

ACALANES UNION HIGH SCHOOL DISTRICT
VISUAL & PERFORMING ARTS

Adopted: 11/17/04

Subject Area

<u>COURSE TITLE:</u>	Advanced Art (with Honors Option)
<u>COURSE CODE:</u>	V0904 or V_ _ _ _ with Honors
<u>GRADE LEVEL:</u>	Grades 11-12
<u>COURSE LENGTH:</u>	One Year
<u>PREREQUISITE:</u>	Art 2
<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 & Performing Arts: 1: 1.1-1.4, 1.6, 1.7, 1.10, 1.12; 2: 2.1-2.3, 2.5-2.7, 2.9-2.12; 3: 3.1, 3.3, 3.5-3.7; 4: 4.1-4.8; 5: 5.2-5.4, 5.6
<u>COURSE DESCRIPTION</u>	Advanced Art students work at an advanced skill level in a variety of two-dimensional and three-dimensional media. Creative experimentation with media and subject matter is encouraged. Special talents and interest in the arts and art-related fields are addressed. Students participate in the exhibiting of their work. Students who enroll in the Honors option will also engage in advanced analysis and critiques of art and artists, prepare written reports and develop a personal portfolio.
<u>COURSE GOALS</u>	Students will develop and expand a foundation of art skill and knowledge at the beginning level focusing primarily 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.
<u>TEXTBOOK MATERIALS</u>	None
<u>TEACHER RESOURCES</u>	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
 Advanced Art

	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.	N/A	1.0	N/A		20% of class time
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"> ▪ Use vocabulary (visual and linguistic) 		1.1		Selected response	
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"> ▪ Bibliography/Works cited ▪ Written responses ▪ Artist's statement 		1.2		Constructed response	
1.3 Analyze how the composition of an artwork is affected by the use of particular elements and/or principles of design.		1.3		Personal communication	
1.4 Analyze the materials used by a given artist and discuss the impact it makes according to the way the materials function in the work.		1.4		Personal communication	

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1.5	Discuss a series of original works using learned art vocabulary to analyze the work in terms of personal direction.		1.7		Personal communication Constructed response	
1.6	Describe his/her use of the art elements to express mood(s) in one or more of own works of art.		1.10		Constructed response	
<u>Honors</u>						
1.7	Analyze and discuss complex issues, which may include; distortion of shapes/forms, space, advanced color theory, implied and actual texture, scale, expressive content and real vs. virtual in the visual world, works of art, and/or electronic media. <ul style="list-style-type: none"> ▪ Written reports ▪ Presentations 		1.6		Constructed response Performance	
1.8	Analyze the works of a well-known artist in terms of art media used and how the choice affects the artist's style. <ul style="list-style-type: none"> ▪ Art History report 		1.12		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	Create original works of art effectively applying the elements of art and principles of design in art forms such as: drawings, ceramics, or graphic arts.		2.1		Performance assessment	

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2.2 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"> ▪ Water color ▪ Gouche ▪ Conte ▪ Relief ▪ Etching ▪ Oil ▪ Airbrush ▪ Wood block ▪ Silk screen 		2.2		Performance assessment	
2.3 Demonstrate craftsmanship and technical skill when creating artworks in two-dimensions and three-dimensions.		2.3		Performance assessment	
2.4 Create artwork demonstrating a wide variety of compositional devices. <ul style="list-style-type: none"> ▪ Multiple devices within one work 		2.5		Performance assessment	
2.5 Demonstrate how to solve artistic problems in unique and expressive ways.		2.6		Performance assessment	
2.6 Create a piece that expresses social issue(s).		2.7		Performance assessment	
2.7 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	
2.8 Combine and synthesize different subject areas, themes, images, and visual metaphors.		2.10		Performance assessment	

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2.9 Select work and present it appropriately at an exhibit. <ul style="list-style-type: none"> ▪ Matting/framing ▪ Classroom, school, competitions, website ▪ Site programs 		2.11		Personal communication Performance	
2.10 Demonstrate in visual artworks a personal style and an advanced proficiency in communicating an idea, theme or emotion.		2.12		Performance	
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		5% of class time
3.1 Identify styles in World and American art and identify the diverse social, economic and political developments reflected in the artworks examined.		3.1		Selected 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. <ul style="list-style-type: none"> ▪ "Isms" 		3.3		Constructed Response Performance	
3.3 Compare similarities and contrast differences in the purposes of art created in selected cultures.		3.6		Constructed Response	

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3.4 Investigate and discuss universal concepts expressed in artwork from diverse cultures.		3.7		Personal communication	
3.5a Discuss the purposes of art in various contemporary cultures. <ul style="list-style-type: none"> ▪ Written report <u>Honors</u>		3.5		Constructed Response	
3.5b Discuss the purposes of art in various contemporary cultures. <ul style="list-style-type: none"> ▪ Written report ▪ Formal presentation to peers 		3.5		Constructed Response Performance	
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 communication	
4.2 Respond to a variety of works of art and discuss or write about his or her interpretations of the artists' intentions. <ul style="list-style-type: none"> ▪ Writes critique using art vocabulary and elements of design 		4.2		Personal communication Constructed response	

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4.3 Express his or her ideas about art and give reasons for preferences in works of art.		4.3		Personal communication	
4.4 Articulate the process and rationale for refining and reworking one of their own artworks in order to bring it to completion.		4.5		Personal Communication	
4.5 Analyze the relationship among the art maker (artist), the making (process) and the artwork (product).		4.6		Personal communication	
<u>Honors</u>					
4.6 Formulate and support a position regarding the aesthetic value of a specific work of art, then change and/or defend the position after weighing the views of others.		4.4		Personal communication	
4.7 Compare the ways that the meaning of specific artwork has changed over time.		4.7		Personal communication	
4.8 Analyze and articulate how society influences the interpretation of artwork.		4.8		Personal communication 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.					

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<p>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 AND RESOURCES; LEARNS ABOUT CAREERS IN AND RELATED TO THE VISUAL ARTS.</p>	N/A	5.0	N/A		5% of class time
<p>5.1 Learn diverse ways in which visual arts can communicate the same idea.</p>		5.2		Personal communication Constructed response	
<p>5.2 Explore colleges and careers in the visual arts.</p> <ul style="list-style-type: none"> ▪ Guest speakers ▪ Visitations 		5.3		Performance assessment	
<p><u>Honors</u></p> <p>5.2 Explore colleges and careers in the visual arts.</p> <ul style="list-style-type: none"> ▪ Job shadowing 		5.3		Performance assessment	
<p>5.3 Prepare portfolio of original artwork for review by art colleges and university admissions counselors, and/or graphic design or animation studio directors.</p> <ul style="list-style-type: none"> ▪ Eight major projects as defined by the instructor ▪ Formal presentation 		5.6		Performance assessment	

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TEACHING STRATEGIES AND PROCEDURES

Teacher demonstration
Lecture
Slide shows or visual lectures
Student self-evaluation (both written and verbal)
Student gallery visit and written critique
Student art history research and report written and verbal (rubric grading)
Group critique
Written critique both teacher and student
Student-centered projects
Art history and cultural exploration

GRADING GUIDELINES

		Honors
Performance projects	75%	85%
Reports	15%	10%
Tests/Finals/Written Work	10%	5%