

a-g VISUAL ARTS A & B

COURSE TITLE/ TRANSCRIPT CODE

a-g Visual Arts A 7R9940

a-g Visual Arts B 7R9941

COURSE DESCRIPTION

This Visual Arts course is designed to build the basic knowledge and skills needed to visually communicate ideas and concepts through two and three dimensional design and composition.

With an emphasis on studio activities and materials (creative expression & artistic perception), this course will also focus on art criticism, art history, and aesthetics (historical cultural context and aesthetic valuing) as well as related technology and careers in art (connections, relationships and applications).

PREREQUISITES: None

REQUIRED TEXTBOOK: ART TALK; 2005; Glencoe McGraw-Hill

SUPPLEMENTAL INSTRUCTIONAL MATERIALS: A variety of art media

COURSE PURPOSE

Through this course student will:

- gain the basic knowledge and skills needed to visually communicate ideas and concepts through 2- & 3-dimensional design and composition.
- participate in studio activities with a variety of materials.
- explore art criticism, art history, and aesthetics as well as related technology and careers in art.
- develop the ability to identify and respond to visual characteristics of artworks and their environment.
- develop an understanding of the role of visual arts throughout history and among world cultures.
- gain skills to analyze and make informed judgments about important artists and their work, as well as their own work and that of their peers.
- gain insight into the integration of art across subject areas and will explore career opportunities available in the visual arts.
- develop creative thinking skills.
- develop a personal means of self expression.
- explore a variety of art styles and media.

COURSE OUTLINE

Unit 1 The World of Art

CA State VAPA Content Standards covered: 1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 2.1, 2.3, 2.4, 2.6.3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 5.4

- Art in Your World -- What is art?, Why do artists create?, the language of art, Art criticism in action
- Art Criticism and Aesthetic Judgment -- Art criticism: learning from a work of art, aesthetics: thinking

about a work of art, art history: learning about a work of art, art criticism in action

- The Media and Processes of Art -- Two-dimensional media, three-dimensional media, technological media

Unit 2 The Elements of Art

CA State VAPA Content Standards covered: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 5.2, 5.3

- Line --- The element of line, the expressive qualities of line,
- Shape, Form, and Space --- Shape and forms; space; how we perceive shape, form, and space; how artists create shapes and forms in space; what different shapes, forms, and spaces express
- Color --- Hue, Value, and Intensity; Color schemes; understanding the nature and uses of color
- Texture --- Texture in your life, how artist use texture

Unit 3 The Principles of Art

CA State VAPA Content Standards covered: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3

- Rhythm, Pattern, and Movement --- Rhythm and pattern, types of rhythm and pattern, how artists use rhythm to create movement
- Balance --- Visual balance, informal balance, the expressive qualities of balance
- Proportion --- The Golden Mean, scale, how artists use proportion and distortion
- Variety, Emphasis, Harmony and Unity --- variety, emphasis, and harmony; unity

Unit 4 Art Through the Ages

CA State VAPA Content Standards covered: 1.1, 1.3, 1.4, 1.5, 1.8, 2.1, 2.4, 2.6, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.5, 5.1, 5.4

- Art Traditions from Around the World --- Art of earliest times, art of Asia and the Middle East, art of Africa, art of Americas
- Western Traditions in Art --- The beginnings of western art traditions, the beginnings of modern art traditions, the nineteenth century, early twentieth century, art after 1945
- Careers in Art --- Careers in two-dimensional art, careers in three-dimensional art and education

KEY ASSIGNMENTS

Students will participate in a minimum of 36 hours of documented art classes/ lessons/ practice studio time per semester. (Documentation will include class name, date, number of hours attended, and the concepts learned at each class/ session)

Students will keep an Art Journal in which they record their response to art viewed throughout the semester. Students should spend at least 1 hour/ week looking at art and recording in their journal. Responses to art will include a variety of visual art styles (e.g. - impressionism, cubism, expressionism, pop art, realism, etc.) Art viewing will include art from reproductions, prints, videos, books, the internet, &/or original artworks in museums/ galleries. Journal entries will include: date recorded in journal, names of the artists, time period, type and styles of art viewed. Responses can be described in various formats (i.e.: drawing, painting, poems, short stories format, etc.) Students will also include their interpretations to the various art viewed, images created in their minds by the art viewed and what they think the artist

was trying to convey in his/her artwork. It is important that students' entries demonstrate effort and thoughtfulness.

Students are required to write 2 four-page minimum research papers (one per semester)

Semester One: Students will research a master artist that lived in the 19th - 21st century (i.e. - Miro, Bearden, Cassatt, Cezanne, Warhol, etc.). In this research paper, students will identify the artist and discuss at least two pieces of art created by the artist. Students will use vocabulary from the elements of art and principles of design when discussing artwork. Issues to be considered include, but are not limited to: Where and when did the artist live? What was going on historically? What was the culture like? How did this affect his/ her work? How was the piece made? What materials were used? What was the artist trying to communicate in the select artwork? Are the selected artworks a good representation of the artist's work? How does the artwork fit into the time period in which it was created? The research paper will also include 2 colored photo-copies of the art from the time period research, cover page and bibliography (documenting a minimum of 3 sources - internet, books, magazines, etc.)

Semester two: Students will research a specific time period of art (i.e. - Classicism, Baroque, Surrealism, Op Art, Cubism, etc.) Student will define the style, time period; identify artists and works of art created in the style chosen. Students will use appropriate vocabulary from the elements of art and principles of design. They will consider, but not be limited to, the following: the period's time and culture; what was going on historically; how art pieces were made; the materials used; the message the artists were trying to communicate; how the artwork fits into its time period. The research paper will also include 2 colored photo-copies of the art from the time period research, cover page and bibliography (documenting a minimum of 3 sources - internet, books, magazines, etc.)

Students will produce a minimum of two creative expression projects each semester. (These projects must be preapproved by an Education Specialist (ES) &/or Subject Matter Expert (SME). The Creative Expression projects will include the use of different media. Suggested activities include: drawing, painting, printmaking, ceramics, fiber/ textiles, photography, computer graphics, video, sculpture. These projects will also include a critique that provides, but is not limited to the following: name of piece, length of time it took to complete the project, how the piece was made, what materials were used, describe artwork using vocabulary from the elements of art and principles of design. Students will also include a discussion of the emotional and expressive qualities of their art.

Students will respond to answers at the end of chapters.

Examples of questions from Chapter 1 follow:

- Building Visual Art Vocabulary (On a separate sheet of paper, write the term that best matches each definition) - The visual expression of an idea or experience created with skill.; To become more deeply aware through the senses of the special nature of a visual object.; etc.
- Reviewing Art Facts - Answer the following questions using complete sentences: Describe the 5 purposes of art.; Explain the relationship between the elements of art and the principles of art.; etc.
- Thinking Critically About Art - Survey the avocational opportunities in art mentioned on page 9. Then research art classes and programs in your community. Compare and contrast these avocational opportunities to decide which one interests you the most. Consider such factors as time required, materials, training, and personal interest.; Study Figures 1.14 on page 14 and 1.15 on page 15 to list their

similarities and differences. Are light and dark values of colors used in the same places in each work? Review the Meet the Artist feature on page 12. Compare Grant Wood's *American Gothic* in figure 1.10 to his self-portrait on the same page. Can you identify the theme of determination in each artwork? What else do these works have in common? Where does Grant Wood reveal part of his cultural heritage in this self-portrait?

INSTRUCTIONAL METHODS AND/OR STRATEGIES

Instructional methods include, but are not limited to, the following:

Direct Instruction

Teacher demonstration

Media exploration

Exposure to community resources

Lecture

Guided practice

Discussion

Tutorials

Multimedia presentations

Videos

Reading textbook

Student-directed personal study utilizing Text resources and web research

Student presentations

Videos

Regular access to a Subject Matter Expert (SME)

ASSESSMENT METHODS AND/OR TOOLS

Student progress will be assessed/ evaluated through a variety and/or combination of methods. The methods available include, but are not limited to, the following:

Regular review of work by education specialist (credentialed teacher),

Portfolios

Observation by Parent facilitator, Education Specialist (ES), and Subject Matter Expert (SME)

Discussions

Student demonstrations

Student work samples

Written examination

Student projects

Regular access to a Subject Matter Expert (SME)

ARTISTIC PERCEPTION

Through completion of required assignments, students will demonstrate their knowledge of appropriate art vocabulary.

Student will use the elements and the principles of art to solve specific visual arts problems in creating works of art.

Students will demonstrate understanding of how to use art tools and media in a safe and responsible

manner.

Students will demonstrate basic perceptual, observational and compositional skills used to produce representational and abstract art.

CREATIVE EXPRESSION

Through completion of required assignments, students will demonstrate basic use of varied techniques that may include, but are not limited to: drawing, painting, printmaking, ceramics, fibers/textiles & sculpture.

Students will use effective control of media, techniques and tools when communicating an idea or concept.

HISTORICAL AND CULTURAL CONTEXT

Through completion of required assignments, students will demonstrate awareness of the historical, cultural role of various artworks and artists.

Students will analyze the impact of time, place and culture on artworks.

AESTHETIC VALUING

Through completion of required assignments, students will demonstrate their ability to reflect on and evaluate artworks using a variety of criteria and techniques to assess the technical, conceptual and aesthetic aspects of artworks.

Students will compare the visual arts with other creative disciplines

CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

Through completion of required assignments, students will demonstrate their basic knowledge of related technologies, processes and techniques to produce artwork.

Students will explore career possibilities in the visual arts.