

Orange Unified School District

**ART IV**

Year Course

**GRADE LEVEL:** 12

**PREREQUISITES:** Art III with a grade of *C* or better.

**INTRODUCTION TO SUBJECT:**

Art IV 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 continue to create original works of art that reflect in-depth experiences in the use of materials and artistic techniques. Students will continue to develop complex ideas and a personal style. Students will study historical and cultural aspects of contemporary art through research and analysis. Students will continue to 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 IV is the fourth 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 IV 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 III. Will analyze and discuss ideas of increasing complexity, analyze their works as to personal direction and style, and the intent of their work and the use of art media.

Create artworks that reflect innovative visual metaphors.

Assemble and display objects or artworks as part of a public exhibition.

Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture.

Analyze and articulate how society influences the interpretation and message of artwork.

Construct a rationale for the validity of a specific work of art, one that falls outside their conceptions of art.

Students will continue to use technology as a tool to further their artmaking, create a multimedia presentation, and prepare portfolios of their original artwork.

### **COURSE OBJECTIVES:**

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

Art IV 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. Discussion of a series of their original works, using appropriate vocabulary of art.

Students will compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture.

Students will analyze their works as to personal direction and style.

Students will describe the use of the elements of art to express mood in one or more of their works of art.

Students will analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist's style.

#### 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 increasing complexity, refined craftsmanship, and utilize a variety of media and technical skills for a portfolio of artworks.

Students will assemble and display objects or artworks as part of a public exhibition.

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

Students will use innovative metaphors in creating artworks.

Students will present a universal concept in a multimedia artwork that demonstrates knowledge of technology skills.

#### 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.

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

Students will research the methods art historians use to determine the time, place, context, value and culture that produced a given work of art.

#### 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.

Students will identify the intentions of artists creating contemporary artworks and explore the implications of those intentions.

Students will analyze and articulate how society influences the interpretation and message of artwork.

Students construct a rationale for the validity of a specific work of art, one that falls outside their conceptions of art.

Students develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

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

Students will investigate and report on the essential features of modern or emerging technologies that currently affect or will affect visual artists and the definition of the visual arts.

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

**COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:**

<b>FIRST SEMESTER</b>		<b><u>WEEKS</u></b>
I.	Create a Series of Original Works of Art that Demonstrate Student Understanding of Complex Ideas Such as Personal Style and Direction, Distortion in Photography or Video, or in Painting or Sculpture, Expression of Mood, and the Intent of the Work in the Use of Art Media A. Explore new ways to utilize familiar materials and techniques mastered in Art I , Art II, and Art III	12
II.	Research and Analyze the Works of Well-Known Artists as to the Art Media Selected	2
III.	Present a Universal Concept in a Multimedia Artwork that Demonstrates Knowledge of Technology Skills	4
IV.	Review and Refine Observational Drawing Skills A. Continue to develop a strong sketchbook ethic	Ongoing
 <b>SECOND SEMESTER</b>		
I.	Create a Series of Original Works of Art that Demonstrate Student Understanding of Complex Ideas Such as Personal Style and Direction, Distortion in Photography or Video, or in Painting or Sculpture, Expression of Mood, and the Intent of the Work in the Use of Art Media A. Explore new ways to utilize familiar materials and techniques mastered in Art I, Art II, and Art III B. Use innovative visual metaphors in creating artworks	9
II.	Research the Methods Art Historians Use to Determine the Time, Place, Context, Value and Culture that Produced a Given of Art	Ongoing
III.	Continue to Visit Local Museums, Galleries, and Colleges to Observe Exhibitions A. Analyze and articulate how society influences the interpretation and message of artwork B. Construct a rationale for the validity of a specific work of art, one that falls outside their conceptions of art	Ongoing
IV.	Review and Write About Their Own Works of Art A. Employ the conventions of art criticism in writing and speaking about their own artworks	Ongoing

	<u><b>WEEKS</b></u>
B. Apply various theoretical perspectives to their own work and the work of others in classroom critiques	
C. Construct a rationale for the validity of a specific work of art, one that falls outside their conceptions of art	
V. Research Contemporary Styles and Discuss the Diverse Social, Economic, and Political Developments Reflected in the Artworks Examined	2
A. Analyze and articulate how society influences the interpretation and message of artwork	
VI. Continue to Develop a Portfolio of Works Begun in Art I, for Evaluation, Exhibition and Application	Ongoing
A. Assemble and display objects or artworks as part of a public exhibition	1
B. Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements	2
C. Include written reports, research, critical analysis, and sketchbooks	Ongoing
D. Use evaluation rubrics	Ongoing
E. Include selected works of art	Ongoing
F. Include visual arts career information and research	Ongoing
VII. Careers and Career Related Skills	Ongoing
A. Prepare portfolios of their original artwork for a variety of purposes (e.g., review for post-secondary application, exhibition, job application and personal collection)	
B. Investigate and report on the essential features of modern or emerging technologies that currently affect or will affect visual artists and the definition of the visual arts	2
VIII. Research Contemporary Artists Worldwide Who Have Achieved Regional, National, or International Recognition and Discuss Ways in Which Their Work Reflects, Plays a Role in, and Influences Present Day Culture	2
A. Research the methods art historians use to determine the time, place, context, value and culture that produced a given work of art	

**TEXTS AND SUPPLEMENTAL MATERIALS**

Textbooks are adopted on a five-year cycle that is scheduled for all subjects, including the visual and performing arts. All textbooks are reviewed by all of the Art IV teachers at all of the high schools and they serve as a committee to make the final selection. Each Art IV 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 IV 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 artwork 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 is 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).

**DATE OF CONTENT REVISION:**      September 2001

**DATE OF BOARD APPROVAL:**      November 15, 2001

