



HIGH SCHOOL COURSE OUTLINE

Department	Art			Course Title	Drawing & Painting 5-6		
Course Code	1007	Grade Level	11-12	Course Length	2 semesters	Credits/Semester	5
Required for Graduation			Meets H.S. Grad Requirement		Yes	Elective Credit	Yes
Prerequisites	None						
Articulated with LBCC			Yes	Articulated with CSULB			Yes
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 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

Art Careers are incorporated throughout the semester, as appropriate.

Suggested Vocabulary

Line

Broken
Diagonal
Horizontal
Short
Straight
Thick
Thin
Vertical
Wide

Primary
Secondary

Shape/Form

Flat
Free-form
Geometric
Organic

Emphasis
Harmony
Pattern
Repetition
Rhythm
Unity
Variety
Movement

Value

Dark
Light
Medium

Texture

Actual
Bumpy
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 colloseum
Left hemisphere
Right hemisphere
Positive & negative space

Painting

Opaque

Color theory

Analogous
Color wheel
Complementary
Harmony
Hue
Intensity
Intermediate
Monochromatic

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

Primary
Secondary
Shade
Tertiary
Tint
Triad
Value
Warm & cool

Painting Media

Techniques

Acrylic
Background
Dry brush
Flat wash
Foreground
Genre
Graded wash
Landscape
Medium
Middle ground
Oil-base

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

Abstraction

Geometric
Mixed media
Organic

Palette
Pigment
Pointillism
Tempera
Texture
Transparent
Value
Water-base
Watercolor
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)

Projects/Portfolio	60%
Creative Involvement	
Craftsmanship	
Quizzes and Tests	10%
Performance Tasks	10%
Attendance	
Written Assignments/Vocabulary	10%
Critique/Self Evaluation	10%

Submitted by: Geraldine Walkup

School: Visual/Performing Arts

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