



MIDDLE SCHOOL COURSE OUTLINE

Department	Art				
Course Title	Advanced Art 7/8	Course Code	1057		
Abbreviation	Art Adv 7/8	Grade Level	7 / 8		
Course Length	1 Year	Required		Elective	Yes

COURSE DESCRIPTION:

Each semester is organized around new materials and new projects selected by the teacher, using progressively more advanced techniques in two- and three- dimensional art forms. Emphasis is placed on the art elements and principles of design throughout the course. Reading, writing, and vocabulary are incorporated into each lesson. A variety of art careers are introduced. The five components in the California State Visual and Performing Arts Standards. Students must have at least one semester of art in the seventh grade or obtain permission from the art instructor before being enrolled in this course.

GOALS: The course is intended to meet the following students needs:

- 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. (Historical and Cultural Context)
- Develop a base for making informed aesthetic judgements. (Aesthetic valuing)
- Develop a common core of knowledge that transcends subject areas. (Connections, Relations & Application)

PERFORMANCE OBJECTIVES: (must be measurable)

Students will:

Artistic Perception

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Use artistic terms when describing the intent and content of works of art.

Analyze art Elements and Principles of Design

1.2 Analyze and justify how their artistic choices contribute to the expressive quality of their own works of art.

Creative Expression

Skills, Processes, Materials, and Tools

- 2.1 Demonstrate an increased knowledge of technical skills in using more complex two-dimensional art media and processes.
- 2.2 Design and create maquettes (model) for three-dimensional sculptures.

Communication and Expression Through Original Works of Art

- 2.4 Design and create an expressive figurative sculpture.
- 2.5 Select a medium to use to communicate a theme in a series of works of art.

Historical and Cultural Context

Role and Development of the Visual Arts

- 3.1 Examine and describe or report on the role of a work of art created to make a social comment or protest social conditions.

Diversity of the Visual Arts

- 3.3 Identify major works of art created by women and describe the impact of those works on society at that time.
- 3.4 Discuss the contributions of various immigrant cultures on the art of a particular society.

Aesthetic Valuing

Derive Meaning

- 4.1 Define their own points of view and investigate the effects on their interpretation of art from cultures other than their own.
- 4.2 Develop a theory about the artist's intent in a series of works of art, using reasoned statements to support personal opinions.

Make Informed Judgments

- 4.4 Make informed responses to works of art, nature and other objects by using objective criteria for analysis, interpretation, and judgement.
- 4.6 Select a grouping of their own works of art that reflects growth over time and describe the progression.

Connections, Relations & Applications

Connections and Applications

- 5.2 Create a painting, satirical drawing, or editorial cartoon that expresses personal opinions about current social or political issues.

Visual Literacy

- 5.3 Demonstrate an understanding of the effects of visual communication media (e.g., television, music videos, film, and internet) on all aspects of society.

Career and Career-Related Skills

- 5.4 Work collaboratively with a community artist to create a work of art, such as a mural, and/or write a report about the skills needed to become a professional artist.

OUTLINE OF CONTENT AND TIME ALLOTMENT

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

Classroom Management

(1-2 weeks)

Organizational Tools
Rules and Procedures
Portfolios
Journals/ Sketchbooks

Composition

(1-2 weeks)

Elements and Principles of Design

Literacy

(Ongoing)

Creative/ Expressive Writing (poetry, descriptive, short essay)
Self-Evaluation/ Critique
Research/ Report

Drawing:

(3-5 weeks)

Right Brain Theory
Contour
Gesture
Portrait
Review Perspective (one point and two point)
Still Life
Principles of Design/ Elements of Art

Media
Pen and Ink
Pastels
Crayons
Mixed Media
Oil Pastels

Color Theory:

(3-4 weeks)

Review color wheel
Review color schemes
Review Tints/ shades
Review Neutrals
Psychology of Color
Color Triad

Media
Watercolor
Tempera Paint
Mixed Media
Acrylic
Crayon
Colored pencil
Markers
Pastel
Ink wash

Historical/ Cultural

(Ongoing)

Periods/ Schools of Art
Women Artists
Immigrant Cultures
United States History – American Revolution

3-D Design**(2-4 weeks)****One three-dimensional Project Required**

Clay Techniques (pinch, slab, coil)

Masks

Mobile

Construction/ Assemblage

Origami

Sculpture

Media

Cardboard

Clay

Plaster

Papier Mâché

Wire

Wood

Found Objects

Paper

Weaving materials (yarn, raffia, straw)

Required Studio Projects

Collage

Painting

Still Life

Landscape

Perspective

Portrait/ Self Portrait

Printmaking

Other Areas that could be explored are: lettering, calligraphy, caricature, and cartooning

Application Of Course Content**Career Connection:****Related Career Titles**

Examples of Job Titles for Art majors:

Some of these jobs require education beyond the bachelor's degree.

Advertising Clerk

Advertising manager

Advertising Sales Agent

Apparel Patternmaker

Architect

Architectural Drafter

Archivist

Artist

Audio-Visual Specialist

Carpenter

Commercial and Industrial Designer

Commercial Art Director

Curator

Fashion Designer

Film Editor

Floral Designer

Graphic Designer

Interior designer

Landscape Architect

Movie and TV Camera Operator

Painter

Photographer

Teacher / Administrator

Set Designer

METHODS: A variety of instructional strategies are used to accommodate the needs of all students.**Lesson Design and Delivery:** Teachers will incorporate EEEI components of lesson design during instruction.

Essential Elements of Effective Instruction

Anticipatory Set
Objective
Purpose
Input
Modeling
Check for Understanding
Guided Practice
Closure
Independent Practice

Examples of Varied Instruction

- Demonstrations
- Directed lessons
- Class discussions
- Class critiques
- Collaborative learning
- Interactive slide lectures
- Individual Projects
- Studio work
- Testing
- Textbook
- Thinking maps
- Performance tasks
- Videos
- Vocabulary

MATERIALS USED IN TEACHING THE COURSE: In addition to the basic text, a variety of instructional tools will be used to meet the needs of all students.

Basic Text: A World of Images; Chapman; 1992; Davis Publications, Inc.

Supplemental materials:

- Scholastic Art Magazine
- Transparencies
- Slides
- Reproductions
- Visual Examples
- Videos
- Guest speakers

Related Career Resources

There are many web sites that will help with career selection such as Equidance.com, BRIDGES. Com, and icouldbe.org.

EVALUATION: Student achievement in this course will be measured using multiple and on-going assessment tools that are aligned with the content standards.

Recommended Assessments:

- Critiques
- Performance tasks
- Projects
- Art Seven Portfolio and checklist
- Written Assignments
- Tests
- Quizzes
- Studio Projects

Grading Policy:

Studio Projects	60%
Journal, Note taking, Participation	15%
Literacy component- Essay, Summary, Critiques, tests, etc.	20%
Portfolio and Checklist	5%

The assignment of letter grades will be based on the following grading scale:

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69%
- F = Below 60%

	<u>Letter Grade</u>	<u>Percentage</u>	<u>Four Point Rubric Score*</u>
Advanced Proficient	A	90 – 100%	4
Proficient	B	80 – 89%	3
Proficient	C	70– 79%	3
Partially Proficient	D	60 – 69%	2
Non or Limited Proficient	F	Below 60%	1

Submitted by: Geraldine Walkup

School/Office: Visual/Performing Arts

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