

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Course Outline Exploratory Art 6

Date: April 2003

Proposed Grade Level(s): 6

Grading: A-F

Prerequisites: None

BRIEF COURSE DESCRIPTION:

This is an introductory course in the fundamentals of visual art. The course emphasizes the skills necessary to provide the student with a perceptual base leading to understanding artistic perception, creative expression, historical and cultural contexts, aesthetic valuing and connections, relationships, and applications. Students will experiment in various art forms, using a variety of tools, techniques, and materials. Each unit is centered on the elements and principals of design as well as the California State Content Standards. Selected historical and/or cultural contexts will be applied to each unit with attention to analysis, interpretation, and judgment. Students will develop an appreciation for other cultures and historical periods in the art world by creating and evaluating art works of their own.

GENERAL GOALS/PURPOSES:

- To develop and expand aesthetic perception
- To develop and expand visual arts knowledge and skills for creative expression
- To acquire knowledge of historical and cultural developments that occur throughout art history
- To develop a basis for making informed aesthetic judgments
- To make connections between art and other academic areas and explore art career opportunities.

STUDENT READING COMPONENT:

- Students will use the text: Introducing Art, Glenco, 1999. ISBN 0-02-662364-
- Students will be assigned articles to read from *Scholastic Art* or an art-related magazine/publication.
- Research projects will require the use of the library and art history resources and electronic media.
- Students will be required to follow written instructions on most projects.

STUDENT WRITING COMPONENT:

- Students will write using a variety of formats: journals, Power Point presentations, response forms, and peer and self-evaluation forms.
- Students will describe, analyze, critique, and write about the visual characteristics of works of art.
- Students will use writing to reflect on the creative process and the problem solving techniques used in art production.
- Students will compare and contrast, as well as analyze artists and the styles of art from a variety of times, places, and cultures.

STUDENT ORAL COMPONENT:

- Students will work in pairs or small groups to collaborate, problem-solve and present various projects to the class.
- Students will orally respond to a variety of works of art and talk about their interpretation of the artist's intention using vocabulary and terms appropriate to discussions about art.
- Student will participate in discussions about their own work, as well as the work of others.

DETAILED UNITS OF INSTRUCTION:

Unit I Introduction to Art

- A. Why Learn About Art?
- B. Seeing, Wondering and Enjoying Art
 1. Variety in the World of Art
 2. When is it Art?
- C. Subjects and Themes in Art
- D. Styles of Art
 1. Expressionism
 2. Abstraction
 3. Fantasy
 4. Realism

Unit II An Introduction to the Language of Art (Elements of Design)

- A. The Element of Line
 1. Physical Properties of Line
 2. Emotional Qualities of Line
- B. The Element of Color
 1. Color Wheel
 2. Color Harmonies
 3. Physical Properties of Color
 4. Emotional Properties of Color
- C. Element of Shape
 1. Types of Shapes
 2. Characteristics of Shape
 3. Positive and Negative Shape
- D. The element of Texture
 1. Physical Characteristics of Texture
 2. Value in a Composition
- E. The Element of Value
 1. Physical Characteristics of Value
 2. Value in a Composition
 3. Emotional Characteristics of Value

Unit III Principles of Design

- A. Analyzing What You See
- B. Design
 1. Unity
 2. Variety
 3. Dominance
 4. Rhythm and Movement
 5. Balance

Unit IV Introduction to Media

- A. Two-dimensional media
 - 1. Drawing
 - 2. Painting
 - 3. Graphic Design

 - 4. Printmaking
 - 5. Collage
- B. Three-dimensional media
 - 1. Sculpture
 - 2. Environmental Art
 - 3. Ceramics

Unit V Exploring Careers in Art

- A. Possibilities for careers in Art

CALIFORNIA STATE STANDARDS:

1.0 Artistic Perception

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Identify and describe all the elements of art found in selected artworks (color, shape, line, texture, space, form, and value).
- 1.2 Discuss works of art as to theme, genre, style, idea, and differences in media.
- 1.3 Describe how artists can show the same theme by using different media and styles.

Analyze Art Elements and Principles of Design

- 1.4 Describe how balance is effectively used in a work of art (e.g., symmetrical, asymmetrical, and radial).

Supporting Lessons/Activities:

- Critique or Classroom discussion based on theme, genre, style, idea and differences in media. (1.1, 1.2, 1.3)
- Using artistic vocabulary, students evaluate, identify and describe the elements of art. (1.1, 1.2, 1.3)
- Art journals (1.1, 1.2, 1.3, 1.4)
- Students create and effectively show balance in a piece of artwork (1.4)

Reading Component, Chapter (s): 1 - 14

2.0 Creative Expression

Skills, Processes, Materials, and Tools

- 2.1 Use various observational drawing skills to depict a variety of subject matter.
- 2.2 Apply the rules of two-point perspective in creating a thematic work of art.
- 2.3 Create a drawing using varying tints, shades, and intensities.

Communication and Expression through Original Artworks

- 2.4 Create increasingly complex original works of art reflecting personal choices and increased technical skill.
- 2.5 Select specific media and processes to express moods, feelings, themes, or ideas.
- 2.6 Use technology to create original artworks.

Supporting Lessons/Activities:

- Students will create an artwork based on observation showing their knowledge of the elements of art. (2.1, 2.2, 2.3)
- Students will use the computer to create a piece expressing mood, feeling, theme or ideas. (2.4, 2.5, 2.6)

Reading Component, Chapter (s): 2, 3, and 8

3.0 Historical & Cultural Context

Role and Development of the Visual Arts

- 3.1 Research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic).
- 3.2 View selected artworks from a culture and describe how the artworks within the culture have changed or not changed in theme and content over a period of time.

Diversity of Visual Arts

- 3.3 Compare, in oral or written form, traditional images or design from at least two selected cultures.

Supporting Lessons/Activities:

- Classroom discussion, student research projects, and/or guided art history lessons viewing and comparing selected works of art from different cultures over a period of time. (3.1, 3.2, 3.3)

Reading Component, Chapter (s): 5, 7, 8, 12, and 13

4.0 Aesthetic Valuing

Derive Meaning

- 4.1 Construct and describe plausible interpretations of what they perceive in works of art.
- 4.2 Identify and describe some ways in which their culture is reflected in their artwork.

Make Informed Judgments

- 4.3 Develop specific criteria individually or in groups to assess and critique works of art.
- 4.4 Change, edit, or rework their artwork after a critique, articulating reasons for their changes.

Supporting Lessons/Activities:

- Students will analyze and describe their interpretation of a work of art from their culture, using art vocabulary and the elements of art. (4.1, 4.2)
- Students work in small groups to develop a set of criteria for assessing works of art. (4.3)
- Students implement suggestions from a small group critique, rework a personal piece and explain how the work improved. (4.3, 4.4)

Reading Component, Chapter (s): 3, 4, 5, 7, 8, 10, 12, and 13

5.0 Connections, Relationships & Applications

Connections and Applications

- 5.1 Research how art was used in theatre productions in the past and is now being used.
- 5.2 Research how traditional characters (such as the trickster) found in a variety of cultures past and present are represented in illustrations.
- 5.3 Create artwork containing visual metaphors that express the traditions and myths of selected cultures.

Visual Literacy

- 5.4 Describe tactics employed in advertising to sway the viewer's thinking and provide examples.

Career and Career-Related Skills

- 5.5 Establish criteria to use for selecting artwork for a specific type of art exhibition.

Supporting Lessons/Activities:

- After studying similar myths/stories of different cultures, students will create a visual representation of a common character. (5.1, 5.2, 5.3)
- Classroom discussion/group project on advertising tactics and tools used by advertisers to sway consumers. (5.4)
- Students will establish criteria for sorting artwork into specific groups. (5.5)

Reading Component, Chapter (s): 3, 4, 12, and Appendix

Assessment and Evaluation Methods:

Classroom participation records

1. Portfolio
2. Art journal

3. Quizzes
4. Journals, Power Point presentations, response forms, peer and self-evaluation forms.
5. Oral presentations

THIS COURSE WILL PREPARE STUDENTS FOR THE HSEE AND/OR FCUSD EXIT EXAMS IN:

Writing, Reading, Language Arts, and Social Science

LAB FEE, IF REQUIRED: A lab donation will be solicited for consumable materials

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Based on the Visual and Performing Arts Content Standards for California Public Schools Pre-kindergarten Through Grade Twelve, January, 2001

1. **Art Criticism:** Students will explore the processes for reflection on and analysis of artworks in order to gain a better understanding and appreciation of art.
2. **Art History:** Students will research the historical and social context of visual art and gain a better understanding of the significance of art within world cultures.
3. **Art Production:** Students will experiment with the processes and techniques used in the creation of three-dimensional art and work towards developing a personal artistic style and vision.
4. **Aesthetics:** Students will examine their own art, as well as the work of others, responding to, analyzing and making judgments about the success and merits of different works of art.
5. **Integrated/Interdisciplinary Learning:** Students will connect and apply what they learn about three-dimensional art to other art forms, subject areas and careers.

DISTRICT ESLRs TO BE ADDRESSED:

Students will be

- **Self-directed learners** by completing a journal and portfolio assignments during the course of instruction with considerable independent work.
- **Effective communicators** through oral critiques, written assignments, and artistic expression in a variety of media.
- **Collaborative workers** who can work cooperatively in a variety of settings in culturally diverse groups to complete assignments and projects and can work through clean up and set-up responsibilities.
- **Constructive thinkers** who, through ongoing discussion, analysis, and application can determine artistic solutions to the problems presented in class.
- **Quality producers/performers** who understand the importance of a well-planned response to an assignment or project.
- **Responsible citizens** who accept the consequences of their actions and who demonstrate understanding of their role in the learning process.