

Orange Unified School District

ART III

Year Course

GRADE LEVEL: 11-12

PREREQUISITES: Art II with a grade of C or better.

INTRODUCTION TO SUBJECT:

Art III 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 use complex ideas to develop a personal style. Students will study the historical and cultural aspects of art through research and analysis. Students will investigate universal concepts and apply theoretical perspectives to their own work. Students will continue to develop the portfolios begun in Art I.

COURSE CONTEXT

Art III is the third in a series of visual arts courses (Art I, Art II, Art III, Art IV) available to visual arts students. It is a core visual arts course.

HISTORY OF COURSE DEVELOPMENT

Art III was developed by a committee of 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 exploration of familiar art materials and artistic techniques used in Art II. Will analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.

Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and point of view.

Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the artworks examined. They will investigate and discuss universal concepts expressed in artwork from diverse cultures.

Identify the intentions of artists creating contemporary artworks and explore the implications of those intentions. Students will also apply various theoretical perspectives to their own work and the work of others.

Students will be able to use technology as a tool to further their art making and prepare portfolios of their original artwork.

COURSE OBJECTIVES:

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

Art III 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 Advanced) 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 analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art and discuss a series of their original works, using appropriate vocabulary of art.

Students will research two periods of painting, sculpture, film, or other art media and discuss their similarities and differences using the language of art.

Students will select three works of art from their art portfolio and discuss the intent of their work and the use of art media.

CREATIVE EXPRESSION

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

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

Students will plan and create artworks that reflect complex ideas.

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

Students will demonstrate in their visual artworks a personal style and an advanced proficiency in communicating an idea, theme, or emotion.

HISTORICAL AND CULTURAL CONTEXT

Creating, Performing and Participating in the Visual Arts (Standard 3.0, Grades 9-12 Advanced). *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 identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the artworks examined.

Students will investigate and discuss universal concepts expressed in artwork from diverse cultures.

AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts (Standard 4.0, Grades 9-12 Advanced). *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 describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.

Students will apply various theoretical perspectives to their own work and the work of others in classroom critiques.

CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas 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 speculate on how advances in technology might change the definition and function of visual art.

Students will compare and contrast artwork, probing beyond the obvious and identifying psychological content found in the symbols and images.

Students will prepare portfolios of their original artwork for a variety of purposes (e.g., review of post-secondary application, exhibition, job application and personal collection).

Students will research careers in the visual arts and related industries, especially emerging technologies.

COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:

FIRST SEMESTER

WEEKS

I.	Create a Series of Original Works of Art that Demonstrate Student Understanding of Complex Ideas Such as Distortion, Color Theory, Arbitrary Color, Scale, Expressive Content, and Real Versus Virtual in Works of Art	12
A.	Explore new ways to utilize familiar materials and techniques mastered in Art I and Art II	
II.	Compare How Distortion is Used in Photography or Video with How the Artist Uses Distortion in Painting or Sculpture	2
A.	Students will select two areas (e.g., photography/video and painting/sculpture) for appropriate research	
III.	Create a Series of Original Works of Art that Demonstrate a Personal Style and Advanced Proficiency	3
IV.	Review and Refine Observational Drawing Skills	Ongoing
A.	Continue to develop a strong sketchbook ethic	
V.	Research and Write About the Similarities and Differences in Works of Art as They Reflect a Variety of Cultures	Ongoing
A.	Students will select two periods of painting, sculpture, film, or other media and discuss their similarities and differences, using the language of the arts	
VI.	Visit Local Museums, Galleries, and Colleges to Observe Exhibitions	Ongoing
A.	Discuss trends in the visual arts	
B.	Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the artworks	
VII.	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.	Apply various theoretical perspectives to their own work and the work of others in classroom critiques	

	<u>WEEKS</u>
VIII. Research Contemporary Styles and Discuss the Diverse Social, Economic, and Political Developments Reflected in the Artworks Examined	2
A. Investigate and discuss universal concepts expressed in artwork from diverse cultures	
IX. 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 Complex Ideas Such as Distortion, Color Theory, Arbitrary Color, Scale, Expressive Content, and Real Versus Virtual in Works of Art	8
A. Apply knowledge of materials and techniques mastered in first semester to works of art	
II. Create Original Works of Art of Increasing Complexity that Reflect Their Feelings and Point of View	4
A. Apply skills in a variety of media	
III. Speculate on How Advances in Technology Might Change the Definition and Function of Visual Art	2
A. Investigate and report on the essential features of modern or emerging technologies	
IV. Apply Refined Observation Drawing Skills	4
A. Develop works of art based upon drawings in the sketchbook	
B. Continue to maintain and expand sketchbooks	
C. Create works of art based upon musical themes	
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 discuss the diverse social, economic, and political developments reflected in the artworks	
VI. Continue to Review and Analyze Their Own Works of Art	Ongoing

	<u>WEEKS</u>
A. Analyze growth over time and Art III learning	
B. Include a review of artistic perception, i.e., skill development, and aesthetic valuing, historical and cultural context	
VII. Continue to Develop a Portfolio	Ongoing
A. Including written reports, research, critical analysis, and sketchbooks	
B. Use Evaluations rubrics for evaluation	
C. Include selected 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 III teachers at all high schools and they serve as a committee to make the final selection. Each Art III 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 III 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, acrylics 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 artwork and the work of their peers and major artists using the vocabulary of the visual arts. Homework includes the continuing development of personal sketchbooks, 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 Advanced. Student portfolios for assessment are used to measure student growth and learning over time (semesters one/two and year end).

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