



MIDDLE SCHOOL COURSE OUTLINE

Department	Art				
Course Title	Intermediate Art 7/8	Course Code	1055		
Abbreviation	Art Intermed 7-8	Grade Level	7/8		
Course Length	12 weeks 1-2 semesters	Required		Elective	Yes

COURSE DESCRIPTION:

Students interested in continuing the study of art will experiment with many two- and three- dimensional art forms, such as drawing, painting, perspective, and three-dimensional art building upon the objectives developed in Exploratory Art 6. Emphasis is placed on the art elements and principles of design throughout the course. A variety of materials and processes are explored together with appropriate reading, writing, and vocabulary. The five components in the California State Visual and Performing Arts Framework are addressed.

GOALS: The course is intended to meet the following student 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 Describe the environment and selected works of art, using the elements of art and the principles of design.
- 1.2 Identify and describe scale (proportion) as applied to two-dimensional and three-dimensional works of art.

Analyze Art Elements and Principles of Design

- 1.3 Identify and describe the ways in which artists convey the illusion of space (e.g., placement, overlapping, relative size, atmospheric perspective, and linear perspective).
- 1.4 Analyze and describe how the elements of art and the principles of design contribute to the expressive qualities of their own works of art.

Creative Expression

Skills, Processes, Materials, and Tools

- 2.2 Use different forms of perspective to show the illusion of depth on a two-dimensional surface.
- 2.4 Develop skill in mixing paints and showing color relationships.

Communication and Expression Through Original Works of Art

- 2.5 Interpret reality and fantasy in original two-dimensional and three-dimensional media on different surfaces with increased complexity and skill.
- 2.7 Create a series of works of art that express a personal statement demonstrating skill in applying the elements of art and the principles of design.

Historical and Cultural

Role and Development of the Visual Arts

- 3.1 Research and describe how art reflects, records, and shapes history and plays a role in every culture.

Diversity of the Visual Arts.

- 3.2 Compare and contrast artworks, from various time periods and cultures through oral and written expression.

Aesthetic Valuing

Derive Meaning

- 4.1 Examine what motivates an artist to create.

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.
- 4.5 Identify what was done when a personal work of art was reworked and explain how those changes improved the work.

Connections, Relations & Applications

Connections and Applications

- 5.2 Use various drawing skills and techniques to depict lifestyles and scenes from selected civilizations.

Visual Literacy

- 5.3 Examine art, photography, and other two and three-dimensional images, comparing how different visual representations of the same object lead to different interpretations of its meaning, and describe or illustrate the results.

Career and career-Related Skills

- 5.4 Identify professions in or related to the visual arts and some of the specific skills needed for those professions.

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)

Rules and Procedures
Organizational Tools
Journal/sketchbook
Portfolios

Literacy

(Ongoing)

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

Drawing:

(3-5 weeks)

Elements of Art
Principles of Design (Emphasis, Proportion, Unity)
Right Brain Theory
Contour
Gesture
Still Life
Perspective (one and two point)
Value

Media

Pencil
Pen and Ink
Pastels
Markers
Crayons
Charcoal
Mixed Media

Space and Composition

(Ongoing)

Linear perspective
Atmospheric perspective
Placement, overlapping relative size

Historical/ Cultural

(Ongoing)

Mayan, Aztecs, and Inca
China & Islam in the Middle Ages
Ghana and Mali in Middle Africa
Medieval Japan
Medieval Europe
Meso -America and Andean
Renaissance

Color Theory:

(3-4 weeks)

Review Color Wheel
Psychology of Color
Analogous/ Complementary
Warm/ Cool
Tint/ Shade
Monochromatic
Neutrals

Media

Watercolor
Tempera Paint
Mixed Media
Crayon
Colored Pencils
Markers
Pastel
Ink wash

3-D Design

(2-4 weeks)

One three-dimensional project required

Clay techniques (pinch, slab, coil)
Construction/ Assemblage
Origami
Sculpture
Masks
Mobile

Media

Cardboard
Clay
Papier Mâché
Wire
Wood
Found Objects
Plaster
Paper
Weaving materials (yarn, raffia, straw)

Other Areas that could be explored are: printmaking, collage, lettering, technology, 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	Curator
Advertising manager	Fashion Designer
Advertising Sales Agent	Film Editor
Apparel Patternmaker	Floral Designer
Architect	Graphic Designer
Architectural Drafter	Interior designer
Archivist	Landscape Architect
Artist	Movie and TV Camera Operator
Audio-Visual Specialist	Painter
Carpenter	Photographer
Commercial and Industrial Designer	Teacher / Administrator
Commercial Art Director	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
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
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