

YOSEMITE HIGH SCHOOL
50200 ROAD 427 - OAKHURST, CA 93644
(559) 683-4667

COURSE TITLE: ART 1
DEPARTMENT: FINE ARTS

REQUIREMENT SATISFIED:

High School:	X	Model Curriculum Standards:
State College:	X	Frameworks:
UC Approved:	X	

GRADE LEVEL: 10-12 LENGTH OF COURSE: 1 Year CREDITS: 10

PREREQUISITE: None required.

TEXTBOOKS: Discovering Art History, Gerald F. Brommer
The 20th Century Art Book, Phaidon Press Limited
Art Since 1940, Jonathan Fineberg
History of Art, H.W. Janson
History of Modern Art, H.H. Arnason

COURSE DESCRIPTION:

This one year course has been developed to introduce students to the basic ideas and skills of fine art. Every unit of study will include discussion and study of relevant historical information, artists, cultural backgrounds, styles, philosophies, and historical events relating to the unit at hand. Craftsmanship will be heavily stressed and practiced as well as an emphasis on the importance of presentation. Critical art analysis of other artists work as well as their own will be practiced in class and on tests to help students' artistic perception develop. They will begin to understand what entails good composition and how to better use their information to enhance further personal work. Aesthetic discussions will be introduced and practiced in each unit to help strengthen decision-making, inquiry, and enrich conceptual thinking practices. Students will be asked to solve two and three dimensional problems through a variety of materials, tools, and artistic styles. The students will learn how their classroom experience can be adopted into real careers and help them in their other course of studies as well as preparing them for more advanced works of art as the year progresses. The students personal artistic interests and direction will be provided on individual basis to aid in their problem solving. The course will include units on painting and painting styles, drawing, composition, three dimensional design, photography, color theory, collage, and animation. Students will be evaluated on their daily efforts, class projects, tests, extra credit, discussion and critiquing participation, submission of art into fine arts shows, school display cabinets, MET Theater show case, and involvement and writings on artistic events they have attended during the year outside of the contained classroom.

COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE LEARNING RESULTS:

Assignment
Course Content/Objectives:

Standards
Addressed:

ESLRS:

<u>Project Sequence:</u>	<u>Visual Art Standard 1: Artistic Perception</u>	<u>Visual Art Standard 2: Creative Expression</u>	<u>Visual Art Standard 3: Historical and Cultural Context</u>	<u>Visual Art Standard 4: Aesthetic Valuing</u>	<u>Visual Art Standard 5: Connections, Relations, Applications</u>
Presenting a Portfolio and learning how to interview	Compare and contrast successful ways to communicate artistic growth and expression.	Creation of portfolio and sketchbook	Observation and discussion of professional portfolios and audience expectations through history.	Discussion: 'What are the elements of a professional portfolio and interview presentation?'	Portfolio will be used to achieve artistic and professional growth.
Prehistoric Art	Exploring and analyzing good design techniques in creating symbols.	Creation of 21 st Century cave paintings.	Observation and discussion of Lascaux Caves and Native American and Aboriginal art.	Students will respond to and analyze man's first art works and discuss their functions.	Enhance artistic insight for future projects.
Book Binding	Explore various design theories and techniques.	Produce a single signature hardbound sketchbook.	Discuss and observe the historical and cultural development of bookbinding and Islamic design..	Students will discuss and respond to the "beauty" of the book.	Created sketchbooks used in class and extra curricular activities plus extend into future sales.

Egyptian and Middle East Art	Students will analyze and interpret two-dimensional design.	Design and paint personal Cartouch on hand made paper.	Study and write about Ancient Egyptian history and culture	Students will analyze and respond to Egyptian Aesthetics.	Students will become aware of affects and inspiration of Egyptian culture on contemporary commercial art.
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Renaissance Art	Exploration of proportion, perspective, chiaroscuro through the rebirth of classical art.	Practicing perspective, composition and foreshortening skills through rendered drawings.	Study and discussion of late Gothic through high Renaissance art developments.	Students will critique, compare and respond to the emotional and spatial depth created in renaissance paintings.	Development of basic drawing and compositional skills will be used throughout future art classes and art careers.
Photography	Exploring the use of composition in visual storytelling.	Creation of Black and white self-portrait photo.	Discussion and observation of the history and culture of the photographic image.	Compare and contrast professional artistic photographs with the Brownie snapshot.	Students will be informed about professional photographic career choices.
Impressionism	Analyzing and interpreting how color and its application creates mood and expression	Creation of color theory wheels and rendered drawings with prisma color pencil.	Study and observation of the cultural and history which inspired impressionism to develop.	Compare and contrast how society defines and looks at art before and after impressionism	Gained color knowledge will enhance all color endeavors in future classes and living skills.

Post Impressionism	Exploration of how each students artistic growth has changed and developed over the year as they gain artistic knowledge.	Creation of gesture drawings and watercolor landscapes.	Discussion and observation of Van Gogh and Seurat,s composition and painting techniques and why it changed how we view contemporary art.	Respond to and analyze how the changing trends in painting styles of this period paved the way to modern interpretation of the canvas.	Students expressive paintings and drawings will help explore individual and independent thinking skills necessary for advanced art classes.
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Cubism	Analyzing compositional tricks used to direct the eye and keep the viewers interest.	Create theme collages and Dada poetry.	Study and discuss the development of modern art and the cultural revolt that changed the art world.	Discussion: What makes that art? How have our views changed because of Cubism?	Developing organizational and successful composition skills will be the tools of any future art careers and assignments ..
Fantasy and Surrealism	Students will analyze how subject matter and style engage the audience in participating and interpreting an artist's idea.	Creation of an abstract drawing using photomontage as the inspirational reference material.	Study and observation of the history and cultural developments that inspired the surrealist movement.	Written response to what intrigues them in these subconscious images that rearrange reality.	Enhancement of creative problem solving skills through use of the subconscious as a resource that can be tapped for future art compositions.

Pop Art	Analyze and explore how this art form takes advantage of composition, technique, materials and subject matter.	Creation of kinetic pop art sculpture using non-traditional materials.	Discuss and observe the historical and cultural development that prompted Pop art.	Students will compare and contrast the Abstract Expressionism movements' concept of "the painting" with the Pop art version.	Discuss and present career opportunities in product design, toy design and package design.
Cartooning and Animation	Students will analyze and explore the variety of successful animation techniques available.	Production of animation flip books and animation cells.	Study of the historical development of animation from hand drawn to computer generated.	Students will respond to the changes of art appreciation created by technological advances.	Discussion of career opportunities available in the animation industry: computer games, animation, cartooning, forensics.

DISTRICT/STATE CONTENT STANDARDS ADDRESSED:

Visual and Performing Arts - Visual Arts (Grades 9-12):

1. *The student demonstrates an understanding of works in the visual arts by analyzing and interpreting what the artist presents in visual form.*
 - 1.1 *Students will use the understanding of art (art history) and (critique) analysis to discuss and create a variety of portfolio projects based*
 - 1.2 *Students will complete monthly exams and final exams that evaluate a variety of all forms (with art history component).*
 - 1.3 *Students will show their work on campus and in the community.*

Creative Expression

2. *The student demonstrates an understanding of how to effectively solve artistic problems in unique and expressive ways.*
 - 2.1 *Students will complete a semester portfolio using understanding of problem solving skills and steps while expressing themselves uniquely and in various ways.*
 - 2.2 *Students will show their work on campus and in the community.*
 - 2.3 *Students will complete a sketchbook and notebook showing a variety of creative expression.*

Historical and Cultural Context

3. *The student demonstrates an understanding of major visual arts traditions, styles, and media in a variety of times and places.*
 - 3.1 *Students will complete critique and discussion (teacher observation and community and class feedback).*
 - 3.2 *Students will complete monthly exam.*
 - 3.3 *Students will complete final exam.*
 - 3.4 *Students will complete portfolio projects - evaluated and shown monthly with a final semester evaluation of portfolio, sketchbook and notebook.*
4. *The student demonstrates an understanding that the visual arts and artists reflect, play a role in, and influence culture.*
 - 4.1 *Students will complete critique and discussion (teacher observation and community and class feedback).*
 - 4.2 *Students will complete monthly exam.*
 - 4.3 *Students will complete final exam.*
 - 4.4 *Students will complete portfolio projects - evaluated and shown monthly with a final semester evaluation.*

Aesthetic Valuing

5. *The student demonstrates an understanding that specific criteria can be developed and used to assess the qualities and merits of works of art.*
 - 5.1 *Students will complete critique and discussion (games).*
 - 5.2 *Students will complete monthly exam.*
 - 5.3 *Students will complete final exam.*
 - 5.4 *Students will complete portfolio projects - evaluation and shown monthly with a final semester evaluation (teacher observation, community and class feedback).*
6. *The student demonstrates an understanding of form (the way the work of art communicates) in visual arts.*
 - 6.1 *Students will complete study of design (form) and subject matter (content) and message.*
 - 6.2 *Students will complete critique and discussion of completed art works (teacher observation, community and class feedback).*
 - 6.3 *Students will complete portfolio projects - evaluated and shown monthly with a final semester evaluation.*

OUTCOMES:

Students will demonstrate ...

INSTRUCTIONAL STRATEGIES:

(i.e., Lectures, discussions, class projects, etc.)

ASSESSMENT:

(i.e., Exams, Standards Master, Portfolios, etc.)

12/95

Revised: 4/98; 5/99; 1/00; 12/00; 4/01