



**HIGH SCHOOL COURSE OUTLINE**

<b>Department</b>	Art			<b>Course Title</b>	Exploring Art 1-2		
<b>Course Code</b>	1003	<b>Grade Level</b>	9-12	<b>Course Length</b>		<b>Credits/Semester</b>	
<b>Required for Graduation</b>			<b>Meets H.S. Grad Requirement</b>		Yes	<b>Elective Credit</b>	Yes
<b>Prerequisites</b>	None						
<b>Articulated with LBCC</b>		No		<b>Articulated with CSULB</b>		No	
<b>Meets UC "a-g" Requirement</b>		Yes (f)		<b>Meets NCAA Requirement</b>		No	

**COURSE DESCRIPTION**

The major emphasis of this course is to provide a foundation of visual arts concepts and to explore three concepts intellectually and experientially, emphasis is on (1) cultivation and development of the process of making art, (2) the art elements, and (3) the art principles. All four components in the Visual and Performing Arts Framework and Model Curriculum Standards are addressed. A variety of art experiences are offered through the use of such materials as wire, cardboard, plaster, paper and paint through the viewing of films, slides and related materials. This class is intended to develop an appreciation of design in addition to developing beginning technical skills.

**GOALS: (Student needs the course is intended to meet)**

Students need to:

- Develop and expand aesthetic perception.
- Develop and expand visual arts knowledge and skills to express ideas imaginatively.
- Acquire knowledge of historical and cultural developments that occur as a result of varying needs and aesthetic points of view.
- Develop a base for making informed aesthetic judgments.
- Develop a common core of knowledge that transcends subject areas.

**PERFORMANCE OBJECTIVES:**

Students will:

- 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.
- Acquire artistic skills to express and communicate responses to experiences.

- Recognize the importance of personal experiences and respect the originality in their own visual expressions and in the artwork of others.
- Develop manipulative and organizational skills in using visual arts media effectively to translate ideas, feelings and values.
- 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.
- 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.
- Develop knowledge of good design and craftsmanship as they relate to consumer products and services.
- Determine and assess vocational competence and interest in an art career.
- Recognize the relationship of the visual arts to many subject areas.

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

### First Semester

All studies of art in this unit of the course include an appropriate activity related to their study. For example, if a certain style of painting is introduced, students will have an opportunity to try the style in a painting of their own.

#### The elements of design

Class problems in line, form, space, value, texture and color

#### Design as the artist sees it

Examples in painting, architecture and sculpture

Lecture, discussion and class problems in design organization

#### Roots of art (appreciation)

Threads of design in art from the past to the present

Class problems in design analysis

#### Interrelationships in art

Comparisons with other art forms, such as literature and music

Brief study (listening, viewing, discussing, drawing and painting) of differences between various media and elements, such as between music and color, poetry and images, organization and design in all art forms

Photography as an art form

#### Role of art in the life of humans

Lives of great artists

Displays of artists' works, articles and reports; community artists' exhibits; motion pictures on artists' lives

Contributions of past and contemporary artists to society

Discussion of the many kinds of art expressions, art's durability and meaningfulness

### Second Semester

Tactile experiences with materials

Simple crafts, wire and plastic sculpture and mobiles

Exploring other art materials

Paper, paint, collage, mosaic and decorative arts

Architecture, time and design

Examples of great architecture, past and present

Motion pictures, lectures, slides and discussion

Home planning and interior decoration

Magic of color and design and interior design

Color harmony and solutions to color problems in interior decoration

Planning a home room and piece of furniture

The role of art in daily life

Development of selective taste

Comparison of good and poor design in everyday objects

Guides to making wise choices of everyday useful objects and clothing

Planning a well-designed object

Organization of an exhibit showing good and poor design

Philosophy of art—summation of year's work in discussion

Art and the creative process

The work of art

Appreciation and criticism of art

ART CAREERS are integrated into appropriate units of study

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

- Demonstrations: Drawing, Painting, Lettering, Sculpturing. Etc.
- Motion pictures
- Slides
- Filmstrips
- Videotapes
- Exhibits
- Bulletin board displays
- Guest speakers - careers

**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:** Art Talk; Ragans, 1995, Glencoe  
Art in Focus; Mittler, 1994, Glencoe

Textbook reading and supplemental research activities furnish information about and amplification of artistic principles encountered in the execution of various projects.

**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)**

- Performance Tasks
- Student Portfolio
- Written Assignments
- Tests
- Projects
- Critiques

3/00

Hscourse/vparts/art/expl art 1-2