



HIGH SCHOOL ACADEMIC COURSE OUTLINE

Department	Art		Course Title		Drawing and Painting 1-2		Course Code		1005	
Grade Level	9-12		Short Title		DRAW&PAINT 1-2		Grad Requirement			
Course Length	semesters	Credits per Semester	5	Approved for Honors		Required		Elective	yes	
Prerequisites	None									
Co-requisites	None									
Articulated with LBCC		No		Articulated with CSULB				No		
Meets UC "a-g" Requirement		Yes (f)		Meets NCAA Requirement				No		

COURSE DESCRIPTION:

This course develops a foundation in drawing and painting through the five strands of the Visual and Performing Arts Framework and the California State Visual Arts Content Standards.

Through the application of the Elements of Art and Principles of Design students create a variety of unique artworks that demonstrate mastery in all areas of foundational drawing and painting techniques. Students will analyze visual information, responding to artists' works as well as their own, in written and oral form using critical thinking and philosophical theory to make their judgments. Students will also demonstrate knowledge of the historical timeline of art and its affect on the development of society.

Students will additionally demonstrate understanding of the varied disciplines of the visual arts, their relationship to all areas of education, and their contribution to cultural and visual literacy. Students will practice self-discipline, goal setting, effective attitudes, and active participation to prepare them for success in the visual arts as well as for life long learning.

Students will also learn about career pathways in the visual arts as well as recognize the impact of new technology as a means to broaden and expand upon their artistic knowledge and skill.

COURSE PURPOSE: GOALS

- CONTENT**
- Students will learn to use and identify the Elements of Art: color, line, shape, value, form, texture, and space.
 - Students will identify and use the principles of design to discuss, analyze and write about visual aspects in the environment and in works of art, including their own.
 - Students will solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
 - Students will learn how artists reflect, record and organize their ideas and artworks in a sketchbook/journal, portfolio and/or digital portfolio.
 - Students will be able to identify styles and traits of artists and cultures throughout

history.

- Students employ the conventions of art criticism: description, analyze, interpretation and judgment in writing and speaking about works of art.
- Students will learn about careers in the arts and develop competencies and creative skills in problem solving, communication and management of time and resources that contribute to lifelong learning.

SKILLS

- Students will use the elements and principles to describe and analyze works of art including their own.
- Students apply artistic processes and skills in a variety of materials and media.
- Students will research styles and traits of artists and cultures throughout history. Students will learn to develop their own philosophy about the arts.
- Students will learn to use technology to support their learning in the course.

LITERACY

- Students will be able to apply visual literacy skills to write a formal analysis of artwork(s) using the steps of art criticism: Description, Analysis, Interpretation and Judgment/Evaluation.
- Students will be able to write an artist's statement about their own work articulating the process, discussing self-analysis and intent as appropriate with accurate spelling and correct use of the conventions of punctuation and capitalization.
- Students will be able to use primary sources to research artists, careers, movements and themes in the arts and produce an oral and/or written product and cite their source.
- Students will be able to write using creative expression to respond to prompts in the arts.

APPLICATIONS

- Students will apply their knowledge of the elements and principles to describe their own use of them in their two-dimensional works of art, and explain the intent of their work
- When presented with a design problem, students will be able to apply critical thinking skills to solve and execute an artistic solution through a variety of materials and techniques.
- Students will illustrate understanding of problem solving concepts that deal with social or political issues, through design and creation of an artwork(s).
- Students will be able to demonstrate knowledge of styles and traits of artists and cultures throughout history to incorporate into the design and creation of a three-dimensional artwork(s).
- Students will be able to write an artist's statement about their own work articulating the process, discussing self-analysis and intent as appropriate.
- Students will articulate how the points of view of the artist, observer and critic can differ when approaching a work of art.
- Students will prepare portfolios of their original works of art for a variety of purposes at the secondary, post-secondary application, exhibition, job application and personal collection.)

COURSE PURPOSE: EXPECTED OUTCOMES

Students are expected to perform at a proficient level on a variety of tasks and assessments addressing both the content and skill standards for Drawing and Painting 1-2. Levels of proficiency are defined near the end of this course outline under Performance Criteria.

Visual and Performing 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 use 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 the 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 of 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 of 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).

COURSE PURPOSE: EXPECTED INTEGRATED OUTCOMES

Students are also expected to proficiently apply common skills that are relevant across curriculum areas and career pathways. The following are those skills most applicable to Drawing and Painting 1-2.

CTE Foundation Standards:

from the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in May, 2005.

- **Communications**

- 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

- **Career Planning and Management:**

- 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends and the resulting need for lifelong learning

- 3.6** Know important strategies for self-promotion in the hiring process, such as job applications, resume writing, interviewing skills, and preparation of a portfolio.

- **Technology**

- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products and services.

- **Problem Solving and Critical Thinking:**

- 5.3** Use critical thinking skills to make informed decisions and solve problems.

- **Health and Safety**

- 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment and supplies.

- **Responsibility and Flexibility:**

- 7.2** Understand the importance of accountability and responsibility in fulfilling personal, community and workplace roles.

- **Ethics and Legal Responsibilities:**

- 8.3** Understand the role of personal integrity and ethical behavior in the workplace.

- **Leadership and Teamwork:**

- 9.3** Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

The circled standards are the CTE "Power" Standards addressed across the content areas.

OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT:

Unit Title: Introduction				
Sample Essential Question: Why is Art Important?				
Content Standards		Perf. Std. Measures	Instructional Support	Appx Time
(CONTENT) "Students know..."	(SKILL) "Students are able to ..."	How students DEMONSTRATE KNOWLEDGE and SKILL.		
<p>The role of personal integrity and ethical behavior in the workplace. CTE 8.3</p> <p>How to work individually and as a group for effective attainment of goals. CTE 9.3</p> <p>The critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies CTE 6.2</p> <p>The importance of accountability and responsibility in fulfilling personal, community, and workplaces. CTE 7.2</p> <p>Important strategies for self-promotion in the hiring process, such as job applications, resume writing, interviewing skills, and preparation of a portfolio. CTE 3.6</p>	<p>Understand class rules, procedures, responsibilities, and expectations.</p> <p>Use classroom as an art studio and follow classroom & tool safety procedures.</p> <p>To work individually and as a group for effective attainment of goals</p> <p>Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills. VAPA 2..2</p> <p>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. VAPA 1.0</p> <p>Identify the use and purpose of art in society as both historical documentation, and as a driving cultural force. VAPA 3.0</p> <p>To organize and structure work individually and in teams for attainment of goals. CTE 9.3</p> <p>Understand the importance of keeping a visual journal/ sketchbook to record ideas, drafts, notes, and definitions. VAPA 2.2</p> <p>Establish an organizational system (portfolio) to maintain in-progress works of art, materials, etc. in an archival manner. VAPA 2.2</p> <p>Connect and apply what is learned in the Visual Arts to other art forms and subject areas and to careers. VAPA 5.0</p> <p>Gain knowledge regarding the importance of art as a career pathway, its varied applications, and sustainability over time. VAPA 5.0</p>	<p>Key Assignments:</p> <p>Syllabus review and presentation</p> <p>Why is art important?</p> <p>Organization skills</p> <p>Clean-up and responsibility</p> <p>Portfolio creation</p> <p>Pre-test (vocabulary/technical drawing/perceptual drawing/etc.)</p> <p>Suggested:</p> <p>Sketchbook or visual journal ArtTalk page 15</p> <p>ASSESSMENTS:</p> <p>Pre-test: Establish a baseline of performance and understanding of art vocabulary, skills, and history.</p> <p>Classroom Guidelines Assessment: Test, quiz, or performance task demonstrating understanding and compliance with classroom guidelines.</p>	<p>Basic Text, reference</p> <p>The Visual Experience: Chapter 1</p> <p>ArtTalk: Chapter 1</p> <p>Key Vocabulary:</p> <p>Portfolio Sketchbook Syllabus Purpose Function Culture Archival Teamwork Time Management Responsibility Organization Motivation Inspiration Timeline Problem Solving Critical Thinking</p> <p>Historical & Cultural Connections:</p> <p>Art from prehistoric times to present day</p> <p>Career Connections:</p> <p>Grant Wood Andy Warhol Frida Kahlo Meyer Straus Edward Munch Hans Holbein</p>	4-6 Weeks

Unit Title: Elements and Principles

Sample Essential Question:

What is the language of Art?

Content Standards		Perf. Std. Measures	Instructional Support	Appx Time
(CONTENT) "Students know..."	(SKILL) "Students are able to ..."	How students DEMONSTRATE KNOWLEDGE and SKILL.		
<p>How to process, analyze, and responding to sensory information through the language and skills unique to the Visual Arts. VAPA 1.0</p> <p>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. VAPA 3.0</p> <p>The past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning. CTE 3.5</p>	<p>Solve a visual arts problem that involves the effective use of the elements of art and the principles of design. VAPA 2.1</p> <p>Develop an understanding of the "language of art" through vocabulary building exercises and activities. VAPA 1.0</p> <p>Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design. VAPA 1.4</p> <p>Establish a timeline of historical and cultural advances in the visual arts. VAPA 3.0</p> <p>Create, perform, and participate 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. VAPA 2.0</p> <p>Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own. VAPA 1.1</p> <p>Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. CTE 1.4</p> <p>Describe the principles of design as used in works of art, focusing on dominance and subordination. VAPA 1.2</p> <p>Use critical thinking skills to make informed decisions and solve problems. CTE 5.3, VAPA 2.0</p> <p>Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts. VAPA 1.6</p>	<p>Key Assignment:</p> <p>Practical use of the Elements of Art (line, shape, space, value, color, form, texture) in performance tasks</p> <p>Principles of Design (balance, rhythm, pattern, movement, proportion, variety, emphasis, unity, harmony in performance tasks</p> <p>Suggested:</p> <p>Art History</p> <p>Art History Timeline</p> <p>Use of art vocabulary (oral and written).</p> <p>Critical thinking in relation to art</p> <p>Artists' proposal presentations</p> <p>Artists' statement project (collage or other two-dimensional artwork)</p> <p>Art Critique</p> <p>Self-Critique/Evaluation</p> <p>ASSESSMENTS:</p> <p>Vocabulary: Tests, quizzes, performance tasks.</p> <p>Project Assessment: Projects assessed according to rubric guidelines.</p> <p>Performance tasks: Frequent checks for understanding in active and passive forms.</p> <p>Critique: Written, oral, or active participation. In progress, post completion, compare & contrast</p>	<p>Basic Text, reference The Visual Experience: Chapter 3-8 Chapter 12</p> <p>ArtTalk: Chapter 4-11 Chapter 14</p> <p>Key Vocabulary:</p> <p>Elements of Art Line Shape Form Value Space Color Texture</p> <p>Principles of Design Balance Pattern Proportion Emphasis Harmony Rhythm Movement Variety Unity Variety</p> <p>Art Criticism /Critique Describe Analyze Interpret Judge</p> <p>Artist Proposal Context Composition Symmetrical Asymmetrical</p> <p>Historical & Cultural Connections:</p> <p>Historical timeline survey</p> <p>Career Connections:</p> <p>Janet Fish Gabriele Munter Jacob Lawrence Henri Matisse Alice Neal Albrecht Durer Advertising Art Critic/ Writer Art Educator Museum Curator Gallery Director Art Historian</p>	<p>6-8 Weeks</p>

Unit Title: Technical Drawing

Sample Essential Question:

How do you show depth in a two dimensional drawing?

Content Standards		Perf. Std. Measures	Instructional Support	Appx Time
(CONTENT) "Students know..."	(SKILL) "Students are able to ..."	How students DEMONSTRATE KNOWLEDGE and SKILL.		
<p>How to solve a visual arts problem that involves the effective use of the elements of art and the principles of design VAPA 2.1</p> <p>How to use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. CTE 1.7</p> <p>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. VAPA 3.0</p> <p>The past, present, and future technological advances as they relate to a chosen pathway. CTE 4.2</p>	<p>Develop technical drawing skills including the use of grids as a means to enlarge or recreate an existing image. VAPA 2.0</p> <p>Recognize when and how to use proportional measurements in art.</p> <p>Use a ruler as a means to measure exact angles, coordinates, and create straight edges.</p> <p>Recognize and create one-point linear perspective and its various elements. VAPA 2.1</p> <p>Develop understanding of the historical and cultural traditions and practices of technical drawing, and the careers which this is applicable. VAPA 3.0, CTE 4.2</p> <p>Understand how graphing has evolved and how it is used with current technology. CTE 4.2</p> <p>Create, perform, and participate 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. VAPA 2.0</p> <p>Participate in critical analysis of artwork (both their own and the work of others). VAPA 4.0</p> <p>Respond to, analyze, and make judgments about works in the Visual Arts. VAPA 4.0</p> <p>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. VAPA 4.0</p>	<p>Key Assignment:</p> <p>Accurate use of measurement (ruler) and proportion.</p> <p>Use of blending and gradation.</p> <p>Grid drawing (photo-realism).</p> <p>Measurements and proportions</p> <p>1 point perspective drawing 2 point perspective drawing</p> <p>Suggested:</p> <p>Art Critique Self-Critique/Reflection</p> <p>Critical thinking in relation to art</p> <p>ASSESSMENTS:</p> <p>Vocabulary: Tests, quizzes, performance tasks.</p> <p>Project Assessment: Projects assessed according to rubric guidelines.</p> <p>Performance tasks: Frequent checks for understanding in active and passive forms.</p> <p>Critique: Written, oral, or active participation. In progress, post completion, compare & contrast</p>	<p>Basic Text, reference The Visual Experience: Chapter 6</p> <p>ArtTalk: Chapter 10 Chapter 5</p> <p>Key Vocabulary:</p> <p>Elements of Art Line Shape Form Value</p> <p>Space Color Texture</p> <p>2-D & 3-D Balance Variety Unity Emphasis Grid Linear Perspective Renaissance Horizon Line Vanishing Point Architecture Receding Lines Proportion Photo Realism</p> <p>Art Criticism/ Critique Describe Analyze Interpret Judge</p> <p>Historical & Cultural Connections: Photo-realism Renaissance</p> <p>Career Connections:</p> <p>Chuck Close Escher Ralph Goings Giovanni Panini Doris Lee Renaissance artists Advertising Architectural design Environmental design Interior design Commercial Illustration Set and costume design Urban/city planning Landscape architect Exhibit and display design Industrial design</p>	<p>6-8 Weeks</p>

Unit Title: Perceptual Drawing

Sample Essential Question:

What is light logic? What is direct observation?

Content Standards		Perf. Std. Measures	Instructional Support	Appx Time
(CONTENT) "Students know..."	(SKILL) "Students are able to ..."	How students DEMONSTRATE KNOWLEDGE and SKILL.		
<p>How to solve a visual arts problem that involves the effective use of the elements of art and the principles of design VAPA 2.1</p> <p>The Historical Contributions and Cultural Dimensions of the Visual Arts. Students analyze the role and development of the perceptual drawing in past and present cultures throughout the world. VAPA 3.0.</p> <p>The past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning. CTE 3.5</p> <p>Critical thinking skills to make informed decisions and solve problems CTE 5.3</p>	<p>Develop an understanding of the "language of art" through vocabulary building exercises and activities. VAPA 1.0</p> <p>Understand and use gesture and contour line to create preliminary sketches and final compositions.</p> <p>Understand and use sighting techniques to measure proportions and relationships without the help of a ruler. VAPA 2.0</p> <p>Draw accurately from direct observation. VAPA 2.4</p> <p>Understand and accurately recreate light logic in a working composition to create areas of highlight and areas of shadow. VAPA 2.1</p> <p>Understand the difference between positive and negative space.</p> <p>Develop and use gradation in value study and use value to create the appearance of three-dimensional form. VAPA 2.1</p> <p>Use atmospheric perspective to create the illusion of depth or space.</p> <p>Illustrate the difference between an outline and an edge.</p> <p>Recognize and use balance to create a visually pleasing composition. VAPA 2.1</p> <p>Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. CTE 1.4</p> <p>Participate in critical analysis of artwork; their own and the work of others. VAPA 4.3</p> <p>Use critical thinking skills to make informed decisions and solve problems. CTE 5.3</p>	<p>Key Assignment:</p> <p>Accurate basic sketching from direct observation, showing understanding of proportion, perspective, etc.</p> <p>Contour and blind contour line drawings of various simple objects.</p> <p>Gesture drawings of various simple objects.</p> <p>Value scale.</p> <p>Use of value through gradation.</p> <p>Suggested: Use of various types of line</p> <p>Varied performance tasks (timed sketches, value practice, etc.)</p> <p>Simple object still-life drawing Creative composition design.</p> <p>Critical thinking in relation to art Art Critique Self-Critique/Reflection</p> <p>ASSESSMENTS:</p> <p>Vocabulary: Tests, quizzes, performance tasks.</p> <p>Project Assessment: Projects assessed according to rubric guidelines.</p> <p>Performance tasks: Frequent checks for understanding in active and passive forms.</p> <p>Critique: Written, oral, or active participation. In progress, post completion, compare & contrast</p>	<p>Basic Text, reference The Visual Experience: Chapter 3-6</p> <p>ArtTalk: Chapter 4 Chapter 9</p> <p>Key Vocabulary: Implied Sighting Gesture Contour Gradation Positive Space Negative Space Light Logic Direct Observation Highlight Shade Cast Shadow Atmospheric Perspective Intensity Edge Outline Blind contour Cross contour Stippling Crosshatching Hatching Contrast Chiaroscuro Depth</p> <p>Art Criticism/ Critique Describe Analyze Interpret Judge</p> <p>Historical & Cultural Connections:</p> <p>Renaissance Photorealism Realism Super-realism</p> <p>Career Connections:</p> <p>Audrey Flack Benny Andrews Shitan, Qing Dynasty Jacob Lawrence Art Critic/writer Fashion designer Interior designer Illustrator Multimedia designer</p>	<p>6-8 Weeks</p>

Unit Title: Color Theory

Sample Essential Question:

Where does color come from?

Content Standards		Perf. Std. Measures	Instructional Support	Appx Time
(CONTENT) "Students know..."	(SKILL) "Students are able to ..."	How students DEMONSTRATE KNOWLEDGE and SKILL.		
<p>How to solve a visual arts problem that involves the effective use of the elements of art and the principles of design VAPA 2.1</p> <p>Critical thinking skills to make informed decisions and solve problems CTE 5.3</p> <p>The Historical Contributions and Cultural Dimensions of the Visual Arts. Students analyze the role and development of the color in past and present cultures throughout the world. VAPA 3.0.</p>	<p>Create, perform, and participate 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. VAPA 2.0</p> <p>Understand the science of color; how it is created, perception, pigments, and history.</p> <p>Identify the primary and secondary colors. VAPA 2.0</p> <p>Identify and create intermediate or tertiary colors. VAPA 2.0</p> <p>Identify basic color schemes (warm/cool/analogous/complementary/monochromatic/neutral/etc.). VAPA 1.0</p> <p>Understand the principles of color mixing. VAPA 2.0</p> <p>Understand value, hue, and intensity and how each is created in terms of color. VAPA 2.0</p> <p>Identify the difference between, and be able to create, tints, tones, and shades. VAPA 2.0</p> <p>Make a 12 color wheel with the primary colors</p> <p>Understand the psychology of color and analyze and describe how the composition of a work of art is affected by color. VAPA 1.4</p> <p>Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. CTE 1.4</p> <p>Participate in critical analysis of artwork; their own and the work of others. VAPA 4.3</p>	<p>Key Assignment:</p> <p>Color wheel with primary, secondary and tertiary colors</p> <p>Accurate mixing of secondary, tertiary/intermediate, and neutral colors</p> <p>Tints, shades and tones</p> <p>Warm and Cool Color schemes;</p> <p>Monochromatic. analogous and complimentary color schemes</p> <p>Suggested:</p> <p>Painted composition on paper or canvas</p> <p>Ability to use color to convey a feeling or mood.</p> <p>Landscape painting</p> <p>Art Critique Self-Critique/Reflection</p> <p>ASSESSMENTS:</p> <p>Vocabulary: Tests, quizzes, performance tasks.</p> <p>Project Assessment: Projects assessed according to rubric guidelines.</p> <p>Performance tasks: Frequent checks for understanding in active and passive forms.</p> <p>Critique: Written, oral, or active participation. In progress, post completion, compare & contrast</p>	<p>Basic Text, reference The Visual Experience: Chapter 5</p> <p>ArtTalk Chapter 6</p> <p>Key Vocabulary:</p> <p>Color Pigment Hue Intensity Color Value Tint Tone Shade Primary Colors Secondary Colors Intermediate Colors Tertiary Colors Analogous Complimentary Neutral Warm/ Colors Cool Colors Monochromatic Medium</p> <p>Historical & Cultural Connections:</p> <p>Pop Art Fauvism Expressionism Color Block/Color Field Minimalism</p> <p>Career Connections:</p> <p>Wasily Kandinsky Marc Chagall Rufino Tamayo Pablo Picasso Piet Mondrian Elizabeth Murray Claude Monet Franz Marc Stuart Davis Advertising Fashion designer Interior designer Illustrator Multimedia designer</p>	<p>6-8 Weeks</p>

Unit Title: Foundations in Painting

Sample Essential Question:

What are styles/schools of Painting?

Content Standards		Perf. Std. Measures	Instructional Support	Appx Time
(CONTENT) "Students know..."	(SKILL) "Students are able to ..."	How students DEMONSTRATE KNOWLEDGE and SKILL.		
<p>Similarities and differences in the purposes of art created in selected cultures. VAPA 3.1</p> <p>The role and influences of new technologies on contemporary works of art. VAPA 3.2</p> <p>The work of an artist and can write about the artist's distinctive style and its contribution to the meaning of the work. VAPA 1.3</p> <p>The trends in painting and can discuss how the issues of time, place and cultural influences are reflected in selected works of art. VAPA 3.3</p>	<p>Understand the steps needed to turn a basic pencil sketch into a completed painting. VAPA 2.0</p> <p>Understand and use related vocabulary when discussing the painting process. VAPA 1.0</p> <p>Identify and employ the use of various brushstrokes/painting techniques to create desired effects.</p> <p>Understand the principles of color and value mixing in paint. VAPA 2.0</p> <p>Create, perform, and participate 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. VAPA 2.0</p> <p>Understand value, hue, and intensity and how each is used in a painted composition. VAPA 2.0</p> <p>Understand and be able to articulate the advancements in painting and related technology over time. VAPA 3.0</p> <p>Use gradient value to create the illusion of space or depth.</p> <p>Create real or implied texture on a painted surface.</p> <p>Have a gallery walk around and participate in the process of self-critique. VAPA 4.3</p> <p>Participate in critical analysis of artwork (both their own and the work of others. VAPA 4.0</p>	<p>Key Assignments:</p> <p>Intro schools of painting</p> <p>Varied performance tasks</p> <p>Accurate mixing of paint to create secondary colors, values, and color values, etc.</p> <p>Use of preliminary sketches as a base for a completed work.</p> <p>Landscape painting</p> <p>Suggested:</p> <p>Painted composition on paper or canvas</p> <p>Use of color schemes to create a desired visual effect.</p> <p>Ability to adjust intensity of colors to create a desired effect.</p> <p>Art Critique self/group Self-Critique/Reflection</p> <p>ASSESSMENTS:</p> <p>Vocabulary: Tests, quizzes, performance tasks.</p> <p>Project Assessment: Projects assessed according to rubric guidelines.</p> <p>Performance tasks: Frequent checks for understanding in active and passive forms.</p> <p>Critique: Written, oral, or active participation. In progress, post completion, compare & contrast</p>	<p>Basic Text, reference\ The Visual Experience: Chapter 5</p> <p>ArtTalk: Chapter 6</p> <p>Key Vocabulary:</p> <p>Watercolor Tempera Acrylic Atmospheric Transparency Perspective Color Pigment Brushstroke Flat Wash Masking Resist Palette Canvas Medium Gradated Wash Landscape Implied Texture Stippling Hatching Cross Hatching Pointillism Wet-in-Wet Dry Brush Wet-on-Dry</p> <p>Historical & Cultural Connections:</p> <p>Impressionism Renaissance Expressionism Fauvism Color Block/Color Field Realism/Photo Realism</p> <p>Career Connections:</p> <p>Antoine Watteau Joseph Turner Paul Cezanne Claude Monet Vincent Van Gogh Advertising Interior designer Illustrator Multimedia designer Landscape painter Fine artists Special effects designer Architecture Landscape architecture</p>	<p>4-6 Weeks</p>

KEY ASSIGNMENTS:

Portfolio	Students will create a portfolio, through physical construction and personalization in d This portfolio will be used throughout the year as an organizational system to keep th artwork, notes, sketches, research-based written assignments, critiques and evaluati
Elements and Principles	<p>Elements and Principles study: Students will create cut-paper collages in the style of Henri Matisse. The collage will focus on color (students must choose a warm or cool color scheme), shape (students must choose simple shapes to communicate a central theme or idea), space (students must use size, placement and overlapping to show depth and space), line (students must use lines cut from paper to add to the composition), balance (students must create an asymmetrically balanced composition), and unity (all parts must work together to create a successful composition).</p>
Technical Drawing	<p>One and two point perspective study: Students will learn how to use a graphic system/perspective to create the illusion of depth and volume on a two-dimensional surface. Students will use rulers to create an accurate study of square or rectangular objects in both one and two point perspective. The project can be in the form of a cityscape or can simply be boxes in space. More advances students may attempt rounded objects or details.</p> <p>Grid drawing study: Students will use the grid method of drawing to recreate a photograph in larger scale. Students will accurately measure and draw a grid on an existing photograph and will create a larger, but corresponding grid on their own surface. Students will then transfer the image from photograph to larger finished drawing, by using the grid as a guide. Students will accurately mimic value and proportion to create a photorealistic composition.</p>
Perceptual Drawing	<p>Simple object still-life study: Students must create a finished simple shape still-life drawing in either pencil or charcoal. Students must show mastery in their ability to sketch accurately from the direct observation of actual objects. In addition, students must show an understanding of light logic and value. Objects should be arranged in a creative and interesting composition and should look realistic in both proportion and rendering.</p>
Color Theory	<p>Creative color wheel study: Students will mix colors in paint to represent or create the primary, secondary, and intermediate (tertiary) colors. Additionally, students should represent color schemes (complimentary, analogous, warm colors, cool colors, and neutrals).</p> <p>Color value study: Students will create a monochromatic work of art that shows an understanding of color values (tints and shades). This study can be objective or non-objective, but must show mastery of the ability to show gradation in color.</p> <p>Expressive color study: Students will create a work of art wherein a mood or feeling is expressed solely through the use of color. This piece can be objective or non-objective but must demonstrate knowledge of the psychology of color and how mood can be manipulated through its use.</p>

Painting	<p>Art Movement Landscape Study: Students will create a painted landscape that reflects the painting style of one or more studied art movement(s). After studying various art movements, students will practice the brushstroke and painting techniques they have studied. They must then create their own original landscape paintings that are representative of what they have studied.</p>
Written Assignments	<ul style="list-style-type: none"> • Sketchbooks for vocabulary, ideas, processing, analyzing and responding to the visual arts. • Written Assignments and Research – Student response to written assignments, including research of historical time periods, cultures, design methods and processes and techniques used in the course. • Written Self-Evaluations and Critiques - Student assessment of their own progress; learning to assess accurately their own growth and that of fellow students using the Feldman model of art criticism; description, analyze, interpretation and judgment. • Create and present an artist proposal, which utilizes the learned vocabulary and historical/cultural references.
Assessment Methods and/or Tools	<p>Student achievement in this course will be measured using multiple assessment tools including but not limited to:</p> <ul style="list-style-type: none"> • Performance Tasks - Student response and performance that demonstrates the level of mastery of material, organizational skills, and expressive abilities. Includes daily sketchbook exercises. • Written Assignments and Research – Student response to written assignments, including research of historical time periods, cultures, design methods and processes and techniques used in the course. • Tests and Quizzes-Student response to unit tests and the district End of Course Exam for the Drawing and Painting 1-2. • Self-Evaluations and Critiques - Student assessment of their own progress; learning to assess accurately their own growth and that of fellow students using the Feldman model of art criticism; description, analyze, interpretation and judgment. • Participation – Student attendance and participation in class discussions, critiques, and group projects, as well as involvement and participation in related activities outside of the course (school productions). • Culminating Projects – Student performance in producing design-based projects • Portfolio – Student developed and selected collection of work created throughout the course (including critiques and self-evaluations) • End of Course Exam

Specific lists and descriptions of Key Assignments required for content area.

Unit 1 Introduction/Organization

1. Why do we create Art? (Key Assignment)

- a) Art creates beauty, enhances our environment, reveals the truth, immortalizes, expresses religious beliefs, expresses fantasy, stimulates the emotions, creates order and harmony, expresses chaos, records and commemorates experiences, reflects the social and cultural context, protests injustice and raises social consciousness, elevates the commonplace and meets the needs of an artist.
- b) Illustrate/show how the arts are a way for a real career and college.

2. What do we do in drawing and painting 1-2? (Key Assignment)

- a) Show samples of artwork.
- b) Show samples of previous student work.

3. Rules and Syllabus (Key Assignment)

- a) Review Syllabus.
- b) Review Self-Critique & Rubrics.
- c) Grading Scales.

4. Procedures & Organizational Skills (Key Assignment)

- a) Clean-up procedures and clean-up drill.
- b) Project and supply storage & organization procedures.
- c) The classroom as an art studio.
- d) Classroom & tool safety procedures.

5. Portfolio (Key Assignment)

- a) What is a portfolio?
- b) Purposes for portfolio's, including history and artist's samples.
- c) Stress the importance of keeping a portfolio to record ideas, drafts, notes, definitions, timelines and sketchbook writings and prompts.
- d) Establish daily use of a warm-up for the class, this could be a daily drawing, vocabulary, prompt, or timeline.
- e) Establish an organizational system which includes a title page and contents.
- f) Show examples from artists and previous students.
- g) Go over procedures on how to make a portfolio, modeling each step. showing samples, checking for understanding, and going over grading/rubric criteria.
- h) At the completion of portfolio students write artists statement about the processes of making the portfolios.
- i) Have a gallery walk around the projects so students can begin the process of self critique.

Unit 2 The Elements of Art and Principles of Design

1. Create a paper collage in the style of the artist Henry Matisse (Key Assignment)

- a) Introduce the artist Matisse and art movement Fauvism with visuals
- b) Explain what a collage is and the historical impact it had on the art world
- c) Have students write or draw the definitions for this project in their sketchbooks
- d) Have students find where collage was invented on their art history timelines
- e) Give the criteria for the project: focus on color, shape, space, line, balance, and unity. (Key Assignment)**
- f) Students will have to choose either warm or cool colors. (Key Assignment)**
- g) Student's design will communicate a central theme or idea.
- h) Shapes have to communicate central idea.
- i) Space has to incorporate size, placement and overlapping to show depth and space.
- j) Lines must add to the composition.
- k) Balance must be asymmetrical.
- l) Unity most show that all the parts work together for a successful composition.

- m) Go over procedures on how to make a collage, modeling each step, showing samples, checking for understanding, and going over grading/rubric criteria.
- n) Introduce art criticism using our steps of formal critiquing, based on the Feldman model, description; analysis; interpretation; and judgment. (Key Assignment)**
- o) Have students use the art criticism model for a whole class critique.
- p) Have students write an artist's statement, a self-reflection, or a self-critique about their own work in terms of the criteria.

For **service learning** have students brainstorm/or use the computer to research important issues and causes they could incorporate into this project as their central theme.

- Students would use collage to make a poster promoting their cause or issue.
- Study the historical contributions of the poster as an art form.
- Sketch out ideas/design and collaborate with art teacher.
- Have the poster displayed in a public arena to promote student's cause.

Unit 3 Technical Drawing

1. Create a cityscape using at least ten buildings in perspective (Key Assignment)

- a) What is perspective?
- b) Explain the difference between 2-D and 3-D
- c) History of perspective in the Renaissance, including important artists
- d) Show artwork before perspective was invented
- e) Discuss the historical impact perspective had on the art world and its' artists
- f) Have students write or draw the definitions for this project in their sketchbooks
- g) Students should compare and contrast artwork before and after perspective influences
- h) Have students find where perspective was invented on their art history timelines
- i) Give the criteria for the project: ten buildings in perspective with doors and windows.
- j) Go over grading rubric for project
- k) Demonstrate the use of a ruler; measurement, exact angles and straight edges
- l) Demonstrate how to make a box in one point perspective, with a vanishing point and horizon line
- m) Show how you can change the box view with worms', mans' or birds' eye view
- n) Go over procedures on how to make a perspective drawing
- o) Direct observation outside for landscaping of city could be incorporated here; drawing trees and foliage around school
- p) Introduce atmospheric perspective to show the illusion of depth and space
- q) Take the students to the computer lab and have them make simple boxes in 1 and 2 point perspective to reinforce project learning
- r) Introduce careers that use perspective as a tool for their jobs
- s) Introduce art criticism using our steps of formal critiquing, based on the Feldman model, description, analysis, interpretation, and judgment
- t) Have students use the art criticism model for a whole class critique
- u) Have students write a self-critique about their own work in terms of the criteria

Unit 4 Perceptual Drawing

1. Students will create a geometric shape still-life drawing (Key Assignment)

- a) What is a still-life?
- b) History of still-life, including important artist's still-life samples.
- c) Have students write definitions with sketches for this project in their sketchbooks.
- d) Have students find where still-life's were the norm on their art history timelines.
- e) Explain what a contour line is.
- f) Teacher models how to do a contour line.

- g) Explain what a gesture line is and model technique.
- h) What is direct observational drawing?
- i) With the use of a view finder explain how students use sighting techniques to measure proportions and find the most interesting composition.
- j) Explain/show the difference between positive and negative space.
- k) Model gradation value study with pencil or charcoal.
- l) Have students do value study in sketchbooks.
- m) Explain the difference between organic and geometric shapes.
- n) Students draw geometric and organic shapes in sketchbook.
- o) Model how to differentiate between an outline and an edge.
- p) Give the criteria for project:
 - Create a finished simple shape still-life in either pencil or charcoal.
 - Showing the mastery of their ability to sketch accurately from direct observation of actual objects.
 - Emphasis on an understanding of light logic, value, and composition.
 - Student's mastery of differentiating between an outline and an edge.
- q) Go over grading rubric for project that incorporates all the criteria expected.
- r) Have a formal class critique using; description, analysis, interpretation and judgment.
- s) Have student's self-critique their own artwork.
- t) Discuss why each artist in the art business had to do a still life for his portfolio, either for art college or employment in the creative world.

Unit 5 Color Theory

1. Creative Color Wheel Study (Key Assignment)

- a) How do we see colors?
- b) Where do we get colors?
- c) Historical aspects of color through out time
- d) Compare and contrast the use of color in Impressionism and Pop Art, Color Field and Fauvism, or Cave Art and Minimal Art
- e) Present the psychology/emotion of color theory
- f) Explain the difference between primary colors of Art (red, yellow, blue) and the primary colors of Light RGB (red, blue, green), or Computer graphics primary colors CMYK (cyan, magenta, yellow, black).
- g) What is a Hue, Value or Tint?
- h) Have students write definitions for this project in their sketchbooks.
- i) Identify the primary colors and secondary colors.
- j) Have students paint and identify colors for this project in their sketchbooks.
- k) Give students only primary colors to mix secondary colors.
- l) Model how to make a circle with 12 equal parts.
- m) Model brush techniques including how to clean a brush.
- n) Identify intermediate colors and model how to mix intermediate colors.
- o) Model how to paint and create a twelve-color wheel with just the primary colors.
- p) Model how to make a circle with 12 equal parts.
- q) Present the criteria for the project; make a 12-color wheel showing the three primary, three secondary and six intermediate hues; students must measure and design their own color wheel using only primary colors to produce all 12 colors; accurate mixing of colors.
- r) Write a prompt about what a color means and why.

This project would be the beginning of the color theory unit. The next steps would be a project to help understand value, hue and intensity and how each is created in terms of color. Also identify basic color schemes; warm/cool, neutral, analogous, complementary and monochromatic. (Key Assignment)

Unit 6: Painting

1. Art Movement Landscape Study (Key Assignment)

- a) What is a landscape?
- b) Introduce various painting styles and movements that incorporate landscapes throughout history.
- c) Introduce various landscape artists and their works.
- d) Introduce watercolor artists and their landscapes and current trends in this media. Include art colleges that offer this major.
- e) Have students draw components of landscapes in their sketchbook and write the definitions. This would include trees, mountains, water rocks, etc. This could be done with real objects, outdoor sketching or from photographs.
- f) Have students combine these skills into 4 sketches for a landscape into their sketchbook.
- g) Introduction to watercolor painting, what it is, how it's made, what brushes to use, etc..
- h) Teacher models various watercolor techniques and have students replicate them in their sketchbooks. This would include wet on wet, dry brush, resist, etc.
- i) Teacher models clean-up techniques including brush care and drying of paper and paints.
- j) Teacher instructs how students get started.
- k) Give the criteria for the project.
- l) Go over grading rubric for the project that incorporates all the criteria expected.
- m) Teacher approves a drawing from sketchbook and students lightly sketch on watercolor paper.
- n) Students start with lightest colors and background first.
- o) At conclusion of project have a gallery walk around the projects so students can begin the process of self-critique.

INSTRUCTIONAL METHOD AND/OR STRATEGIES:

A variety of instructional strategies will be utilized to accommodate all learning styles:

Visual Arts Instructional Methods:

1. Teacher lecturing, modeling and instruction
2. lecturing, modeling and instruction
3. Teacher demonstrations
6. Visual aids
7. Vocabulary study
8. Tests and quizzes
9. Guided and independent reading
10. Graphic organizers
11. Timelines of art history
12. Research assignments
13. Creation of student portfolios
14. Class critiques
15. Culminating projects

Lesson Design & Delivery: Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher’s vision for the individual lesson. For instance, the objective and purpose, while present in the teacher’s lesson plan, are not made known to the students at the beginning of an inquiry lesson.

<p>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</p>	<p>Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice</p>
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Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

Active Participation: Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

COVERT	OVERT (Oral)	OVERT (Written)	OVERT (Gestures)
<ul style="list-style-type: none"> • Recall • Imagine • Observe • Consider 	<ul style="list-style-type: none"> • Think (Write)/Pair/Share • Idea Wave • Choral Response • Give One, Get One • Socratic Seminar • Cooperative Discussion Groups 	<ul style="list-style-type: none"> • Restate in Notes • Response Boards • Graphic Organizers • Folded Paper • Ticket Out of Class 	<ul style="list-style-type: none"> • Hand Signals • Model with Hand Motions • Stand up/ Sit down • Point to Examples

Diverse learning styles may be addressed by implementing combinations of the following:

Significant, Proven Strategies for ALL Students

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Hands-On Lab's | <input type="checkbox"/> Student Presentations | <input type="checkbox"/> Essential Questions | <input type="checkbox"/> Current Events |
| <input type="checkbox"/> Inquiry Activities | <input type="checkbox"/> Peer Teaching | <input type="checkbox"/> Thematic Units | <input type="checkbox"/> Career Choices |
| <input type="checkbox"/> Short/Long-term projects | <input type="checkbox"/> Summarization | <input type="checkbox"/> Field Experiences | <input type="checkbox"/> Guest Speakers |

<p>Literacy Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary Development <input type="checkbox"/> Before Reading <input type="checkbox"/> During Reading <input type="checkbox"/> After Reading <input type="checkbox"/> Text Structure <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Reciprocal Teaching <input type="checkbox"/> Learning Logs <input type="checkbox"/> Nonfiction <input type="checkbox"/> Functional <input type="checkbox"/> Word Wall 	<p>SDAIE Strategies for English Learners</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lower the Affective Filter (including Processing Time) <input type="checkbox"/> Tapping/Building Prior Knowledge (Graphic Organizers, Schema) <input type="checkbox"/> Acquisition Levels <input type="checkbox"/> Language Sensitivity <input type="checkbox"/> Grouping Strategies <input type="checkbox"/> Multiple Intelligences <input type="checkbox"/> Adapt the Text <input type="checkbox"/> Interactive Learning (Manipulatives & Visuals) <input type="checkbox"/> Home/School Connection (including Cultural Aspects) 	<p>Strategies for Students with Disabilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> IEP Accommodations (refer to student's IEP document or IEP summary sheet) <input type="checkbox"/> Curricular Adaptations (e.g., quantity, input, participation, time, level of difficulty, level of support, output, substitute curriculum, alternate goals) <input type="checkbox"/> Think Alouds <input type="checkbox"/> Small Group Instruction <input type="checkbox"/> Learning Centers <input type="checkbox"/> Manipulatives & Visuals <input type="checkbox"/> Peer Assisted Learning 	<p>Differentiation for Advanced Learners</p> <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum Compacting <input type="checkbox"/> Depth and Complexity <input type="checkbox"/> Flexible Grouping <input type="checkbox"/> Acceleration <input type="checkbox"/> Tiered Assignments <input type="checkbox"/> Independent Study
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Please note that these strategies often overlap and should not be limited to specifically defined courses or student populations.

TEXTBOOKS:

Basic Textbook: Read in entirety Excerpts used

- Visual Experience; 2005; Davis
- Art Talk; 2005; McGraw Hill

Supplemental Texts: Read in entirety Excerpts used

- Light and Shadow in Drawing; 2006; Barrons
- Perspective Drawing; 2007; Barrons
- Line & Shading in Drawing; 2005; Barrons
- Drawing Academy; 2005-2007; Barrons
 - Drawing
 - Line & shadow
 - Perspective
 - Light & Shadow
- The Basic Of Drawing; 2005; Barron

RESOURCES:

Documents

Visual and Performing Arts Content Standards for California Public Schools (2004)
www.cde.ca.gov/be/st/ss/documents/vpastandards2009.doc

CTE Model Curriculum Standards

www.cde.ca.gov/ci/ct/documents/ctestandards.pdf

District Offices

Visual Art Curriculum Office

(562) 997-8000 (ext. 8316)

- o K-12 visual art standards, curriculum, professional development, all-district VAPA events

ASSESSMENT METHODS AND/OR TOOLS:

Student achievement in this course will be measured using multiple assessment tools including but not limited to:

Suggested Evaluation Tools:

Source	Diagnostic/Diagnose	Formative/Monitor	Summative/Evaluate
Teacher Developed Assessments	Pretests	Participation	Projects
	Critiques	Guided practice/ Exercises	Final Assessment and Evaluation
	Written Assignments Journals/Portfolios	Teacher/Student performance assessments and evaluation/critiques	Portfolio
District Developed Assessments		Tests	

PERFORMANCE STANDARDS CRITERIA:

Defines how good is good enough on which measures to demonstrate achievement of content standards.

District Performance Standards:

The Long Beach Unified School District has common assessments and key assignments that are required for Drawing and Painting 1-2. The Performance Standard Criteria for district-wide and classroom setting are shown in the table below.

	Not Proficient	Partial Proficient	Proficient	Advanced Proficient
End-Of-Course Exam	Less than 60%	60% - 69%	70% - 84%	85% - 100%

Classroom Performance Standards:

The objective of instruction is to help all students achieve at or above the Proficient Level and receive a C or better in the course. Performance level is determined by the average of the assessments or assignments.

Rubric for Visual Arts (5 C's)

<i>Scoring guide</i>	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
<u>Criteria</u> Design problem/ parameters	Design does not demonstrate understanding of criteria.	Design demonstrates limited understanding of criteria.	Design demonstrates a basic understanding of criteria.	Design clearly demonstrates a complete understanding of criteria.	
<u>Composition</u> Use of Principles and Elements of Design	Student shows very little or no understanding of the Principles & Elements of Design.	Student shows some understanding of the Principles & Elements of Design	Student effectively applies his/her understanding of the Principles & Elements of Design.	Student's work is highly effective in the application of the Principles & Elements of Design...	
<u>Creativity</u> Originality and level of creative thought	No extra thought is put into the creative aspects of this project.	Limited extra thought is put into the creative aspects of this project.	Some extra thought is put into the creative aspects of this project.	Obvious extra thought is put into the creative aspects of this project and project is unique to student.	
<u>Craftsmanship</u> Quality and neatness of work	Not presented according to the specifications of the project.	Project shows limited craftsmanship; there are some errors regarding neatness or application.	Project shows effective craftsmanship; there are few errors regarding neatness or application.	Project shows very effective craftsmanship; project is neat and refined.	
<u>Concentration</u> Time management and on task/ participation	The finished project shows little or no effort, and the student did not effectively use the time available	The finished project shows that student used limited effort and time in class.	The finished project shows that student was efficient in using class time available, and showed some initiative.	The finished project shows very efficient time management, and showed great initiative.	

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

Letter grade		Percentage	Four Point Rubric score
Advanced Proficient	A	100-90%	Exemplary
	B+	89 – 85%	4
Proficient	B	84 – 80%	Accomplished
	C	79 – 70%	3
Partially Proficient	D	69 – 60%	Developing 2
Non or Limited Proficient	F	Below 60%	Beginning 1

*Teachers are encouraged to use plus and minus scores when using the four-point rubric.

Suggested Grade Weighting:

(with some possible examples)

Studio & Laboratory assignments	50%
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- o Research-based projects
- o Creative projects
- o Group & individual projects
- o Design based projects

Portfolio	10%
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- o Organizational system for artwork done though out the year

Participation & Attendance	20%
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- o Individual and group participation
- o Time management and task participation

Written Assignments	10%
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- o Research papers, time periods, cultures, schools of art, design processes and techniques
- o Written critiques

Test and Quizzes	10%
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- o Tests and Quizzes are given at the end of each unit to prove mastery of content
- o Tests will be short essay, fill in the blank, true or false and prompts about key concepts and vocabulary

Homework and Sketchbook	5%
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- o Discovery drawings and assignments
- o Extra credit drawings
- o Notes reinforcing class lessons

Critiques	5%
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- o Written self-evaluations
- o Student assessment of their own progress

Submitted by:	Sandra Lucas
Submission Date:	Feb. 2011
School/Office:	Visual Arts
Curriculum Writing Team Members:	Andrea Itson, Ingrid Guntner, Christine Godfrey, Sandra Lucas
Original Board Approval Date:	7/18/11
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