

# CHINO VALLEY UNIFIED SCHOOL DISTRICT

## INSTRUCTIONAL GUIDE

### DRAWING AND PAINTING II

Course Number	5745
Department	Visual and Performing Arts
Length of Course	One (1) year
Grade Level	10-12
Prerequisite	Drawing and Painting I
Credit	10 units/Fine Arts credit
Repeatable	Yes, up to 20 units
Board Approved	December 7, 2000

**Description of Course** -This course is designed to give students a broad overview of two dimensional drawing and painting. Students will be provided with a common core of knowledge of art elements, concepts, and related vocabulary. Emphasis will be placed on relationships to art movements and individual artists. A wide variety of media will be explored. This course incorporated the State of California Visual and Performing Art standards.

**Rationale for Course-** The visual arts have been a part of human expression since prehistoric times. The visual arts have been used in all cultures and civilizations to communicate ideas, customs, traditions, and beliefs. The value of instruction and exposure to the visual arts is immeasurable in the humanizing process.

**Standard 1** - Artistic Perception: Processing, analyzing, and responding to sensory information through the language and skills unique to a given art.

- 1.1 Objective: Students will learn to perceive the world in an artistic way by refining their sensory perceptions of works of art, object in nature, events and the environment.
  - 1.1.1 Performance Indicator: Students will recognize, describe, analyze, discuss, and write about the visual characteristics of works of art.
    - A. Given the works of two or more artists such as Masaccio and Raphael, students will be able to compare and contrast them using the vocabulary of the visual arts.
    - B. Students create artwork that shows their understanding of the art elements and principles. Example: Students can identify descriptive, implied, abstract, and expressive lines in their own artwork and that of others.
  - 1.1.2 Performance Indicator: Students will identify, record, and use art elements (line, color, shape/form, texture, space) as they explore, analyze, and talk about what they see or create.
    - A. Students will select three works from their portfolios. They will write or discuss the intent of the work as well as how they used the media, and art elements. Students will differentiate between describing and analyzing an artwork.

- B. Students will create artwork that uses art elements and principles to convey an idea or emotion such as peace or fear.
  - 1.1.3 Performance Indicator: Students will identify, record, and use design principles (balance, contrast, emphasis, movement, rhythm, unity) to explore, analyze, and talk about what they see in the physical world.
    - A. Students will compare sculptures by Picasso, Calder, and Butterfield, to discuss the artists' use of nature and distortion using the principles of art.
    - B. Students will create artworks that suggest movement, either real (a mobile) or implied (in drawing or painting).
  - 1.1.4 Performance Indicator: Students will continue to expand and use art vocabulary to describe and analyze works of art.
    - A. Students will derive meaning from Master artworks through interpreting symbols and metaphors used by these artists.
    - B. Students will research and write a description of a specific artist, style, or period of art such as Red Grooms, Baroque, or High Renaissance.
    - C. Students will create drawings or paintings and explain whether this work represents imitationalism, formalism, or emotionalism.

**Standard 2 - Creative Expression: Creating, performing, and participating in the arts.**

- 2.1 Objective: Students will develop artistic skills in a variety of media and technical processes. They will apply this knowledge to create original artworks.
  - 2.1.1 Performance Indicator: Students will create original works of art of increasing complexity.
    - A. Students will demonstrate increased skill and control of craftsmanship when drawing and painting.
    - B. Students will select for inclusion in a portfolio four or five works they feel to be successful and be prepared to discuss the strengths of each work, using appropriate vocabulary.
  - 2.1.2 Performance Indicator: Performance Indicator: Students will explore a variety of media, techniques, and processes, making choices as to what to apply in their own work.
    - A. Students will make expressive line drawings both in contour and gesture.
    - B. Students will explore aerial perspective in a painting.
    - C. Students will create a nonobjective composition composed entirely of curvilinear shapes. They should be well balanced in terms of color and shape.
  - 2.1.3 Performance Indicator: Students will engage in expressive art experiences, gaining personal insight and appreciation of their accomplishments and the accomplishments of others.
    - A. Students will demonstrate an exploration of a personal style in their artworks.

- B. Students will produce two-dimensional artworks that show relationships among the medium, subject, and expressive intent.
  - 2.1.4 Performance Indicator: Students will demonstrate an understanding of how to solve artistic problems in unique and expressive ways.
    - A. Students will work in small groups to create a project such as a collage or mural.
    - B. After examining artist's self portraits, students will create three different self-portraits. Each of the three will emphasize one of the following qualities: literal, design, or expressive.
  - 2.1.5 Performance Indicator: Students will develop appreciation for using the visual arts in lifelong learning.
    - A. Students will visit an art museum and research an artist they enjoy.
    - B. Students will critically examine arts uses culturally, especially via mass media, to glorify or condemn violence, drug and alcohol use, etc. They will focus an analysis of imagery, etc.
    - C. Students will use creative problem solving to develop a mixed media image which addresses a social issue. Consider style of Miriam Shapiro or Robert Rauschenberg.

**Standard 3** - Historical and Cultural Context: Understanding historical contributions and cultural dimensions of a given art.

- 3.1 Objective: Students explore the role of the visual arts in human history and culture. They will investigate universal themes and concepts in historical and contemporary periods in different cultures.
  - 3.1.1 Performance Indicator: Students will compare, contrast, and analyze styles of art from a variety of times, places, and cultures.
    - A. Students will list contemporary political social, historical, and cultural issues. Looking at artworks in slides, videos, and books, students will write about perceived connections between art and cultural issues.
    - B. Students will be able to discuss (compare and contrast) the purposes of art from major time periods and cultures.
    - C. Students will study the art from their own cultural heritage and produce an artwork that reflects both that heritage and contemporary times.
  - 3.1.2 Performance Indicator: Students will recognize that the visual arts reflect, play a role in, and influence culture.
    - A. Students will research the style, role, and influence of a well known artist. Then they create, for example, stylistically related portraits of the artist, then present their work to the class and reflect on the artist's role and influence on their culture.

- B. Students will choose a universal concept such as family, war, nature, or death and find in art history three to five examples of artwork made in different cultures or times that are related to that concept. They will then sketch and write about the different presentations of that concept.
- C. Students will read a historical description of art and distinguish the ways in which the art historian places the artwork in its time and culture.

**Standard 4 - Aesthetic Valuing:** Responding to, analyzing, and making critical assessments about artworks.

- 4.1 Objective: Students analyze, interpret, and derive meaning from works of visual arts. They make critical judgements about and determine the quality of visual artworks and art experiences in accord with learned elements and principles of art.
  - 4.1.1 Performance Indicator: Students will make informed judgements by applying the four steps of art criticism to his or her artwork and the work of others (describe the work, analyze the work in terms of art elements and design principles, interpret the work in terms of ideas and emotions, and judge the work as to its success both technically and in terms of communicating an idea or emotion).
    - A. Students will develop chains of reasoning for their judgements about works of art that link the art elements and design principles, expressive characteristics, and technical qualities to the interpretation of meaning.
    - B. Students will write a critique about two works, including their interpretation of the meaning of the work. They will examine how successful the artist was in using elements and principles of design as well as the importance of the meaning of the work.
  - 4.1.2 Performance Indicator: Students will respond to a variety of works of art and talk about their interpretations of the artists' intentions. Selecting three artworks from their portfolios, students will reflect and write about how the works show growth over a period of time; and ways in which the artworks are successful.
    - B. Students will examine the work of an artist from a non-western culture and discuss ways in which these works are successful. They will note how purpose and beliefs influence the artwork.
  - 4.1.3 Performance Indicator: Students will express ideas about art and give reasons for preferences in works of art. They will identify the difference between preference and judgement.
    - A. Students compare and contrast two works of art, such as the prints of Hokusai and Cassatt. In writing, they state their preference and the reasons for it, as well as their judgment about the success of the artworks.

- B. Students will imagine they are in an art museum when a fire breaks out. They are in a position to save either Caravaggio's, *The Conversion of St. Paul* or Goya's, *The Third of May*. Which one will it be? Students will explain, in terms of aesthetic qualities, why they selected one painting over the other.

**Standard 5** - Connections, Relations, Applications: Connecting and applying what is learned in a given art form to learning in other art forms, subject areas, and careers.

- 5.1 Objective: Students apply what they learn in visual arts to learning across disciplines. They develop competencies in problem solving, communication skills, and management of time and resources, all of which contribute to lifelong learning and career skills.

- 5.1.1 Performance Indicator: Students will integrate what they learn in art to learning in other subject areas.

- A. When examining the architecture of Cordoba, Spain, students will note that the influence of Islam on literacy, mathematics, and art was powerful. Artists influenced by Islamic abstraction include M.C. Escher.
- B. Students will listen to the sounds and patterns of jazz to find it's African roots. They will find examples of modern artists whose work is influenced by the beat of jazz music.
- C. Students will discuss how museums originally developed as an elitist entertainment. They will describe ways that communities have now taken steps to ensure that art is available to be enjoyed by everyone.

- 5.1.2 Performance Indicator: Students learn skills in art that translate to careers.

- A. After examining illuminated manuscripts, students will compare these works with illustrations in modern books. They will investigate opportunities for illustrators and the colleges that offer appropriate training.
- B. Students plan and execute an art show in a local public space, keeping a journal of the job skills they apply and develop.

- 5.1.3 Performance Indicator: Students will explore careers in the visual arts.

- A. Students will demonstrate an understanding of the varied functions of an artist, advertising artist, video game designer, cartoonist, fashion illustrator, photographer, medical illustrator, urban planner, architect, set designer, etc.
- B. Students will select artworks that were originally created as applied art and are now recognized as fine art (e.g., quilts, tapestry, ornate Japanese kimonos). Students will research the circumstances under which these works were created and the factors that explain why they are now viewed differently.
- C. Students will research art and art-related careers in California.

- 5.1.4 Performance Indicator: Students will learn diverse ways in which the visual arts can communicate the same idea.
- A. Students will maintain a portfolio of their work, organizing it in a systematic way and describing the process used to create at least three works of art.
  - B. Students will examine their own work and the work of their peers and be able to make constructive observations on how each used drawing, color, and design.
  - C. Students will paint a realistic still life of objects that symbolize aspects of his or her personality. The objects chosen should convey cultural or religious ideas important to each student. The painting technique will be evaluated in terms of its relationship to the subject matter prevalent in the art of fifteenth-century northern Europe.

Appendix  
Drawing and Painting II

Core Textbooks:	<u>Art In Focus</u>
Publisher:	Glencoe/McGraw-Hill
Date:	2000