 1-2 projects using the selected media	
3-4 weeks	Collage Techniques	Produce 1-2 projects using the selected media	
3-4 weeks	Mixed Media	Produce 1-2 projects using the selected media	

Art Appreciation Site Unit Details South El Monte High School

Duration (Pacing)	Unit	Project / Assignment (Detail)	Standard
On-going	Introduction to the basic elements of art	Students create various artworks that shows their understanding of the following art elements: <ul style="list-style-type: none"> • Line • Form • Value • Shape • Color • Texture • Space 	
3 weeks	Lecture / explanation and student demonstration of an understanding of the concepts geometric & organic lines		
3 weeks	Principles of negative and positive space explored and demonstrated by student		
2 weeks	Lecture and introduction to the element of color		
2 weeks	Research an artist		
3 units covering 6 weeks each	Understand the connection between the arts and the real world	Design and complete two sample projects and one major art project during each six week unit of study. Areas of study could be but not limited to: <ul style="list-style-type: none"> • Drawing • Painting • Print making • Scratch art • Mask making • Sculpture that demonstrates the five visual arts standards, excellent use of the elements, and principles of arts and are age appropriate for high school students 	