

El Monte Union High School District

Course Outline

District:EMUHSD

High School:Arroyo

Title: Art 1S (Supportive)

Transitional* _____ (Eng. Dept. Only)

Sheltered (SDAIE)* _____ Bilingual* _____

AP** _____ Honors** _____

Department:
Art

CTE/VOC ED :
 Industry Sector: _____
 Pathways: _____
 Check One
 Introductory: _____
 Concentrator: _____
 Capstone: _____

Grade Level (s): 9-12

Semester _____ Year 1

Year of State Framework
 Adoption 2018

This course meets graduation requirements:

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

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): The student must be receiving Specialized Academic Instruction, must have a Individual Educational Program and recommendation from Special Ed Dept.

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

The purpose of this course is to meet the unique and individual learning needs of beginning art students with various learning disabilities. Students will gain an understanding and appreciation of traditional and contemporary art forms. The course will emphasize the basic Elements of Art and Principles of Design while addressing the California Visual Arts Content Standards. Strategies implemented are designed to address the diverse learning needs and implement modifications to the curriculum presented, to address multi-learning modalities. Individual learning needs will be supported to meet graduation requirements. The students will be introduced to artistic experiences utilizing a variety of media and techniques. Historical aspects and an appreciation of the arts are incorporated into each area of study. Sheltered Art 1 class supports students with an IEP to gain the knowledge and skills in a smaller class size to effectively scaffold and adapt content instruction so that our growing population of students that need specialized instruction can access curriculum, achieve academic success, and contribute to multicultural resources as participants and future leaders in the 21st century.

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

Academic Achievers: Effective reading, writing, speaking, listening and computation skills.

Students will be listening to instruction from the instructor and ideas from their peers. They will then discuss them among themselves and share out to the instructor.

Critical Thinkers: Problem solving skills using logic and reason. The ability to make decisions using analytical and interpretive skills.

The students will be given specific instructions for an assignment. They will then use logic and reason to make decisions using analytical and interpretive skills.

Quality Producers: Strategic planning using all available technology. The ability to set goals as evidence by use of good planning, organization, time management skills, and completion of tasks.

The students will be required to go through a planning phase in which gathering reference material will more than likely come from digital imagery but not limited to. This imagery will then need to be sorted and organized in a timely manner as to be able to complete the assignment within the time constraints.

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) 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. When possible, 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*, Glencoe/McGraw Hill

B. Supplemental Materials and Resources:

- Magazines (i.e. Art Scholastic, Art News, Art in America)
- Teacher-generated handouts
- Videos
- Visual aides
- Student examples
- Internet

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

- A variety of art supplies

- Video projector
- Computer

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
- Quiz
- Lecture notes

▪ **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 1S Site Unit Details Arroyo High School

Duration (Pacing)	Unit	Project / Assignment (Detail)	Standards
6 weeks, with independent projects from 3 days to 1 week	<ul style="list-style-type: none"> • Contour line drawings of common items. • Controlled touch drawings. • Basic elements of rendering, including value scales and transfer techniques. • One- and two-point perspective. 	<ul style="list-style-type: none"> • Pen and pencil work defining shapes and values. • Life and still-life studies. • Perspective drawing. 	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
6 weeks, with independent projects from 3 days to 2 weeks	<ul style="list-style-type: none"> • Opaque painting techniques. • Watercolor painting techniques. • Creation of a color wheel (primary, secondary, intermediate). • Tints and tones. • Color harmonies. • Effects of changes in value and intensity of colors. • Psychology and use of color. 	<ul style="list-style-type: none"> • Color wheel. • Brush care, techniques, and uses. • Application of paint and color to still-life, landscape, figure, design, etc. • Watercolor techniques. 	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6
6 weeks, with independent projects from 3 days to 2 weeks	<ul style="list-style-type: none"> • Use of line, color, value, shape, and texture in developing design. • Principles of balance, positive/negative space and focal point. • Studies of the development of abstract styles of art through slides and films. 	<ul style="list-style-type: none"> • Balance and figure/ ground (pos./neg. space) relationships. • Center of interest/focal point. • Line and its expressive qualities. • Comparison and contrast to realistic and abstract styles. 	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 4.1, 4.2, 4.3, 4.4, 4.5
6 weeks, with independent projects from 3 days to 1 week	<ul style="list-style-type: none"> • Collage, montage, and papier mache techniques. 	<ul style="list-style-type: none"> • Two- and three-dimensional collage techniques on paper, cardboard, wood, etc. 	

<p>On-going</p>	<ul style="list-style-type: none"> ● Regularly scheduled projects are designed to allow and encourage individual creative and interpretive skills. ● Critiques of student projects to encourage appreciation for individual expression and the resulting emotional response, to more fully enjoy works of art. 	<ul style="list-style-type: none"> ● Individual selection of subject matter, media, and solutions to visual problems, depending on the assigned project. 	<p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.1, 4.2, 4.3, 4.4, 4.5</p>
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