

ACALANES UNION HIGH SCHOOL DISTRICT
Visual and Performing Arts

Subject Area

Adopted: 11/17/04

<u>COURSE TITLE:</u>	Art 1
<u>COURSE CODE:</u>	V0901
<u>GRADE LEVEL:</u>	Grades 9-12
<u>COURSE LENGTH:</u>	One Year
<u>PREREQUISITE:</u>	None
<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, 1.2, 1.3, 1.4, 1.7, 1.10; 2: 2.1, 2.2, 2.3, 2.5, 2.7, 2.11; 3: 3.3, 3.5; 4: 4.2, 4.3, 4.8; 5: 5.2, 5.3, 5.5
<u>COURSE DESCRIPTION:</u>	Art 1 is a skills-based course in which students develop artistic perception, learn art history/cultural context and develop aesthetic valuing skills through drawing, painting and printmaking. 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>	<p>Students will develop and expand a foundation of art skills and knowledge at the beginning level focusing primarily on the five components of the Visual Arts Framework.</p> <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.

Acalanes Union High School District
Course Content and Performance Objectives
ART 1

	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		10% 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). ▪ Learn vocabulary (visual and linguistic)		1.1		Selected response Performance	
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. ▪ Identify characteristics of art and artists ▪ Learn to do on-line research ○ Note-taking ○ Paragraph responses ○ Criticize each other's work		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	

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<p>1.4 Analyze the materials used by artists and discuss the impact it makes according to the way the materials function in the work.</p> <p>STRAND 2: Creative Expression - Creating, performing, and participating in the visual arts.</p> <p>2.0 STUDENTS APPLY 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.</p> <p>2.1 Demonstrate formal techniques of visual arts</p> <ul style="list-style-type: none"> ▪ Directed drawing ▪ Handling materials <p>2.2 Create original works of art effectively applying the elements of art and principles of design in art forms such as: drawings, dimensional, or graphic arts.</p> <ul style="list-style-type: none"> ▪ Color wheel <p>2.3 Make appropriate choices in applying a variety of visual arts media, techniques, and processes to personal art making process.</p> <ul style="list-style-type: none"> ▪ Pastels ▪ Charcoal ▪ Ink ▪ Organic ▪ Graphite <p>2.4 Demonstrate craftsmanship and technical skill when creating artworks in two-dimensions and three-dimensions.</p>	N/A	<p>1.4</p> <p>2.0</p> <p>2.1</p> <p>2.2</p> <p>2.3</p> <p>2.5</p>	N/A	<p>Personal communication</p> <p>Performance assessment</p> <p>Performance assessment</p> <p>Performance assessment</p> <p>Performance assessment</p>	65% of Class time

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2.5 Create artwork demonstrating a wide variety of compositional devices.		2.6		Performance assessment	
2.6 Select work and present it in the classroom.		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 developments reflected in the artworks examined.		3.1		Selected 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. <ul style="list-style-type: none"> Classical artists 		3.3		Personal communication	
3.3 Discuss the purposes of art in various contemporary cultures.		3.5		Personal communication	
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	N/A	4.0	N/A		10% of class time

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<p>DERIVE MEANING. DEVELOP CRITERIA TO MAKE INFORMED JUDGMENTS ABOUT THE QUALITY OF THEIR WORK AND THE WORK OF OTHERS.</p> <p>4.1 Respond to a variety of works of art and discusses or writes about his interpretations of the artists' intentions.</p> <ul style="list-style-type: none"> Understand the concepts of "critique" <p>4.2 Express ideas about art and give reasons for preferences in works of art.</p> <p>4.3 Analyze how society influences the interpretation of artwork.</p> <p>STRAND 5: Connections, Relations Application – Connecting and applying what is learned in the visual arts to other art forms, subject areas, and careers.</p> <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; LEARN ABOUT CAREERS IN AND RELATED TO THE VISUAL ARTS.</p> <p>5.1 Identify major ceremonies and celebrations throughout the world and art objects associated with them.</p> <p>5.2 Learn diverse ways in which visual arts can communicate the same idea.</p>		<p>4.2</p> <p>4.3</p> <p>4.8</p> <p>N/A</p> <p>5.0</p> <p>5.1</p> <p>5.2</p>		<p>Constructed response Personal communication</p> <p>Constructed Response</p> <p>Constructed Response</p> <p>N/A</p> <p>Personal communication</p> <p>Personal communication</p>	<p>5% of class time</p>

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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, group critiques
- Written critique both teacher and student
- Student centered projects
- Art history and cultural exploration

GRADING GUIDELINES

Performance projects	70%
Reports	10%
Tests/Finals/Written Work	20%