HIGH SCHOOL COURSE OUTLINE

<table>
<thead>
<tr>
<th>Department</th>
<th>Art</th>
<th>Course Title</th>
<th>Drawing &amp; Painting 5-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code</td>
<td>1007</td>
<td>Course Length</td>
<td>2 semesters</td>
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<tr>
<td>Grade Level</td>
<td>11-12</td>
<td>Credits/Semester</td>
<td>5</td>
</tr>
<tr>
<td>Required for Graduation</td>
<td>Meets H.S. Grad Requirement</td>
<td>Yes</td>
<td>Elective Credit</td>
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<td>Prerequisites</td>
<td>None</td>
<td>Articulated with LBCC</td>
<td>Yes</td>
</tr>
<tr>
<td>Meets UC “a-g” Requirement</td>
<td>Yes (f)</td>
<td>Meets NCAA Requirement</td>
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**COURSE DESCRIPTION:**

This course develops a foundation in drawing and painting through the five components of the Visual and Performing Arts Framework and the Long Beach Unified School District art content standards. Students learn techniques for using a variety of two-dimensional media and explore the expressive potential of those media. Reading, writing and studio production expand the student’s understanding of the visual arts. A portfolio is developed and a number of art-related careers are discussed.

**GOALS:** Students need to:

- Develop and expand aesthetic perception. *(Aesthetic Perception)*
- Develop and expand visual arts knowledge and skills to express ideas imaginatively. *(Creative Expression)*
- Acquire knowledge of historical and cultural developments, which occur as a result of varying needs and aesthetic points of view. *(Cultural/Historical Heritage)*
- Develop a base for making informed aesthetic judgments. *(Aesthetic Valuing)*
- Develop a common core of knowledge that transcends subject areas. *(Connect, Relate, Apply)*

**PERFORMANCE OBJECTIVES:** *(must be measurable)*

Students will:

**Artistic Perception (LBUSD Content Standard 1, 2)**

- Increase aesthetic awareness of visual and tactile qualities of art, nature, events and objects within the total environment.
- See the world directly and metaphorically by perceiving the physical world in terms of visual and tactile images and symbols, which are unique to the visual arts.
- Comprehend, demonstrate, and apply creative use of the visual arts vocabulary in written and oral form.
- Discuss and write about their sensory perceptions of works of art, objects in nature, events, and their environment.
Creative Expression (LBUSD Content Standard 3, 4)

- Acquire artistic skills to express and communicate responses to experiences.
- Synthesize a variety of visual arts media, techniques, and processes to create unique works of art.
- Create a collection of artworks in a variety of media, communicating his/her creative abilities and his/her artistic heritage within the context of a comprehensive world view.
- Develop manipulative and organizational skills in using visual arts media effectively to translate ideas, feelings and values.

Historical and Cultural Context (LBUSD Content Standard 3, 4)

- Study a variety of artworks and accomplishments of contemporary, historic and prehistoric cultures.
- Understand that art reflects, records and shapes history and plays a role in every culture.
- Gain an understanding of his/her creative abilities and his/her artistic heritage within the context of a comprehensive world view.
- Clarify his/her own aesthetic values and learn to appreciate differences in the aesthetic values of others.

Aesthetic Valuing (LBUSD Content Standard 8)

- Make informed responses to works of art, nature and other objects within the total environment by using objective criteria for analysis, interpretation and judgment.
- Derive meaning and value from experiences by making and justifying judgments about aesthetic qualities in works or art and other objects within the total environment.
- Use analysis, interpretation and judgment about visual relationships based on learned aesthetic values to improve art production.

Connections, Relations & Applications (LBUSD Content Standard 5)

- Apply what they learn in visual arts with other disciplines.
- Use art museums, technology, and/or multimedia to gain exposure to the visual arts.
- Participate in career awareness and career exploration in the arts.

OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT:

Aesthetic perception, art history and aesthetic valuing are to be utilized throughout the course.

Unit I Pre-instruction (1-2 weeks)
- Class rules and procedures
- Portfolios, Sketchbooks, Journals

Unit II Composition (1-2 weeks)
- Elements and Principles of Art
Unit III-Drawing (15 weeks)

Areas of concentration

- Right Brain Theory
- Contour
- Gesture
- Perspective (1&2)
- Life Drawing
- Caricature/Cartooning
- Drawings of the Masters
- Lettering
- Still-life

Portrait/Self-Portrait
- Graphic Design
- Direct Observation
- Vocabulary

Media

- Pencil
- Pen and Ink
- Charcoal
- Pastels
- Crayons
- Scratch Board
- Board
- Marker
- Felt Pen
- Conte
- Colored Pencils
- Mixed Media

Unit IV – Painting (12-13 weeks)

Color Theory

- Color Wheel
- Value Scale
- Color Schemes
- Psychology of Color
- Vocabulary

Media

- Watercolor
- Gouache
- Tempera Paint
- Acrylic
- Oil
- Mixed Media

Periods/Schools of Art
- Mixed Media

Art Careers are incorporated throughout the semester, as appropriate.

Suggested Vocabulary

**Line**
- Primary
- Secondary
- Emphasis
- Harmony
- Pattern
- Horizon

**Broken**
- Flat
- Repetition
- Rhythm

**Diagonal**
- Free-form
- Unity

**Horizontal**
- Geometric
- Variety

**Short**
- Organic
- Movement

**Straight**
- Value

**Thick**
- Dark
- Light

**Thin**
- Medium

**Vertical**

**Wide**

**Texture**
- Actual
- Bumby
- Simulated
- Smooth
- Soft

**Space**
- Deep
- Flat
- Negative/Positive

**Colors**
- Bright
- Cool
- Grayed

**Principles of Art**
- Balance
- Contrast
Themes in Art
Adoration
Children
Circus
Cityscape
Earth, Air, Fire, and Water
Farming Festivals
Gardens
Grief
History
Hunting
Landscape
Love
Music
Mythology
Narrative of Historic Occasions
Portraiture
Processions
Religion
Seascape
Storytelling
Theater
War

Media (Materials)
Chalk
Colored Pencil
Conte
Egg Tempera
Found Materials
Gouache
Ink
Oil
Pastel
Pencil
Photograph
Print
Tempera
Vine Charcoal
Watercolor

Three-Dimensional
Bronze
Clay
Fibers
Found Materials
Marble
Metal
Mixed Media
Papier-mache
Plaster
Stone
Wood

Technique
Architecture
Batik
Carving
Ceramics
Collage
Crafts
Glassblowing
Jewelry Making
Metalwork
Modeling
Mosaics
Painting
Photography
Printmaking
Repousse
Sculpture
Weaving

Style or Period
Abstract
Classical
Genre
Historical
Literary
Naïve
Narrative
Nonobjective
Realistic
Romantic
Renaissance

Characteristics of Classical Art
Balanced
Calm
Clean Outlines
Conservative
Controlled
Cool
Decorous
Detached
Dignified
Elegant
 Formal
 Intellectual
 Rational
 Serious
 Simple
 Symmetrical
 Traditional
 Tranquil

Characteristics of Romantic/Emotional
Asymmetrical
Blurred Outlines
Conveys a mood
Dynamic
Emotional
Expressive
Extreme Emotions
Man not a Center
Mysterious
Nature at Center
Otherworldly
Personal to the Artist
Sad
Spiritual
Strong Diagnals
Swirling
Unrestrained
Principles Of Design

**Balance**
- Asymmetric
- Formal
- Informal
- Symmetric
- Unity

**Unity**
- Balance
- Consistency
- Harmony

**Emphasis**
- Importance
- Subordinate

**Contrast**
- Horizontal & vertical
- Light & dark
- Opposition

**Stippling**
- Cast shadow
- Crow quill
- Graduated shade
- Tooth (paper surface)
- Value

**Right Brain Theory**
- Background
- Corpus collosseum
- Left hemisphere
- Right hemisphere
- Positive & negative space

**Pattern**
- Negative space
- Positive space
- Repetition

**Movement**
- Direction

**Rhythm**
- Irregular
- Regular
- Repetition

**Figure Drawing**
- Foreshortening
- Gesture
- Proportion
- Subject

**Cartoon/Caricature**
- Abstraction
- Contor
- Outline
- Realism
- Rendering

**Realism**
- Genre
- Graduated shade
- Landscape
- Proportion
- Renderini
- Value

**Abstraction**
- Geometric
- Mixed media
- Organic

**Painting**
- Opaque

**Color theory**
- Analogous
- Color wheel
- Complementary
- Harmony
- Hue
- Intensity
- Intermediate
- Monochromatic

**Painting Media**

**Techniques**

**Drawing**
- Contour Line
- Contour
- Gesture
- Outline
- Proportion
- Subject

**Perspective**
- Aerial perspective
- Angle
- Bird’s eye view
- Cityscape
- Depth
- Diagonal
- Horizon line
- Horizontal
- One-point perspective
- Parallel
- Perpendicular
- Three-dimensional
- Two-dimensional
- Two-point perspective
- Vanishing point
- Worm’s eye view

**Proportion**
- Horizontal & vertical
- Subject

**Light & dark**
- Parallel

**Opposition**
- Perpendicular

**Contrast**
- Horizontal & vertical
- Light & dark
- Opposition

**Abstraction**
- Three-dimensional
- Two-dimensional
- Two-point perspective
- Vanishing point
- Worm’s eye view

**Hue**
- Warm & cool

**Value**
- Realism

**Composition**
- Subject

**Contour**
- Two-dimensional

**Cast shadow**
- Two-point perspective

**Value**
- Realism

**Intermediate**
- Monochromatic

**Primary**
- Shade

**Secondary**
- Tertiary
- Triad
- Value

**Shade**
- Warm & cool

**Tint**
- Warm & cool

**Triad**
- Warm & cool

**Value**
- Warm & cool

**Warm & cool**

**Intermediate**
- Monochromatic

**Painting Media**

**Techniques**

**Acrylic**
- Background

**Background**
- Dry brush
- Flat wash
- Foreground

**Dry brush**
- Flat wash
- Foreground

**Flat wash**
- Foreground

**Foreground**
- Medium

**Medium**
- Middle ground

**Middle ground**
- Oil-base

**Oil-base**

**Palette**
- Pigment

**Pigment**
- Pointillism

**Pointillism**
- Tempera

**Tempera**
- Texture

**Texture**
- Transparent

**Transparent**
- Value

**Value**
- Water-base

**Water-base**
- Watercolor

**Watercolor**
- Wet into wet

**Wet into wet**
METHODS: A variety of instructional strategies will be utilized to accommodate all learning styles:

- Lectures
- Demonstrations
- Use of textbook
- Homework
- Field work
- Library research when appropriate

MATERIALS USED IN TEACHING THE COURSE: In addition to the basic text (*mandatory information – Title, Author, Copyright Date and Publisher*), a variety of instructional tools will be used to meet the needs of all students

**Basic text:** *Art in Focus; 3rd Ed.; Mittler; 1994; Glencoe/McGraw Hill*

Supplementary materials:

- Slides
- Films
- Prints
- Filmstrips and videotapes
- Use of variety of media and techniques

EVALUATION: Student achievement in this course will be measured using multiple assessment tools including but not limited to: (a grading scale and/or rubric should be included)

<table>
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<tr>
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<tr>
<td>Projects/Portfolio</td>
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<tr>
<td>Creative</td>
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<td>Involvement</td>
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<td>Craftsmanship</td>
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<tr>
<td>Quizzes and Tests</td>
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<td>Performance Tasks</td>
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<td>Attendance</td>
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<tr>
<td>Written Assignments/Vocabulary</td>
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<tr>
<td>Critique/Self Evaluation</td>
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Submitted by: Geraldine Walkup
School: Visual/Performing Arts
Date: 4/02