



MIDDLE SCHOOL COURSE OUTLINE

Department	Visual Art				
Course Title	Introduction to Art	Course Code	1051		
Abbreviation	ART INTRO	Grade Level	6, 7, 8		
Course Length	semester, year	Required		Elective	Yes

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 foundational drawing and painting techniques. Students will analyze visual information, responding to artists’ works as well as their own, in written and oral form. Students will also demonstrate knowledge of the historical timeline of art and its affect on the development of society.

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

Due to the variation of course lengths; three dimensional art projects should be introduced when time allows. Required art vocabulary, reading and writing assignments are included in the course work.

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:

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 Curriculum/Time Allotment:

Unit 1: Introduction.....2 Weeks			
Standards and Assessments "Students know..."	Task Analysis "Students are able to..."	Textbook Alignment	Connections
<p>VAPA Standards Addressed:</p> <p>2. Students will learn how artists reflect, record and organize their ideas and artworks in a sketchbook, journal or portfolio.</p> <p>3. Understanding the historical contributions and cultural dimensions of the Visual Arts.</p> <p>5. Connecting and applying what is learned in the Visual Arts to other art forms and subject areas and to careers</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>Understand class rules, procedures, responsibilities, and expectations.</p> <p>Identify the use and purpose of art in society as both historical documentation, and as a driving cultural force.</p> <p>Students will gain knowledge regarding the importance of art as a career pathway, its varied applications, and sustainability over time.</p> <p>Understand the importance of keeping a visual journal/sketchbook to record ideas, drafts, notes, definitions, etc.</p> <p>Establish an organizational system (portfolio) to maintain in-progress works of art, materials, etc. in an archival manner.</p> <p>Establish a baseline standard of performance (pre-test) to guide and measure their progress throughout the course.</p>	<p>Adventures in Art</p> <p>Chapter 1</p>	<p>KEY VOCABULARY:</p> <p>Portfolio Syllabus Purpose Function Culture Archival Teamwork Management Responsibility Organization Inspiration Timeline Problem Solving Critical Thinking Sketchbook</p> <p>SKILLS FOCUS:</p> <ul style="list-style-type: none"> • Organization • Time Management • Teamwork • Responsibility <p>ACTIVITIES</p> <p>Syllabus review and presentation Why is art important? Sketchbook/visual journal creation Portfolio creation Pre-test (vocabulary/technical drawing/perceptual drawing/etc.)</p> <p>Historical & Cultural Connections:</p> <p>Survey/overview of art throughout the ages.</p> <p>Career Connections:</p> <ul style="list-style-type: none"> • Business Management • Supervisor • Art Director • Professional Artist

Unit 2: Elements and Principles 4-6 Weeks

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Unit 3: Technical Drawing 4-6 Weeks

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Unit 4: Perceptual Drawing 4-6 weeks

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Unit 6: 3-Dimensional Design.....4-6 weeks			
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			<p>SKILLS FOCUS:</p>
			<p>Activities</p>
			<p>Historical & Cultural Connections:</p>
			<p>Neolithic Mesopotamia Egypt India China Asia Greece Rome Asia Africa Middle Eastern Americas European art</p>
<p>Career Connections:</p> <p>Multimedia Designer Architecture Urban Planning Landscape Architecture Interior Designer Exhibit and Display Design Industrial Design Package designer</p>			

KEY ASSIGNMENTS:

<p>Unit 1: Introduction and Organization</p>	<p>Creation of sketchbook or visual journal and portfolio: Students will create visual journals or sketchbooks, either through physical construction and personalization in class, or through the personalization of a purchased sketchbook or journal. Students will also create a personalized organizational system to contain all completed and in-progress work.</p>
<p>Unit 2: Elements and Principles</p>	<p>Elements and Principles study: For this project, 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>
<p>Unit 3: Technical Drawing</p>	<p>Grid drawing study: For this project, 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>
<p>Unit 4: Perceptual Drawing</p>	<p>Simple object still-life study: For this unit, 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>
<p>Unit 5: Color Theory</p>	<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>
<p>Unit 6: 3-D Design</p>	<p>Students will create a 3-dimensional project that reflects the style of one or more studied art movement(s). They must then create their own original mask that is representative of what they have studied.</p>

Unit 7: Literacy	Compare/Contrast Creative / Expressive Writing Poetry Journal Writings Descriptive Essay Short essay Self-Evaluation Critique-Description, Analysis, Interpretation and Judgment
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METHODS: A variety of instructional strategies are used to accommodate the needs of all students.

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)	OVERT* (Other)
<ul style="list-style-type: none"> • Recall • Imagine • Observe • Consider • Visualize 	<ul style="list-style-type: none"> • Pair/Share • Choral Response • Give One, Get One • Cooperative Groups • Critiques • Brainstorm 	<ul style="list-style-type: none"> • Restate in Journals / Notes • Response Boards • Graphic Organizers • Folded Paper • Critiques 	<ul style="list-style-type: none"> • Hand Signals • Model with Manipulatives • Stand up/ Sit down • Point to Examples 	

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>	Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice
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Examples of Varied Instruction

- Demonstrations/Modeling
- Directed lessons
- Class discussions
- Class critiques
- Collaborative learning
- Interactive visual lectures
- Individual projects
- Studio work
- Testing
- Textbooks
- Videos
- Vocabulary
- Performance tasks
- Check for understanding
- Guided practice

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
- LCD demonstrations

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/Classroom and individual, using Description, Analysis, Interpretation and Judgment
- Performance tasks
- Projects
- Written assignments
- Tests
- Quizzes
- Studio projects

Grading Policy:

Studio Projects	60%
Performance Tasks	10%
Literacy	10%
Tests/Quizzes	5%
Portfolio/Checklist	5%
Participation	10%

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

Rubric for Visual Arts (5 C's)

Scoring guide	Beginning	Developing	Accomplished	Exemplary	Score
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	1	2	3	4	
<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 the 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.	

Submitted by: Sandy Lucas

School/Office: Visual/Performing Arts

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