

ACALANES UNION HIGH SCHOOL DISTRICT
Visual and Performing Arts

Subject Area

Approved: 11/17/04

<u>COURSE TITLE:</u>	Art 2
<u>COURSE CODE:</u>	V0902
<u>GRADE LEVEL:</u>	Grades 9-12
<u>COURSE LENGTH:</u>	One Year
<u>PREREQUISITE:</u>	Art 1
<u>CREDIT:</u>	10 credits
<u>UC/CSU CREDIT:</u>	Meets Visual and Performing Arts “f” or “g” requirement
<u>GRADUATION REQUIREMENT:</u>	Fulfills 10 units of Visual & Performing Arts/Foreign Language/Career Technology requirement for graduation
<u>STANDARDS AND BENCHMARKS:</u>	Visual Arts: 1: 1.1-1.4, 1.7, 1.10; 2: 2.1-2.3, 2.5-2.7, 2.9-2.11; 3: 3.1, 3.3, 3.5; 4: 4.1, 4.3, 4.5-4.8; 5: 5.1-5.3
<u>COURSE DESCRIPTION:</u>	Art 2 emphasizes visual problem solving and personal expression through which students continue to develop skills and knowledge of artistic perception, art history/cultural context and aesthetic valuing skills. Students continue to develop their drawing, painting, and printmaking skills. Students create original artworks using new and traditional media and techniques as well as keeping a sketchbook/journal, doing outside gallery visits and reviews, as well as oral and written critiques of student, historical and contemporary artists. Students are also required to maintain portfolios of all their projects/assignments.
<u>COURSE GOALS:</u>	Students will develop and expand a foundation of art skills and knowledge learned at the beginning level focusing on the five components of the Visual Arts Framework: <ol style="list-style-type: none">1) Artistic perception2) Creative expression3) Historical and cultural context4) Aesthetic valuing5) Connecting, relating and applying what is learned to other art forms, subject areas and careers.

TEXTBOOK
MATERIALS:

None

TEACHER
RESOURCES:

Slides and visual aids, videos, internet, guest lecturers, artists, museums, galleries, library and a variety of resource books related to technique and the teaching of art.

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 Course Content and Performance Objectives
ART 2

	HSEE	Standards & Benchmarks	Standards Based Test (CST)	* Assessment	Timeline
STRAND 1: Artistic Perception - Processing, analyzing, and responding to sensory information through the language and skill unique to visual arts. 1.0 STUDENTS PERCEIVE THE WORLD IN ARTISTIC WAYS BY REFINING THEIR SENSORY PERCEPTIONS OF WORKS OF ART, EVENTS, OBJECTS IN NATURE, AND THE ENVIRONMENT. 1.1 Identify and use the design principles as they discuss, analyze, and write about their own works of art and visual aspects of the environment (dominance and subordination, variation, pattern, rhythm, balance, contrast, emphasis, movement, repetition, theme, utility). <ul style="list-style-type: none"> ▪ Vocabulary (visual and linguistic) 1.2 Research and analyze the work of an artist and write about distinctive visual characteristics of the artist's works in terms of the elements of the art and the principles of design and their contributions to meaning. <ul style="list-style-type: none"> ▪ Identify characteristics of art and artists ▪ Learn to do on-line research <ul style="list-style-type: none"> ○ Note-taking ○ Paragraph responses ○ Criticize each other's work 1.3 Analyze how the composition of an artwork is affected by the use of particular elements and/or principles of design.	N/A	1.0	N/A	Selected response Performance	15% of Class Time
		1.1		Constructed response	
		1.2		Personal communication	
		1.3			

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1.4 Analyzes the materials used by a given artist and discusses the impact it makes according to the way the materials function in the work world.		1.4		Constructed response	
STRAND 2: Creative Expression - Creating, performing, and participating in the visual arts.					
2.0 STUDENT APPLIES ARTISTIC KNOWLEDGE AND SKILLS IN A VARIETY OF VISUAL ARTS MEDIA AND TECHNICAL PROCESSES TO COMMUNICATE MEANING AND INTENT THROUGH THE CREATION OF ORIGINAL ARTWORKS.	N/A	2.0	N/A		60% of Class time
2.1 Demonstrate formal techniques of visual arts <ul style="list-style-type: none"> Detailed drawing Handling materials 		??		Performance assessment	
2.2 Create original works of art effectively applying the elements of art and principles of design in art forms such as: drawings, ceramics, graphic arts. <ul style="list-style-type: none"> Color wheel 		2.1		Performance Assessment	
2.3 Make appropriate choices in applying a variety of visual arts media, techniques, and processes to personal art making process. <ul style="list-style-type: none"> Watercolor Ink Wood block Relief 		2.2		Performance assessment	
2.4 Demonstrate craftsmanship and technical skill when creating artworks in two-dimensions and three-dimensions. <ul style="list-style-type: none"> Multiple devices with one work 		2.3		Performance assessment	

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2.5 Create artwork demonstrating a wide variety of compositional devices.		2.5		Performance assessment	
2.6 Demonstrate how to solve artistic problems in unique and expressive ways.		2.6		Performance assessment	
2.7 Create a piece that expresses social issue(s).		2.7		Performance assessment	
2.8 Create original works of art of increasing complexity and with increased skill in a variety of media, which might include installations or performance art.		2.9		Performance assessment	
2.9 Combine and synthesize different subject areas, themes, images, and visual metaphors.		2.10		Performance assessment	
2.10 Select work and present it appropriately in an exhibit. <ul style="list-style-type: none"> ▪ Matting and framing ▪ Classroom gallery ▪ Site programs 		2.11		Personal communication	
STRAND 3: Historical and Cultural Context – Understanding historical contributions and cultural dimensions of the visual arts.					
3.0 STUDENTS DESCRIBE AND ANALYZE THE ROLE AND DEVELOPMENT OF VISUAL ART IN PAST AND PRESENT CULTURES THROUGHOUT THE WORLD NOTING HUMAN DIVERSITY AS IT RELATES TO THE VISUAL ARTS AND ARTISTS.	N/A	3.0	N/A		10% of Class time
3.1 Identify styles in World and American art and identify the diverse social, economic and political		3.1		Selected	

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developments reflected in the artworks examined.				response Constructed Response	
3.2 Identify historical or contemporary artists who have achieved regional, national, or international recognition and discuss ways that their work reflects, plays a role in, and influences present-day culture. ▪ Classical arts		3.3		Personal communi- cation	
3.3 Discuss the purposes of art in various contemporary cultures. ▪ Report		3.5		Personal communi- cation	
3.4 Compare similarities and contrast differences in the purpose of art created in selected cultures ▪ Religious artifacts		3.6		Constructed Response	
STRAND 4: Aesthetic Valuing - Responding to, analyzing, and making judgments about visual arts.					
4.0 STUDENTS CONSIDER WHY PEOPLE MAKE ART. ANALYZE AND INTERPRET ART IN ORDER TO DERIVE MEANING. DEVELOP CRITERIA TO MAKE INFORMED JUDGMENTS ABOUT THE QUALITY OF THEIR WORK AND THE WORK OF OTHERS.	N/A	4.0	N/A		10% of Class time
4.1 Identify intentions of those creating contemporary artworks.		4.1		Personal communi- cation	
4.2 Respond to a variety of works of art and discuss and write about interpretations of the artists' intentions.		4.2		Constructed	

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<ul style="list-style-type: none"> Write basic critiques using art vocabulary 				response Personal Communication	
4.3 Express their ideas about art and give reasons for preferences in works of art.		4.3		Constructed response	
4.4 Articulate the process and rationale for refining and reworking one of their own artworks in order to bring it to completion. <ul style="list-style-type: none"> Reflective writing on process and product 		4.5		Personal Communication	
4.5 Analyzes the relationship among the art maker (artist), the making (process) and the artwork (product).		4.6		Constructed response	
4.6 Compare the ways that the meaning of specific artwork has changed over time.		4.7		Personal communication	
4.7 Analyze and articulate how society influences the implementation of artwork.		4.8		Constructed Response	
STRAND 5: Connections, Relations Application – Connecting and applying what is learned in the visual arts to other art forms, subject areas, and careers.					
5.0 STUDENTS APPLY WHAT THEY LEARN IN VISUAL ARTS ACROSS SUBJECT AREAS AND BEYOND THE CLASSROOM; DEVELOP VISUAL LITERACY AND COMPETENCIES IN PROBLEM SOLVING, COMMUNICATION, AND MANAGEMENT OF TIME	N/A	5.0	N/A		5% of Class time

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AND RESOURCES; LEARN ABOUT CAREERS IN AND RELATED TO THE VISUAL ARTS.						
5.1	Discusses the historical development of original tenets of major ceremonies and celebrations throughout the world and the art objects that are associated with them.		5.1		Personal communication	
5.2	Learn diverse ways in which visual arts can communicate the same idea.		5.2		Personal communication	
5.3	Introduce careers in the visual arts.				Constructed response	

TEACHING STRATEGIES AND PROCEDURES

1. Teacher demonstration
2. Lecture
3. Slide shows or visual lectures
4. Student self-evaluation (both written and verbal)
5. Student gallery visit and written critique
6. Student art history research and report written and verbal (rubric grading)
7. Group critique
8. Written critique both teacher and student
9. Student centered projects
10. Art history and cultural exploration

GRADING GUIDELINES

Performance projects	75%
Reports	10%
Tests/Finals/Written Work	15%