

ACALANES UNION HIGH SCHOOL DISTRICT

Adopted: 11/17/04

Visual and Performing Arts

Subject Area

<u>COURSE TITLE:</u>	Independent Art Portfolio
<u>COURSE CODE:</u>	V0905
<u>GRADE LEVEL:</u>	Grade 12
<u>COURSE LENGTH:</u>	One Year
<u>PREREQUISITE:</u>	Advanced Art
<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 and Performing Arts/Foreign Language/Career Technology requirement for graduation
<u>STANDARDS AND BENCHMARKS:</u>	Visual & Performing Arts: 1: 1.1-1.3, 1.6-1.8, 1.10, 1.12; 2: 2.1-2.3, 2.5-2.7, 2.9-2.12; 3: 3.3, 3.5, 3.7; 4: 4.2-4.5, 4.8-4.10; 5: 5.2, 5.3, 5.6
<u>COURSE DESCRIPTION:</u>	Students work at an advanced skill level in producing an independent portfolio of two dimensional and/or three dimensional works. Students choose an artistic concern/theme to serve as the focus of their work. Students are required to collaborate with the teacher to do outside gallery visits and reviews, as well as oral and written critiques of historical and contemporary artists.
<u>COURSE GOALS:</u>	Students will design and create a portfolio meeting individual needs: <ul style="list-style-type: none">▪ Entrance to design school▪ College preparation▪ Employment
<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
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	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) to make sophisticated applications 		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"> ▪ 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 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.		1.6		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	
1.6 Compare two works from different periods of painting/sculpture or other media according to the application of design principles. <ul style="list-style-type: none"> ▪ Art history reports 		1.8		Constructed response	
1.7 Describe his use of the art elements to express mood(s) in one or more of own works of art. <ul style="list-style-type: none"> ▪ Art history reports 		1.10		Constructed response	
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 reports 		1.12		Constructed response	
STRAND 2: Creative Expression - Creating, performing, and participating in the visual arts.					
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.	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	
2.2 Make appropriate choices in applying a variety of visual arts media, techniques, and processes to personal art making process. (Open media)		2.2		Performance assessment	

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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"> ▪ Complex compositional choices 		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	
2.9 Selects work and presents it appropriately in an exhibit. <ul style="list-style-type: none"> ▪ Matting/framing ▪ Classroom, school, competitions, website ▪ Site programs 		2.11		Performance assessment	
2.10 Demonstrate in visual artworks a personal style and an advanced proficiency in communicating an idea, theme or emotion.		2.12		Performance assessment	
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	N/A	3.0	N/A		5% of class time

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<p>NOTING HUMAN DIVERSITY AS IT RELATES TO THE VISUAL ARTS AND ARTISTS.</p> <p>3.1 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.</p> <p>3.2 Discuss the purposes of art in various contemporary cultures.</p> <p>3.3 Investigate and discuss universal concepts expressed in artwork from diverse cultures.</p>				<p>Personal Communication</p> <p>Personal communication Constructed Response</p> <p>Personal communication Constructed Response</p>	
<p>STRAND 4: Aesthetic Valuing - Responding to, analyzing, and making judgments about visual arts.</p> <p>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.</p> <p>4.1 Respond to a variety of works of art and discuss or write about his or her interpretations of the artists' intentions.</p> <ul style="list-style-type: none"> ▪ Writes critiques using the elements of design 	N/A	4.0	N/A		10% of class time
		4.2		<p>Personal communication Constructed Response</p>	

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4.2 Express his or her ideas about art and give reasons for preferences in works of art.		4.3		Personal communication	
4.3 Formulates and supports a position regarding the aesthetic value of a specific work of art, then changes and/or defends the position after weighing the views of others.		4.4		Personal communication 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.		4.5		Personal communication	
4.5 Analyze and articulate how society influences the interpretation of artwork.		4.8		Personal communication	
4.6 Uses criteria for making judgments and identifies the difference between preference and judgment. <ul style="list-style-type: none"> ▪ Describe ▪ Analyze ▪ Interpret ▪ Judge 		4.9		Constructed response	
4.7 Develop a written criterion for the selection of a body of his/her own work (portfolio) that represents significant achievements. <ul style="list-style-type: none"> ▪ Two artists' statements 		4.10		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; LEARN ABOUT CAREERS IN AND RELATED TO THE VISUAL ARTS.</p> <p>5.1 Learn diverse ways in which visual arts can communicate the same idea.</p> <p>5.2 Explore colleges and careers in the visual arts.</p> <ul style="list-style-type: none"> ▪ Guest speakers ▪ Visitations ▪ Job shadowing <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. (Eight major artworks)</p>	N/A	5.0	N/A		5% of class time
		5.2		Personal communication	
		5.3		Constructed response	
		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

Portfolio	85%
Written work/Report	10%
Final	5%