

MORENO VALLEY HIGH SCHOOL PAINTING & DRAWING CURRICULUM

Course Title: Painting and Drawing Course Number: 1162

Department: Fine Art ADS Number: 1162

Prerequisites: Art 1 survey

Length of Course: 1 semester Credit/PRI Area: .5 Grade Level(s): 10-12

COURSE DESCRIPTION

This is a one semester course. Students will create large scale drawings in pen, pastel, and mixed media as well as paintings using both acrylic and watercolor. Assignments may incorporate indoor and outdoor settings. The elements of design will be woven into student projects. Slide lectures and videos will expand student awareness of and appreciation for the visual arts as well as expose students to the various styles of painting from the modern art era. Students will have the opportunity to develop art for the community and to view art within the community with classmates.

SYLLABUS

- I. Materials and Equipment
 - a. Lab protocol
 - i. Safe handling and storage of tools and equipment
 - ii. Tool cleaning procedures
 - iii. Storage of equipment and materials
 - iv. Work storage
- II. Elements of Design
 - a. Line
 - i. Types
 - b. Shape
 - i. Types
 - c. Color
 - i. Color theory
 - ii. Mixing primary colors
 - d. Value
 - i. As created by a light source
 - ii. As a distinction between shapes
 - iii. Gradation scales
 - e. Texture
 - i. Types
 - ii. Texture and pattern
 - f. Space
 - i. One and two point perspective

- ii. Alternative methods of depicting space
- III. Drawing Techniques
 - a. Large Scale Compositions
 - i. Pen
 - ii. Pastel
- IV. Painting Techniques
 - a. Acrylic
 - i. Materials
 - ii. Canvas variations
 - iii. Opaque and transparent paint
 - iv. Application techniques
 - v. Textural Techniques
 - vi. Collage assemblage techniques
 - b. Watercolor
 - i. Materials
 - ii. Surface preparation
 - iii. Mixing and blending colors
 - iv. Wash applications
 - v. Glazing techniques
- V. Art History
 - a. Modern Art
 - i. Impressionism
 - ii. Expressionism
 - iii. Cubism
 - iv. Surrealism
 - v. Geometric Abstraction
 - vi. Pop Art
 - vii. Op Art
 - viii. Realism
- VI. Presentation
 - a. Critique participation
 - b. Oral and written student project presentation
 - c. Student show participation
 - d. Portfolio construction

STRATEGIES

- Vocabulary
- Art History lesson with each lesson.
- Demonstration and lecture
- Students will discuss/critique art work for each lesson, their own and each others.
- Independent project time
- Sketchbook
- Community service art projects

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

The Human Figure ~ An anatomy for Artists by David K. Rubins

Techniques of the Great Masters published by Quantum Books

Art History by Janson

SUGGESTED TITLES/AUTHORS WEB SITES

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

<http://www.princetonol.com/groups/iad/lessons/middle/arted.htm>

<http://falcon.jmu.edu/~ramseyil/arteducation.htm>

<http://www.culture.gouv.fr/culture/arcnat/lascaux/en/>

<http://www.hudmark.com/schoolnet/art.html>

SEMINAR PIECES OR USE

Styles of the masters: VanGogh, Dali, Picasso, DaVinci, Matisse, Monet, Diego Rivera, Warhol etc.

African Art: Aesthetics and Meaning

Images of the Southwest

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
10-12	1. Demonstrate an increasing level of competence in using the elements and principles of art to create art works for public exhibition.	Students painted a 14'x8' backdrop for a play representing the Baroque period. They studied the history, applied atmospheric and linear perspective, and considered balance and overall movement in the creation.

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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
10-12	1. Produce a body of work that reflects the effectiveness of selective mediums and techniques for communicating.	Students create a multi-media piece using acrylic, oil, paper collage. This helps the students understand the creative advantages of each of the medias and gives them the experience to choose which will best express their intention / message. They learn how they can be used together and the proper way to handle the tool and materials for health, safety and longevity of the tools.

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

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	1. Use objects, symbols, and ideas in their artwork and use the skills gained to solve problems in daily life.	Students are required to create preliminary sketches before continuing on to a larger project. This allows students to reflect on their use of objects, symbols, and design skills in communicating their intended message. This teaches the importance of planning.

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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
10-12	1. Create a body of work via portfolio, which represents a personal exploration of viewpoints using principles and elements of design.	Students learn basic painting skills using brush stroke techniques, drawing, balanced compositions, etc. Once these skills are accomplished students expand these skills by painting and drawing in several different medias, oil, acrylic, watercolor, color pencil, charcoal. They have portfolio pieces in several different medias at the end of the semester.

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
10-12	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.	We seminar using a painting from the Impressionist period and a painting from the German Expressionist period. Political and social happenings are discussed and how those events influenced artists' work.

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
10-12	1. Explore challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation.	Students paint a Venetian mask on a black background making a cohesive showing. Students design their own mask after studying historical examples. Students then make color and design changes to their design based on the evaluation criteria developed by the class.

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
10-12	1. Include in portfolio form examples that demonstrate an understanding of art based on cross-discipline learning.	Students will have final pieces from lessons that are based on several different styles of painting and drawing. Students have anatomical drawings, architectural perspective drawings, pointillism, cubism, etc... During each of these we learn the science behind the process. For example, during pointillism we study color theory and how the brain and eye interpret information.

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
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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	<ol style="list-style-type: none"> 1. Use the language of art criticism to explore and identify purposes for creating art. 2. Explain the visual and other sensory qualities in art and nature and their relationship to the social environment. 3. Investigate, analyze, and reflect on various writings, viewpoints and opinions about art. 	Students critique a work of art. Then we seminar using two critics' articles regarding the same art work. Next, we examine how the writing effects the viewers' perception of the art work.

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
10-12	<ol style="list-style-type: none"> 1. Analyze works of art for diverse world cultures and discuss the ideas, issues and events of the culture that these works convey. 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. 	When studying line quality, students examine portraits from many different periods. We discuss how the line quality effects the emotion of the work. Students also suggest reasons for the style used based on their knowledge of the history at the time the work was created. Ex: Kathy Kilowitz portraits during WWII compared to a portrait of Rembrandt.

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
10-12	<ol style="list-style-type: none"> 1. Present a body of work within their portfolio that reflects the influences of a variety of cultural styles. 	Students create a Japanese landscape during the watercolor lesson,. They create architectural drawings from the Renaissance period. Each student must paint a replica from an artist they choose, then create their own composition in the style of that artist.

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
10-12	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 discuss the advantages and disadvantages to the apprenticeship system during the renaissance. They discuss how this is in place today, not just in art, and how can they utilize it themselves in whichever career they choose.

STRAND I: VISUAL ARTS

CONTENT STANDARD 7: DEMONSTRATE KNOWLEDGE ABOUT HOW TECHNOLOGY AND INVENTION HAVE HISTORICALLY INFLUENCED ARTISTS AND OFFERED NEW POSSIBILITIES FOR EXPRESSION.

A. BENCHMARK: *Demonstrate effective visual communication using current arts-related technology.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	1. Develop commencement portfolios and skills of analysis that show proficiency in one or more mediums including skill in using computers and other electronic media.	Students produce art work for specific purposes beyond the assignment. For example some students develop a portfolio for entrance into a college art programs. Some students include artwork for their senior portfolio as required by MVHS for graduation. Additionally, students are encouraged to photograph and or scan their work to create a self-promotional piece to be submitted to a design company.

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
10-12	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.	All students must submit pieces for the high school art show held at the local gallery. Students Venetian mask paintings were carried during the local celebration parade, and auctioned at a school fundraiser.

