

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

COURSE TITLE: STUDIO ART
DEPARTMENT: FINE ARTS

REQUIREMENT SATISFIED:

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

GRADE LEVEL: 11-12 LENGTH OF COURSE: 1 Year CREDITS: 10

PREREQUISITE: Successful completion of Art 2 or teacher recommendation

TEXTBOOKS: *Art Forms*, Preble, 6th Edition; *Art Through the Ages*, Gardner; *History of Art*, H.W. Janson; *History of Modern Art*, H.H. Arnason; *Reading Pictures*, Rosenfeld; *The Complete Drawing Course*, Woods; *Complete Book of Drawing*, Osborne; *Putting Your Talent To Work*, Capacchione; *Career Opportunities in Art*, Hausenstock; *Drawing Dynamic Hands*, Hogarth; *Drawing on the Right Side of the Brain*, Edwards; *Drawing*, Horton; *Complete Guide to Drawing from Life*, Bridgman; *An Artist's Notebook*, Chaet; *Drawing Basics*, Aubyn; *Shaping Space*, Zelanski-Fischer, 2nd Edition; *Design Basics*, Lauer; *Perspective*, Cole; *The Artist's Manual*, Smith

COURSE DESCRIPTION:

This is a course for the serious art student who wishes to progress on to A.P. Studio Art. Studio Art students will begin work on a portfolio that will be submitted to the Advanced Placement College Board upon completion of their 4th year as an art student in AP Studio Art. In Studio Art, students begin their development of the "Quality" and "Breadth" sections of the portfolio. Students who enroll in this course and go on to AP Studio Art will be expected to produce a minimum of 50 works of art in a variety of media, techniques, and subject matter. Under the guidance of the teacher, emphasis is placed on drawing from observation; the application of design elements and principles, the keeping of an art journal/notebook and a sketchbook. The documentation of art work, recognition of Art History and its role in the development of visual ideas and application of the critique process in written and verbal form is basic. Students are expected to work both in school and at home throughout the school year. All assignments are to be turned in on time and complete. Sketchbooks are to be carried and used on a daily basis. Sketchbooks will be checked intermittently as part of the studio grade. Field trips to museums, galleries, and other cultural venues are considered part of the curriculum.

Drawing of an Architectural Structure	Exploration of perspective and proportion	Students will practice by creating a series of rendered architectural drawings	Study and discuss architecture from Late Gothic through the High Renaissance	Critique emotional communication through the use of spatial illusions	Develop skills in creating depth illusions and the perception and organization of space to be used in future class and as a life skill
Drawing the Human Figure	Exploring personal observation skills and anatomy study	Students will create a series of drawings on the human body	Drawing the Human Figure of the Renaissance masterpieces and the art of the Baroque period	Students will respond to the use of the human form to express art for visual delight	Develop observation skills, and drawing technique to enhance future art and living problem solving
Romantic Landscape Painting	Developing extending and imagination skills	The students will create a landscape that exaggerates reality	Compare and contrast the art of the Neoclassical movement with that of the Romantic	Students will extend their study of art for visual delight in the world of nature and manipulation	Cultivate an awareness of beauty as a source of relaxation and inspiration and how this is used
Asian Landscape Drawing	Cultivating imagination and creativity skills in using non-perspective oriented composition	Create a landscape that tells a story of a journey	Study the Art of Asia, focusing on landscape, scrolls of China and Japan	Students will respond to the use of art as a source of visual delight	Enhancement of creative problem solving skills through the use of story telling
Study of Impressionism and Post-Impressionism Styles	Students become aware of the use of color and texture in creating a mood	Students create a series of drawings based on observations of still-life, figures, and landscape	Study and observation of Impressionist and post-Impressionist art	Students will analyze and respond to art as a form of personal expression	Gain knowledge of color, line, and brushwork to communicate inner emotion

Fauves	Experimentation in extreme use of color as a symbol and continued study of perspective	Students will draw an interior	Students respond to the studies of work of Henri Matisse	Students respond to the use of art for planning ahead, dreaming	Gain knowledge into environments and their affect on humans - planning their own
Cubism	Study of multiple view points and fragmentation	Students will create a drawing of an object from multiple views	Analyze the work of Pablo Picasso, George Braque, Delauney Gris and other Cubists	Students will discuss social changes and how this affects art	Enhance ability to look at the usual in a different way
Expressionism	Develop ability to use abstraction of shape and color as communication tools	Draw a self portrait showing their personality and passions over surface features	Study the work of Kirchner and Marc, Munch and Ensor of the Expressionism movements, as well as the non-objective work of Kandinsky	Study and write about art as personal expression of the inner self	Develop awareness of their own inner world
Fantasy	Study of composition and abstraction to impart feelings	Using their imagination, students will compose a composition based on nostalgia	Study and discuss the work of Marc Chagall, Paul Klee, and Joan Miro	Observation and discussion of art for personal expression and personal analysis	Develop insight into their personal values based on their past
Surrealism	Explore communication and composition through broken images that are realistic	Students create a collage drawing about themselves	Study the work of Salvador Dali, Pablo Picasso and Rene Magritte	Students will respond to art as an exploration and as a statement	Students gain personal knowledge, inspiration and insight
Speed and Motion	Students will analyze the use of repetition in a single composition image to create	Students produce a drawing that shows and gives a sense of movement	Observe and study the art of Boccioni, Balla, and Duchamp	Students will respond to what intrigues them in images of motion and art as a commentator on society and change	Develop ability to show motion technically and emotionally evaluate their society

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Nonsense Art	Using their known world of skill and applying their imagination to create a new world of skill and expression	Students will develop a drawing that makes a statement that is rejecting established visual language and creating a new language of visual art	Students study the historical developments that inspire DaDa Pop Art and the art of the 60s	Students will compare and contrast art as a statement of rejection, rebellion, and outrage	Learn that rebellion is not "new" and be able to express their anger in non-violent effective terms
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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.)

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

Formerly Art 3-4
5/01