

# ORENO VALLEY HIGH SCHOOL CURRICULUM ART 1 CURRICULUM

Course Title: Art 1 - Survey Course Number: 1161

Department: Fine Art ADS Number: 1161

Prerequisites: None

Length of Course: 1 year Credit/PRI Area: .5 per semester Grade Level(s): 9-12

## COURSE DESCRIPTION

This class is designed to develop the analytical and creative thought process, as well as have a basic understanding of the fine arts. The use of art history and contemporary art will be used to assist in learning a variety of skills in different media. By the end of this class students are expected to be able to critique a painting, or piece of art using art vocabulary, as well as be able to execute basic art skills.

## SYLLABUS

- I. Introduction to basic portrait drawing
- II. Introduction to elements of design
- III. Explore line quality in relation to design
- IV. Explore balance in painting and drawing, using historic examples
- V. Altered Art / Assemblages
  - a. Recycled art... the advantages creatively, socially and economically as well as marketing aspects.
  - b. Exploration of the origins of dream catchers
  - c. Exploration of the origins of glass beads and designs
  - d. European bead weaving
  - e. Native American Tribes bead weaving and bead creation

## STRATEGIES

- There will be vocabulary words. These should be written in note book and will be on the test.
- Art History lesson with each lesson.
- Demonstration about once a week.
- Students will discuss/critique art work for each lesson.
- Time will be provided for student to work on independent project periodically.

## ASSESSMENTS

- **Forced Choice Items** – multiple choice tests, true/false, fill-in-the-blank, matching.
- **Essay Questions**
- **Performance Tasks** – I.e. Drawing, painting, demonstrations of specific techniques such as drawing negative space
- **Socratic Seminar Rubric** – The framework of the rubric is listed below:
  1. **ACADEMIC SKILLS** – Textual understanding; speaking; listening; knowing how to learn; critical thinking

2. SOCIAL SKILLS – Teamwork; Sensitivity/Good manners
  3. PERSONAL SKILLS – Honesty and integrity; Willingness to accept criticism; Responsibility and initiative
- **Teacher Observation** – Group participation and individual contributions and effort.
  - **Student Self-Assessment** – Students reflect on what they learned, strengths and weaknesses, and goal setting.

### **SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS**

none

### **SUGGESTED TITLES/AUTHORS WEB SITES**

<http://www.usask.ca/education/coursework/skaalid/theory/cgdt/emphasis.htm> Design elements

<http://www.sanford-artedventures.com/play/portrait2/face2face.html> Portrait basics ~ why and how?

<http://www.princetonol.com/groups/iad/Files/elements.htm> Elements of design

<http://roger.rosa.free.fr/start.html> Polymer clay tutorial

<http://www.studiowillich.com/StudioWillichDolls.htm> Sculpture tutorial

[http://www.polymerclayexpress.com/cgi-bin/dcforum/dcboard.cgi?az=show\\_thread&omm=0&om=273&forum=DCForumID9](http://www.polymerclayexpress.com/cgi-bin/dcforum/dcboard.cgi?az=show_thread&omm=0&om=273&forum=DCForumID9) Polymer clay

<http://philippefaraut.com/forensic.html> Forensic sculpture

<http://www.papiermache.co.uk/exec/cms-documents/s-tutorials/p-view/id-5/page-2/> paper mache

<http://www.schoolnet.ca/aboriginal/umista2/page01-e.html> Tribal Masks

<http://www.venicemaskshop.com/default.htm> Venetian Masks

### **SEMINAR PIECES OR USE**

<http://www.artistresource.org/forums/forum5/forum5.htm> Censorship and the arts

**STRAND I: VISUAL ARTS**  
**CONTENT STANDARD 1: LEARN AND DEVELOP THE ESSENTIAL SKILLS AND TECHNICAL DEMANDS UNIQUE TO DANCE, MUSIC, THEATRE/DRAMA, AND VISUAL ARTS.**

A. **BENCHMARK:** *Show skill, confidence, and sensitivity in applying knowledge of art media and techniques to the production of artwork.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Demonstrate an increasing level of competence in using the elements and principles of art to create art works for public exhibition.	Each student must select one piece of artwork from the first or second semester to enter into the high school art show at the local gallery. Students will select their submission based on design elements such as movement, balance, and proficiency in the media they are working in, etc...

**STRAND I: VISUAL ARTS**  
**CONTENT STANDARD 1: LEARN AND DEVELOP THE ESSENTIAL SKILLS AND TECHNICAL DEMANDS UNIQUE TO DANCE, MUSIC, THEATRE/DRAMA, AND VISUAL ARTS.**

B. **BENCHMARK:** *Demonstrate knowledge of appropriate health and safety issues as they pertain to the use of art material and equipment.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Produce a body of work that reflects the effectiveness of selective mediums and techniques for communicating.	Assemble art utilizing many different medias to create one work with a statement about the society we are a part of. Students execute technical skills using a variety of media. The mediums selected will add to the overall effect, be professional, and include a written piece explaining the statement the art is making.

**STRAND I: VISUAL ARTS**  
**CONTENT STANDARD 1: LEARN AND DEVELOP THE ESSENTIAL SKILLS AND TECHNICAL DEMANDS UNIQUE TO DANCE, MUSIC, THEATRE/DRAMA, AND VISUAL ARTS.**

C. **BENCHMARK:** *Recognize that there are multiple points of view about organizational principles of design and elements of art.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
-------	-----------------------	---------------

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Use objects, symbols, and ideas in their artwork and use the skills gained to solve problems in daily life.	We often discuss the ideas of good design. What is the marketability of following these rules, what is the compromise on not adhering, the advantages, and what is the correlation to real life job situations? What is the balance between following design rules ~ life rules ~ and creating our own path. What is the balance between the two?

**STRAND I: VISUAL ARTS**  
**CONTENT STANDARD 1: LEARN AND DEVELOP THE ESSENTIAL SKILLS AND TECHNICAL DEMANDS UNIQUE TO DANCE, MUSIC, THEATRE/DRAMA, AND VISUAL ARTS.**

**D. BENCHMARK:** *Produce art that demonstrates the elements of art and principles of design in a variety of media.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Create a body of work via portfolio, which represents a personal exploration of viewpoints using principles and elements of design.	Students are encouraged to work in areas where they feel confident. Students explore how they can incorporate a theme into a set of cohesive works for the purpose of an art show or their personal portfolio. Each piece will be evaluated for balance, focal point, consistency and effectiveness of theme.

**STRAND I: VISUAL ARTS**  
**CONTENT STANDARD 2: USE DANCE, MUSIC, THEATRE/DRAMA, AND VISUAL ARTS TO EXPRESS IDEAS.**

**A. BENCHMARK:** *Describe how specific works of art can communicate an idea or elicit a variety of responses through the use of selected media, techniques, and processes.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Compare and contrast a variety of art works in a historical and cultural context, and assimilate this into personal expression. 2. Review and assess the use of design principles and elements in art.	German expressionism was born from artists who experienced cultural exchanges and societal changes from WWI through WWII. Though the art seems, “ugly” we explore how effective it is using design principles, what it communicates about the world at that time, how it has affected art since that time, and how it influenced social change.

**STRAND I: VISUAL ARTS****CONTENT STANDARD 3: INTEGRATE UNDERSTANDING OF VISUAL AND PERFORMING ARTS BY SEEKING CONNECTIONS AND PARALLELS AMONG ARTS DISCIPLINES AS WELL AS ALL OTHER CONTENT AREAS.**

A. **BENCHMARK:** *Create art work that demonstrates an understanding of the relationship between selected subjects, symbols, images and design concepts from specific historic and cultural contexts, science, and the humanities.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Explore challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation.	Dream catchers and their similarities between native tribes are studied. The intentions of the native art work are explored. Students create their own dream catcher using their own life. For example, students find symbols to represent their fears, and they create a dream catcher with the symbols and other personally meaningful items.

**STRAND I: VISUAL ARTS****CONTENT STANDARD 3: INTEGRATE UNDERSTANDING OF VISUAL AND PERFORMING ARTS BY SEEKING CONNECTIONS AND PARALLELS AMONG ARTS DISCIPLINES AS WELL AS ALL OTHER CONTENT AREAS.**

B. **BENCHMARK:** *Examine how specific works are created and how they relate to historical and cultural contexts.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Include in portfolio form examples that demonstrate an understanding of art based on cross-discipline learning.	Atmospheric perspective paintings explore the scientific reasons for the effects that we see when viewing landscapes. Students explore color theory in relationship to this, linear perspective, etc. Students go outside and view the mountains and trees and question their preconceived ideas in comparison to what they see as they look at the mountains. Then, we use technical skills such as gradation scales, but use them in creating a complete work instead of just an exercise.

**STRAND I: VISUAL ARTS****CONTENT STANDARD 4: DEMONSTRATE AN UNDERSTANDING OF THE DYNAMICS OF THE CREATIVE PROCESS**

A. **BENCHMARK:** *Use oral and written methods to express the introspective process used in creating personal artwork.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<ol style="list-style-type: none"> <li>1. Use the language of art criticism to explore and identify purposes for creating art.</li> <li>2. Explain the visual and other sensory qualities in art and nature and their relationship to the social environment.</li> <li>3. Investigate, analyze, and reflect on various writings, viewpoints and opinions about art.</li> </ol>	<ol style="list-style-type: none"> <li>1. Seminar regarding two different views/essays on controversially displayed art, explores how what we read influences how we interpret the art after reading, and how the artists statement helps us see their vision and support or change our view of art after seeing it. Students explore the advantages and disadvantages to written material in art.</li> <li>2. Students use the critiques to ask questions such as, "What was your intention here?", "I had questions about this part." "What other ideas did you have to get this point across?" Open communication is used to facilitate the creative process by having the audience question the artist about concepts, technique, and aesthetics.</li> </ol>

**STRAND I: VISUAL ARTS**  
**CONTENT STANDARD 5: OBSERVE, DISCUSS, ANALYZE, AND MAKE CRITICAL JUDGMENTS ABOUT ARTISTIC WORKS.**

A. **BENCHMARK:** *Demonstrate knowledge of analytical processes to create critical aesthetic statements concerning selected works of art.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<ol style="list-style-type: none"> <li>1. Analyze works of art for diverse world cultures and discuss the ideas, issues and events of the culture that these works convey.</li> <li>2. Examine and analyze works of art and artifacts from diverse world cultures and place them in a cultural and historical context, using appropriate vocabulary.</li> </ol>	<p>Seminar asking, "On what basis should we judge the quality of art?", "What considerations should be considered in order for someone to claim that they are an artist?"</p> <p>This is a seminar following German expressionism and impressionism. Two very different genres in art, in addition considering modern artists.</p>

**STRAND I: VISUAL ARTS**  
**CONTENT STANDARD 6: SHOW INCREASED AWARENESS OF DIVERSE PEOPLES AND CULTURES THROUGH VISUAL AND PERFORMING ARTS.**

A. **BENCHMARK:** *Identify the characteristics and purposes of the historical and cultural contexts of selected pieces of art.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<ol style="list-style-type: none"> <li>1. Present a body of work within their portfolio that reflects the influences of a variety of cultural styles.</li> </ol>	<p>Student portfolios include a variety of pieces that were influenced by a variety of styles, techniques, cultures, and time periods.</p>

**STRAND I: VISUAL ARTS****CONTENT STANDARD 6: SHOW INCREASED AWARENESS OF DIVERSE PEOPLES AND CULTURES THROUGH VISUAL AND PERFORMING ARTS.**

**B. BENCHMARK:** *Describe uses and explore the meaning of art objects within diverse cultures, times, and geographic locations.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Interpret the meaning of works and artifacts in terms of the cultures that produced them, including the use of apprenticeship systems to maintain cultural heritage.	Students study the international phenomena of mask creation as an art form and for ceremonial purposes. Students study the diversity of mask art from across cultures, the world, and genres. Students also learn a variety of technical skills used to create distinct traditional masks. Students create a mask and explain the thought process behind their personal choice of shape, and finish.

**STRAND I: VISUAL ARTS****CONTENT STANDARD 8: CONTRIBUTE TO COMMUNITIES BY SHARING EXPERTISE IN DANCE, MUSIC, THEATRE/DRAMA, AND VISUAL ARTS AND BY PARTICIPATING IN THE ACTIVITIES OF CULTURAL INSTITUTIONS.**

**A. BENCHMARK:** *Exhibit studio work in community-based exhibits.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Develop commencement portfolios and skills of analysis that show proficiency in one or more media including skill in using computers and other electronic media.	Students are aware beginning their freshman year that if they choose art as a portion of their Senior portfolio that they must present a comprehensive portfolio of work at the completion of their senior year. In preparation for quality portfolio pieces, students critique each project. As a class, we discuss what works well, and what could be worked differently to re-present the project. Each critique addresses elements of design, intentions for creation, ways to explore ideas further, etc.