



**MIDDLE SCHOOL COURSE OUTLINE**

<b>Department</b>	Art				
<b>Course Title</b>	Exploratory Art 6	<b>Course Code</b>	1053		
<b>Abbreviation</b>	Art Explor 6	<b>Grade Level</b>	6th		
<b>Course Length</b>	9 – 12 weeks, semester, year	<b>Required</b>		<b>Elective</b>	Yes

**COURSE DESCRIPTION:**

This course concentrates on the elements of art, which is the foundation for all artwork. Due to the variation of time, Two- and Three- dimensional art projects should be introduced according to the length of course. Required art vocabulary, reading and writing assignments are included in the course work. The five components in the California State Visual and Performing Arts Framework are addressed. A portfolio is developed and a number of art-related careers are discussed.

**GOALS: The course is intended to meet the following student needs:**

- ① Develop and expand aesthetic perception. (Aesthetic Perception)
- ① Develop and expand visual arts knowledge and skills to express ideas imaginatively. (Creative Expression)
- ① Acquire knowledge of historical and cultural developments, which occur as a result of varying needs and aesthetic points of view. (Historical and Cultural Context)
- ① Develop a base for making informed aesthetic judgements. (Aesthetic valuing)
- ① 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 Identify and describe the elements of art (Line, shape, form, texture, color, value, and space) in art, nature, and man-made world

*Analyze Art Elements and Principles of Design*

1.4 Develop an understanding of two basic design principles. (Pattern, and balance)

## **Creative Expression**

### *Skills, Processes, Materials, and Tools*

- 2.1 Use various observational drawing skills to depict a variety of subject matter.
- 2.2 Apply the rules of two-point perspective in creating a thematic work of art.
- 2.3 Create a drawing, using varying tints, and shades.

### *Communication and Expression Through Original Works of Art*

- 2.4 Create increasingly complex original works of art reflecting personal choices and increased technical skill.
- 2.5 Select specific media and processes to express moods, feelings, themes, or ideas.

## **Historical and Cultural Context**

### *Role and Development of the Visual Arts*

- 3.1 Research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic)
- 3.2 Be introduced to artworks from various cultures and determine the ways in which the artworks reflect, maintain, and express cultural themes.

## **Aesthetic Valuing**

### *Derive Meaning*

- 4.1 Construct and describe plausible interpretations of what they perceive in works of art.

### *Making Informed Judgments*

- 4.3 Consider criteria for interpreting meaning and apply criteria to their own artwork to determine its success.
- 4.4 Change, edit, or revise their works of art after a critique, articulating reasons for their changes.

## **Connections, Relations & Applications**

### *Visual Literacy*

- 5.4 Describe tactics employed in advertising to sway the viewer's thinking and provide examples.

### *Career and Career-Related Skills*

- 5.5 Establish criteria to use in selecting works of art for a specific type of art exhibition.

## **OUTLINE OF CONTENT AND TIME ALLOTMENT**

### **Classroom Management**

**(1-2 weeks)**

Organizational Tools  
Rules and Procedures  
Portfolios  
Journal / Sketchbook

**Literacy**

**(Ongoing)**

Compare/Contrast  
Creative / Expressive Writing  
Poetry  
Journal  
Descriptive  
Short essay  
Self-Evaluation / Critique

**Drawing:**

**(3-4 weeks)**

**Literacy suggestion-Critique**

Right Brain  
Blind Contour / Contour  
Elements of Art (**Line, Shape, Texture, Space, Value  
Color**)

Media  
Pencil  
Markers  
Pastels

Principles of Design (Pattern, **Balance**)  
Observational Drawing

Colored Pencils

Perspective (**one & two cubes**) thematic

Crayons

**Review Color Theory**

**(2-3 weeks)**

**Literacy suggestion- Quiz**

Color Wheel – Primary, Secondary, Intermediate  
Tints / Shades  
Psychology of Color

Media  
Pastels  
Tempera  
Watercolor  
Marker  
Colored Pencil  
Crayon

**Historical/Cultural (Please address two of the cultures listed)**

**(Ongoing)**

**Literacy suggestion-Compare/Contrast**

Arts/Period/Cultural/Historical Summary  
Neolithic  
Mesopotamia  
Egypt  
India  
China  
Asia  
Greece  
Rome

**3-D Design** (This category is only for classes that are one semester or longer.) **(2-3 weeks)**

**Literacy suggestion-Journal**

Construction/ Assemblage

Sculpture

Mask making

Weaving

Media

Paper

Mixed Media

Yarn

Clay

Other areas that can be explored are collage, printmaking (stamp), lettering, bookmaking and technology.

**Connections, Relationships, Applications:**

**Literacy suggestion-Self-Evaluations**

Portfolio

Student Exhibit

**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 these components of lesson design during instruction.

**Essential Elements of Effective Instruction**

⌚ Anticipatory Set

⌚ Objective

⌚ Purpose

⌚ Input

⌚ Modeling

⌚ Check for Understanding

⌚ Guided Practice

⌚ 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
- ⌚ Videos
- ⌚ Vocabulary
- ⌚ Performance tasks

**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:** Adventures in Art; Chapman; 1998; Davis Publications, Inc.

Supplemental materials:

- ⌚ Scholastic Art Magazine
- ⌚ Transparencies
- ⌚ Reproductions
- ⌚ Slides
- ⌚ 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
- ⌚ Written assignments
- ⌚ Tests
- ⌚ Quizzes
- ⌚ Maintain Art 6 Standard Based Portfolio and checklist
- ⌚ Studio projects

**Grading Policy:**

Studio Projects	60%
Performance Tasks	15%
Literacy	15%
Tests/Quizzes	5%
Portfolio/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	85 – 100%	4
Proficient	B C	70 – 84%	3
Partially Proficient	D	60 – 69%	2
Non or Limited Proficient	F	Below 59%	1

Submitted by: Geraldine Walkup

School/Office: Visual/Performing Arts

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