

Orange Unified School District

ART II
Year Course

GRADE LEVEL: 10-12

PREREQUISITES: Art I with a grade of *C* or better

INTRODUCTION TO SUBJECT:

Art II is a year-long lecture and lab course in which the student will further explore drawing and painting as a creative and expressive endeavor. Students will create original works of art that reflect in depth experiences in the use of materials and artistic techniques. Students will apply their knowledge of the elements of art and principles of design, learned in Art I, to their own works of art and the works of others. Students will study the historical and cultural aspects of art through research and analysis. Students will apply technology in the visual arts, make connections to other arts and subjects, and learn about careers in the visual arts. Students will continue to develop the portfolios begun in Art I.

COURSE CONTEXT

II, Art III, Art IV) available to visual arts students. It is a core visual arts course.

HISTORY OF COURSE DEVELOPMENT

visual arts instructors representing the district high schools. UC personnel were consulted about the format and requirements for the “F” requirement approval. This course has been developed for all of the OUSD high schools.

COURSE GOALS AND/OR STUDENT OUTCOMES

Students will gain experience by:

Further exploring familiar art materials and artistic techniques used in Art I, as well as experiencing new materials and techniques and applying the elements of art and principles of design in new and different ways, i.e., focusing on dominance and subordination and composition.

Solving visual arts problems that involve the effective use of elements of art and principles of design in original works of art.

Identifying the similarities and differences in the purposes of art created in selected cultures through research and writing.

Writing about their own works of art and rationalizing the processes used to refine and rework one of their artworks and employing the conventions of art criticism in writing and speaking about artworks.

Creating original artworks that reflect a cross-cultural or universal theme taken from literature, history or the media and further researching visual arts careers in the field of drawing, painting and design.

COURSE OBJECTIVES:

BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:

Art II will meet the following Visual Arts Standards, Grades 9-12, Proficient from the Visual and Performing Arts Content Standards for California Schools, Kindergarten Through Grade Twelve:

ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts. (Standard 1.0, Grades 9-12 Proficient) Students perceive and respond to works of art, objects in nature, events and the environment. They use the vocabulary of the visual arts to express their observations.

Students will describe the principles of design as used in works of art, focusing on dominance and subordination.

Students will explore new ways to utilize familiar materials and techniques and experience new materials and techniques and apply them to original works of art and write about how their artworks were affected by those materials and techniques.

Students will analyze and describe how the composition of an artwork is affected by a particular principle of design.

Students will compare and contrast similar styles of artwork done in an electronic media with those done in traditional visual arts materials.

CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts (Standard 2.0, Grades 9-12 Proficient). Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks.

Students will create original artworks that reflect refined craftsmanship and technical skills for a portfolio of artworks.

Students will review and refine observational drawing skills.
Students will create a two or three-dimensional artwork that addresses a social issue.

Students will develop refined skills in the use of digital imagery to create original works of art.

HISTORICAL AND CULTURAL CONTEXT

Creating, Performing and Participating in the Visual Arts (Standard 3.0, Grades 9-12 Proficient). *Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists.*

Students will research and write about the similarities and differences in works of art as they reflect a variety of cultures.

Students will observe and report on the expanding role of new technologies used in contemporary art.

Students will identify and discuss trends in the visual arts on a local basis.

Students will research artworks according to cultural and stylistic differences and be able to discuss those aspects.

AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts (Standard 4.0, Grades 9-12 Proficient). *Students analyze, assess, and derive meaning from works of art, including their own, according to the elements and principles of design, and aesthetic qualities.*

Students will compare the ways in which the meaning of specific artwork has been affected over time because of changes in interpretation and context.

Students will employ the conventions of criticism in writing and speaking about artworks.

Students will formulate and support a position regarding the aesthetic value of a specific work of art and changes in interpretations and context.

CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers. (Standard 5.0, Grades 9-12 Proficient). *Students apply what they have learned in visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources, which contribute to lifelong learning and career skills. They learn about careers in and related to the visual arts.*

Students will design a series of posters that use a social event or idea theme and describe how the artwork reflects that theme.

Students will compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.

Students will continue to develop a portfolio for evaluation, application and promotion, that incorporates research and writing.

Students will research careers in the visual arts and related industries.

COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:

FIRST SEMESTER

WEEKS

I.	Create a Series of Original Works of Art that Demonstrate Student Understanding of the Design Principles of Dominance and Sub-ordination	8
A.	Explore new ways to utilize familiar materials and techniques mastered in Art I and experience new materials not limited to acrylics, printmaking inks, colored inks, contes, India inks, papers for collage and papermaking materials	
B.	Write about how artworks were affected by the material and techniques used	
II.	Create a Series of Original Drawings and Paintings that Demonstrate Student Understanding of the Principles of Design as They Affect Composition	8
A.	Create a series of drawings and paintings that demonstrate knowledge and application of compositional principles	
B.	Analyze and describe how the composition of an artwork is affected by the principles of design	
III.	Review and Refine Observational Drawing Skills	Ongoing
A.	Draw forms in nature and life using observational skills	
B.	Develop and maintain a sketchbook of drawing and ideas	
IV.	Research and Write About the Similarities and Differences in Works of Art as They Reflect a Variety of Cultures	Ongoing
A.	Write about the variety of landscapes, portraits or themes as demonstrated by researching several cultures.	

	<u>WEEKS</u>
V. Visit Local Museums, Galleries and Colleges to Observe Exhibitions	Ongoing
A. Discuss trends in the visual arts that are happening locally	
B. Enter into discussions with visiting artists and be able to analyze the artist's style	
VI. Review and Write About Their Own Works of Art	Ongoing
A. Employ the conventions of art criticism in writing and speaking about their own artworks	
B. Rationalize about the changes they have made when refining and reworking their own artworks	
VII. Research an Artist and an Artwork and Compare the Ways in Which the Meaning of a Work of Art has Changed Over Time	Ongoing
A. Discuss the changes in interpretation and context	
VIII. Continue to Develop a Portfolio of Works, Begun in Art I, for Evaluation, Exhibition and Application	Ongoing

SECOND SEMESTER

I. Create a Series of Original Works of Art that Demonstrate Student Understanding of the Elements of Art and Principles of Design	4
A. Apply knowledge of materials and techniques mastered in first semester to works of art	
B. Write a critical analysis of the use of the elements of art and principles design.	
C. Create a two or three-dimensional artwork that addresses a social issue	
II. Create a Series of Original Drawings and Paintings that Continue to Demonstrate Knowledge and Application of Compositional Principles	6
A. Create original artworks that reflect a cross-cultural or universal theme taken from literature, history or the media	
III. Apply Refined Observational Drawing Skills	6
A. Draw forms in nature and from life and create works of art that reflect self-portraits	
B. Develop works of art based upon drawings in the sketchbook	
C. Continue to maintain and expand sketch books	
D. Create works of art based upon students' original poetry	

	<u>WEEKS</u>
IV. Create Original Works of Art Using Digital Imagery	2
A. Use new technologies in a variety of ways	
B. Discuss the advantages and disadvantages of technology and its impact upon original art	
C. Compare and contrast similar works of art done in traditional media and electronic media	
V. Continue to Visit Local Galleries, Museums, Colleges and Studios	Ongoing
A. Write reports using appropriate vocabulary to describe at least one work of art observed during a visit	
B. Attend an exhibition opening and describe how one or more of the artists used compositional devices in their artworks	
VI. Continue to review and analyze their own works of art	Ongoing
A. Analyze growth over time and Art II learning	
B. Include a review of artistic perception, i.e., skill development, aesthetic valuing, historical and cultural context	
VII. Continue to Develop a Portfolio	Ongoing
A. Including written reports, research, critical analysis, sketch books	
B. Use rubrics for evaluations	
VIII. Develop a Series of Original Artworks	3
A. Create a series of posters for a school site, district, county state or national event or idea	
B. Write about the idea and how it supports the theme.	
C. Include works of art	
D. Include visual arts career information and research	

TEXTS AND SUPPLEMENTAL MATERIALS

Textbooks are adopted on a seven-year cycle that is scheduled for all subjects, including the visual and performing arts. All textbooks are reviewed by all of the Art II teachers at all of the high schools and they serve as a committee to make the final selection. Each Art II instructor may purchase adopted textbooks and support materials as adopted through the high school media center. Supplemental materials such as overhead transparencies, videos, posters, prints and teacher reference books and materials may also be purchased by individual schools and instructors using site instructional funds.

Subscriptions to *Scholastic-Art* magazine and other periodicals appropriate to Art II curriculum are encouraged. *Smithsonian*, *National Geographic*, and *Architectural Digest* are available in the media centers and are used as appropriate.

Students are encouraged to use the Internet for research and reading on assigned projects and for enrichment. The media centers have a rich resource of books that address the elements of art and principles of design, artist's biographies, cultural arts and art history and the philosophy of art, as well as mediums, i.e., watercolor, colored pencils, graphite, pastels, etc.

INSTRUCTIONAL METHODS AND STRATEGIES

Assessment methods include ongoing student evaluation of his/her own artwork based upon rubrics. Students learn to assess, analyze and evaluate his/her own art work and the work of their peers and major artists using the vocabulary of the visual arts. Homework includes the continuing development of personal sketch books, reading (textbook/research assignments) and writing, student reports and presentations. Final assessments are student-centered portfolio evaluations of written, oral and production works. Written tests are administered annually to all tenth grade visual arts students district wide.

ASSESSMENT CRITERIA

Rubric criteria for evaluation are established by the instructor with student input. Standards for academic performance are based upon the Visual and Performing Arts Content Standards for California Public Schools, Kindergarten Through Twelfth Grade, Grades 9-12 Proficient. Student portfolios for assessment are used to measure student growth and learning over time (semesters one/two and year end).

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