COURSE TITLE: Intermediate Art A/B

COURSE NUMBERS: 4173 / 4174

DEPARTMENT: Visual and Performing Arts

PREREQUISITE: Recommend - Introduction to Art or Instructor Approval

LENGTH OF COURSE: One Year

SEMESTER PERIOD OF CREDITS: 5 per semester

GRADE LEVEL(S): 10-12

DATE ADOPTED: August 3, 2004

Meets EUHSD Elective Credit or Fine Arts/CTE Requirement

MEETS UC “f” ADMISSION “f” REQUIREMENT


COURSE DESCRIPTION: Intermediate Art is a continuation of Introduction to Art with more advanced problems in drawing, painting, and design which may include two and three dimensional design, commercial art, and further emphasis in art history and contemporary art trends.
I. INTRODUCTION: Class Syllabus; Rough Draft, Thumb Nail Sketch, and Quick Sketch Techniques
   1.1 Class expectations-code of conduct, due dates, sketchbook or portfolio requirement
   1.2 Rough draft and quick sketch techniques from viewed source
   1.3 Related visual arts vocabulary
   1.4 Individual written critiques

II. DRAWING TECHNIQUES: Lead Pencils
   2.1 Value scale using various pencil leads
   2.2 Drawing from still life or viewed source incorporating value
   2.3 Students set up their art for display
   2.4 Intuitive creative graphite drawing
   2.5 Graphite drawing using textured or treated surface
   2.6 Related visual arts vocabulary and art history
   2.7 Group critique

III. CHARCOAL, PASTEL, CONTE TECHNIQUES
    3.1 Charcoal introduction using vine, stick, and/or charcoal pencil
    3.2 Charcoal pencil on treated surface (Example: gessoed paper, gessoed masonite)
3.3 Conte, charcoal, or pastel life drawing and/or portraiture from life
3.4 Pastel techniques on paper using historical examples (Degas and Lautrec)
3.5 Related visual arts vocabulary and art history

IV. INK TECHNIQUES: Washes, Felt Markers, Pen and Ink

4.1 Ink application using brush, quill, and natural objects (sticks, feathers, etc.)
4.2 Ink application with washes
4.3 Felt marker techniques in correlation to commercial art and fine art with applications on various surfaces. (Example: illustration board, marker paper, drawing paper)
4.4 Related visual arts vocabulary and art history
4.5 Discussion of finished works in comparison to history lesson on 4.1

V. CONTOUR DRAWING: Contour, Blind Contour, Cross Contour, Cross-contour with Color

5.1 Contour drawing from human subjects
5.2 Still life contour drawing with cross-contour
5.3 Cross-contour composition using mixed media (pastel, watercolor, acrylic wash, or collage)
5.4 Related visual arts vocabulary

VI. COLORED PENCIL TECHNIQUES

6.1 Rendering colored pencil basic shapes on black or white paper using single light source from observation
6.2 Cross hatch, layering, burning using various textured papers
6.3 Related visual arts vocabulary
VII. OTHER MEDIA EXPLORATION: Printmaking, Scratchboard
7.1 Related visual arts vocabulary

VIII. COLOR THEORY THROUGH TEMPERA PAINT
EXPLORATION USING COLOR SCHEMES:
Monochromatic, Analogous, Triadic, Complementary,
Tertiary with Hues, Tints, Shades, and Tone
8.1 Rendered tempera paintings incorporating some
of the above schemes in styles of old masters
(Example: Cubism or Impressionism)
8.2 Contemporary abstract painting in tempera
8.2.1 View current contemporary works and
compare/contrast with student’s work
8.3 Related visual arts vocabulary

IX. WATERCOLOR TECHNIQUES AND EXPLORATION:
Masking, Wet into Wet, Lifting, Graded Wash, Salt Sponge,
Direct Painting
9.1 Related visual arts vocabulary
9.2 Study related careers and contemporary
watercolor artists

X. ACRYLIC TECHNIQUES AND EXPLORATION:
Impasto, Palette Knife, Masking, Various Textured Surfaces
10.1 Example: acrylic painting on paper, canvas,
masonite, or illustration board
10.2 Experimental acrylic painting on various
surfaces (Examples: textured gesso surface,
furniture, found objects, paper mache, murals)
10.3 Related visual arts vocabulary

XI. RESEARCH AND RENDERING: Various Media to
Incorporate Mixed Media
2 weeks
11.1 Create artwork using three or more media
(Example: watercolor, pastel, and collage)

11.2 Create mixed media piece derived from
historical/cultural influences

11.3 Related visual arts vocabulary

11.4 Study related art careers incorporating mixed media

XII. AESTHETIC VALUING 2-3 weeks

12.1 Self-critique, use of critique sheets on student projects

12.2 Teacher/student critique (oral and/or written)

12.3 Group portfolio critiques about some or all projects

12.4 Arrange portfolio

12.5 Career exploration and discussion

12.6 Participate in classroom, school, or community display of artwork
### 1.0 ARTISTIC PERCEPTION: Processing, analyzing, and responding to sensory information through the language and skills unique to the visual arts

<table>
<thead>
<tr>
<th>STATE STANDARDS</th>
<th>SUGGESTED CORE CONNECTIONS</th>
<th>SUGGESTED RESOURCES TECHNOLOGY LINKS</th>
<th>SUGGESTED ASSESSMENT</th>
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<tbody>
<tr>
<td>1.1 Students develop perceptual skills and visual arts vocabulary.</td>
<td>1.1.1 Students will research, analyze, and incorporate visual aspects of the environment in their works of art. 2.2, 3.3, 5.1, 5.2, 6.1</td>
<td>Internet research, art history books, and local museums for references <a href="http://www.3d-museums.com">www.3d-museums.com</a></td>
<td>Written and verbal prospectus of project Written critiques kept in student portfolio Student-led group critiques using a rubric</td>
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<td>1.1.2 Students will use the vocabulary set by the Standards of the State Visual &amp; Performing Arts Framework in describing and analyzing their own, fellow student, and other artwork. 1.3, 2.6, 3.5, 4.4, 5.4, 6.3, 7.1, 8.3, 9.1, 10.3, 11.3</td>
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<tr>
<td>1.2 Students analyze art elements and principles of design.</td>
<td>1.2.1 Students will analyze design elements and principles in relationship to their artwork, both in “work-in-process” and end piece of artwork. 2.2, 3.3, 5.1, 5.2, 6.1</td>
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<td>Written reports and critiques (student-teacher, group, and individual) Teachers assess student development through both progression and finished pieces in relationship to the student’s portfolio body of work.</td>
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<td>1.2.2 Students will research and analyze an artist’s instinctive style or movement and incorporate this style or movement in the students’ artwork, changing and combining it with students’ style. 3.4, 8.1, 8.2, 11.2</td>
<td><a href="http://www.3d-museums.com">www.3d-museums.com</a></td>
<td>Student and teacher verbal and written analysis of art work</td>
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<td>1.2.3 Students will be able to analyze historical artworks and what principles and elements were used through knowledge gained on various painting techniques. 3.4, 4.1, 5.1, 8.1, 8.2</td>
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<td><a href="http://www.infoplease.com/ipa">http://www.infoplease.com/ipa</a></td>
<td>Student and teacher critiques using a rubric</td>
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<td>1.2.4 Students will analyze design elements and principles in art movements and where they are evoke a mood or statement and create that same mood or statement in their own original piece. 8.1, 8.2, 12.1, 12.2, 12.3</td>
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<td><strong>1.3 Students understand the impact of media choice.</strong></td>
<td>1.3.1 Students will analyze the materials used by a given artist and describe how materials influence the meaning of the work. 3.4, 4.3, 8.1</td>
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<td>Student and teacher-led class discussions</td>
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<td>1.3.2 Students will experiment using materials in new approaches from influence of contemporary art and incorporate it in their original artwork. 8.2, 11.2</td>
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<td>Student and teacher critique using a rubric</td>
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<td><strong>2.0 CREATIVE EXPRESSION: Creating, performing, and participating in the visual arts</strong></td>
<td><strong>2.1 Students understand the application of skills,</strong></td>
<td><strong>Internet research, Virtual galleries on the internet</strong></td>
<td><strong>Self-critique using a rubric</strong></td>
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<td><strong>2.1.1 Students will experiment using materials in new approaches from influences of contemporary art and</strong></td>
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<td><strong>processes, materials, and tools</strong></td>
<td>incorporate it in their original artwork. 11.2</td>
<td>Use digital cameras and 35 mm cameras to record work for portfolios</td>
<td>Teacher observation</td>
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<td>2.1.2 Students will learn how supplies were made and used in historical pieces and in different cultures. 11.2</td>
<td>Instructional and historical art videos</td>
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<td>2.1.3 Students will learn how to professionally use different media and maintain and store supplies.</td>
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<td>2.1.4 Students will create original artwork incorporating two or more techniques or materials. 11.2</td>
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<td><strong>2.2 Students know communication and expression through original artwork.</strong></td>
<td>2.2.1 Students will understand the importance that key role planning, quick sketches, and thumbnail sketches play in incorporating design elements and principles in finished artwork. 1.2</td>
<td>Internet research using educational and art sites</td>
<td>Presentations of videos, art books, computer slide shows, or oral reports with their artwork</td>
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<td>2.2.2 Students will create original artwork evoking an emotion or mood.</td>
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<td>Validation and self-critique</td>
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<td>Student and teacher critiques using a rubric</td>
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## VISUAL AND PERFORMING ARTS COURSE OF STUDY

### INTERMEDIATE ART

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<td>2.2.3 Student will create a body of original work culminating in a portfolio showing a wide variety of styles and media. 1.1, 2.3, 12.4</td>
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<td>Multi-media presentation of personal artwork</td>
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### 3.0 HISTORICAL AND CULTURAL CONTEXT: Understanding the visual arts in relation to history and culture

#### 3.1 Students understand the role and development of the visual arts.

- 3.1.1 Students will research contemporary artists and movements and see how the technique has changed. 8.2
- 3.1.2 Students will research the impact of the internet, both as a research tool and a painting and drawing tool. 4.1, 11.0
- 3.1.3 Students will study the role of the art design and elements in various careers. 11.4, 12.5

#### 3.2 Students recognize the diversity of the visual arts.

- 3.2.1 Students will describe how time, place, and culture are reflected in artwork. 2.6, 3.4, 3.5, 4.1, 4.4, 8.2
- 3.2.2 Students will identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the artworks examined. 8.2, 10.2,

Internet research
Digital camera use of artwork and preliminary sketches or photos
Photoshop 5.5, 6.0 as tool for manipulating and optional augmentation of preliminary sketches
Optional student floppy disk of design ideas and rough draft manipulation
Paper or group discussion on career connections; both teacher led and student led
Teacher evaluation of tests and written critiques
Student written response to prompts
Group discussions
Oral presentations
### 3.2.3 Students will research old masters in media being studied and discuss and compare what the message the artist was portraying during his/her period. 2.6, 3.4, 4.1, 5.1, 8.1, 11.2

- Internet pictures of old masters
- PowerPoint presentation
- Virtual gallery tours on Internet
- Videos of old masters

### 4.0 AESTHETIC VALUING: Responding to, analyzing, and making judgments about works in the visual arts

#### 4.1 Students learn to derive meaning from visual arts.

- 4.1.1 Students will communicate connections, moods, political references, and social issues portrayed in artwork of masters and own work.

- Virtual gallery tours
- CD ROM of own work

#### 4.2 Students make informed judgments regarding visual arts.

- 4.2.1 Students will be asked to compare, contrast, and evaluate other artists’ work in particular media in each unit presented in style and technique. 2.4, 2.7, 5.5

- Internet research
- Library art books

- 4.2.2 Students will justify their point of view regarding a particular area of artwork. (i.e., do whiteboard presentation, draw diagrams of path of eye in work to focal point) 2.7, 5.3, 12.3

- Internet list of gallery openings and shows

#### Suggested Assessment

- Portfolios
- Student presentation of artwork and analysis
- Essay tests
- Teacher evaluation of written or drawn critiques of work
- Graded oral presentations with props
### VISUAL AND PERFORMING ARTS COURSE OF STUDY

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<tr>
<td>4.2.3 Students will compare and contrast their work in relationship to work of another era. 4.5, 8.2, 12.3</td>
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<td>Written reports or class roundtable discussions with teacher observation/graded</td>
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<td>4.2.4 Students will compare work to local gallery tours they have viewed.</td>
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<td>Written and verbal report accompanied by brochure from gallery</td>
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### 5.0 CONNECTIONS, RELATIONS, AND APPLICATIONS: Connecting and applying what is learned in the visual arts to other art forms and subject areas and to careers

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<th>5.1 Students develop visual literacy.</th>
<th>5.1.1 Students will publicly display original artwork through a variety of means including gallery display, street faire, regional and state fairs, district exhibitions, San Diego Museum of Art, and participating in adult art competitions. 2.3, 12.6</th>
<th>Galleries and competitions listed on the Internet Email with other art educators about display opportunities</th>
<th>Portfolio display of advertisements and publicity of student’s work</th>
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<td>5.2 Students develop career and career-related skills.</td>
<td>5.2.1 Students will prepare portfolios of their original artworks for a variety of purposes. (i.e., college entrance, gallery, self-promotion, and personal collection) 12. 4</td>
<td>CD examples of past students Art colleges professional PowerPoint and video presentations</td>
<td>Portfolio review by teacher and presentation to class</td>
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| 5.2.2 Students will apply what they have learned in visual arts across subject areas. They will develop problem solving, communication, and management of time and resources, which contribute to lifelong learning and career skills. (i.e., door murals of poets in acrylic for English department) | | | Self-assessment of work  
Interdepartmental interface |