COURSE TITLE: Introduction to Art
COURSE NUMBERS: 6121 / 4172
DEPARTMENT: Visual and Performing Arts
PREREQUISITE: None
LENGTH OF COURSE: One Year
SEMESTER PERIODS OF CREDITS: Five per Semester
GRADE LEVEL(S): 9-12
DATE ADOPTED: August 3, 2004

Meets EUHSD Elective Credit or Fine Arts/CTE Requirement

MEETS UC “f” ADMISSION REQUIREMENTS


COURSE DESCRIPTION: Students will be introduced to the many approaches to drawing, composition, painting, and design. Students will learn and refine their skills through focusing on the different elements and principles of art as well as study the masters throughout art history.
COURSE UNITS/TOPICS

AND

ALLOCATED INSTRUCTIONAL TIME

INTRODUCTION TO ART

1.0 INTRODUCTION TO ART A/B
1.1 Course Syllabus
1.2 Behavior Expectations
1.3 Lab Orientation (Seating Charts, Storage Space Assignments)
1.4 Homework, Sketchbook

2.0 GRID DESIGN, ENLARGEMENT
2.1 Left Brain vs. Right Brain Exercises

3.0 BASIC SHAPES
3.1 Cube Construction at different eye levels and shading techniques
3.2 Cylinder construction at different eye levels and shading techniques
3.3 Ellipse construction for cylindrical objects
3.4 Cone construction and shading techniques
3.5 Sphere construction and shading techniques
3.6 Observational drawings from specific lighting setups
3.7 Related Visual Arts Vocabulary

4.0 CONTOUR
4.1 Contour Drawing with opposite hand
4.2 Fabric in contour
4.3 Contour Still Life Composition
4.4 Portraits in Contour with opposite hand, using real student references
4.5 Related Visual Arts Vocabulary

5.0 COMPOSITION
5.1 Rule of Thirds
5.2 Compositional Elements
5.3 Focal Points
5.4 Related Visual Art Vocabulary

6.0 PORTRAITS
6.1 Eyes Construction
6.2 Nose Construction
6.3 Mouth Construction
6.4 Proportion of the Face per Leonardo da Vinci
6.5 Hands Foreshortened per Michelangelo
6.6 Related Visual Arts Vocabulary

7.0 GESTURE 3-4 DAYS
7.1 Gestures in 30 seconds, 1 minute and 2 minutes of students in class holding poses. Each drawing identified by subject.
7.2 Related Visual Arts Vocabulary

8.0 RENAISSANCE ART HISTORY 1 WEEK
8.1 Notes, lectures, slides, and videos reflecting the work of artists during the Renaissance Period. Emphasis will focus on how the artists of this period set the rules of proportion and perspective within their works.

9.0 PERSPECTIVE 3 WEEKS
9.1 Letters in 1-Point Perspective
9.2 Letters in 2-Point Perspective, Upright, Prone, Above and Below Eye Level
9.3 Cityscape in 2-Point Perspective
9.4 Related Visual Arts Vocabulary

10.0 PORTFOLIO PREPARATION AND ASSESSMENT 2 DAYS
10.1 Comparison Essay describing a beginning work and an ending work and improvements made and what one has learned through the process

11.0 COLOR THEORY 10-12 WEEKS
11.1 Color Theory and Vocabulary through related projects
11.2 Color Wheel, Primary, Secondary, Tertiary Colors as well as Tints and Shades
11.3 Simple objects painted to look three-dimensional using complimentary colors for foreground and background
11.4 Monochromatic single item, painted in graphic illustration style
11.5 Analogous Still Life from observation, review compositional rules
11.6 School Landscape from observation in Impressionist style using complimentary colors and no black. Notes, lecture, reading, for skills required for technique.
11.7 Related Visual Arts Vocabulary
11.8 Related Art History

12.0 DESIGN 4-6 WEEKS
12.1 Black and White Graphic Design with Pen and Ink. Repeated pattern and Negative Space emphasis.
12.2 Scratchpoint using colored surface scratching to get white and various tonal values
12.3 Linoleum Block, Limited Edition numbering system
12.4 Silkscreen
12.5 Charcoal, enlarged detail of a part of an object
12.6 Related Visual Arts Vocabulary
12.7 Related Art History, Artists reflecting style and material use
13.0 PRESENTATION OF ARTWORK, MATTING, FRAMING, ETC.  2 DAYS

14.0 AESTHETIC VALUING  1 WEEK
  14.1 Self-Critique, use of critique sheets on student projects. Also to be included; new techniques and vocabulary learned.
  14.2 Group Critiques
### VISUAL AND PERFORMING ARTS COURSE OF STUDY

#### INTRODUCTION TO ART

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<tr>
<td>1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts</td>
<td>Internet research using selected educational sites Subject area periodicals Classroom Resource handouts Various reproductions of historical artworks <a href="http://www.allaboutartists.com">www.allaboutartists.com</a> Project samples</td>
<td>Verbal &amp; Written reflections Critiques-individual, group &amp; by instructor Tests Quizzes Portfolios</td>
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#### Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Students will identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their individual student work.

1.1.1 Students will learn the vocabulary set by the Standards of the State Visual & Performing Arts Framework. 3.7, 4.6, 5.4, 6.6, 7.2, 8.1, 9.0, 11.7, 12.6.

1.2 Students will describe the principles of design as used in works of art, focusing on dominance and subordination.


#### Analyze Art Elements and Principles of Design

1.3 Students will research and analyze the work of an artist and write about the artist’s distinctive style and its contribution to the meaning of the work.

1.3.1 Through visits to local museums, exhibitions, galleries and public installations, the students will research the roles of artists who influence the art world.

Internet research as well as art history books for references www.3d-museums.com www.loggia.com/art/arhistory.html Classroom Handouts. Teachers may assess student development through students’ written analysis of various artwork
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<tr>
<td>1.3.2</td>
<td>Through knowledge gained of compositional rules, the students will be able to analyze artworks and how they are affected by the Principles &amp; Elements of Design. 5.0, 5.1, 5.2, 5.3, 5.4.</td>
<td>Project examples</td>
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<td></td>
<td>1.4 Students will analyze and describe how the composition of an artwork is affected by the use of a particular principle of design.</td>
<td><a href="http://www.worldartistregistry.com">www.worldartistregistry.com</a></td>
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<td>1.4.1 Students will analyze the Principles &amp; Elements of Design and create their own artworks. 4.3, 5.2, 9.3, 11.5, 11.6, 12.1, 12.2. Students will compare and contrast artworks of different periods and styles. 11.8, 12.7.</td>
<td><a href="http://www.sandiego-art.org">www.sandiego-art.org</a></td>
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<td>1.4.2 Students will analyze the Principles &amp; Elements of Design by writing critiques for their artworks and others. 14.0, 14.1, 14.2.</td>
<td><a href="http://www.lacma.org">www.lacma.org</a></td>
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<td>1.5 Students will analyze the materials used by a given artist and describe how its use influences the meaning of the work.</td>
<td><a href="http://www.moma.org">www.moma.org</a></td>
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<td>1.5.1 Students will explain how the use of specific media conveys ideas or expressive content in his or her own work as well as known works of art.</td>
<td><a href="http://www.photostogo.com">www.photostogo.com</a></td>
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<td>1.6 Students will compare and contrast similar styles of artwork done in electronic media with those done in traditional visual art materials.</td>
<td>Newspaper-internet</td>
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<td>1.6.1 Students will select three artworks with similar subject matter and use the appropriate vocabulary to discuss them.</td>
<td><a href="http://www.sacbee.com">www.sacbee.com</a></td>
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<td></td>
<td>Impact of Media Choice</td>
<td><a href="http://www.emonline.com">www.emonline.com</a></td>
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<td><a href="http://www.gett.edu/research/tools/digital">www.gett.edu/research/tools/digital</a></td>
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<td>2.0 Creating, Performing, and Participating in the Visual Arts.</td>
<td>2.1 Students will solve a visual arts problem that involves the effective use of the elements of art and principles of design. 2.1.1 Students will develop skills in understanding drawing and painting techniques through use of a variety of media. 2.0, 3.0, 4.0, 6.0, 7.0, 9.0, 11.0, 12.0. 2.2 Students will prepare a portfolio of original two and three-dimensional artworks that reflects refined craftsmanship and technical skills. 2.3 Students will develop and refine skills in the manipulation of digital imagery (either still or video). 2.3.1 Students will use digital imagery to enhance drawing skills and aid in reference materials to compositions as well as document work. 2.4 Students will review and refine observational drawing skills. 2.4.1 Students will create projects that employ materials, concepts and styles studied. 2.4.2 Students will refine observational drawing skills through still-lifes, landscapes and figure drawing.</td>
<td>Project Examples. Digital Camera. Slides. Project Examples. Teachers use “Drawing on the Right side of the Brain” by Betty Edwards to scaffold students’ aptitudes of drawing to a higher ability.</td>
<td>Created artworks Demonstrate quality work ethic Demonstrate high-level artistic discipline Participation and Attendance Self critique by rubric Portfolio</td>
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<td><strong>Skills, Processes, Materials, and Tools</strong></td>
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<td><strong>Communication and Expression Through Original Artwork</strong></td>
<td>2.5 Students will create an expressive composition, focusing on dominance and subordination.</td>
<td><a href="http://www.lacma.org">www.lacma.org</a> <a href="http://www.moma.org">www.moma.org</a></td>
<td>Critique Sketchbooks</td>
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<td>2.6 Students will create a two or three-dimensional artwork that addresses a social issue.</td>
<td>Websites to see how contemporary artists have addressed various social issues.</td>
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#### 3.0 Understanding the Visual Arts in Relation to History and Culture

**Role and Development of the Visual Arts**

- **3.1 Students will identify similarities and differences in the purposes of art created in selected cultures.**
  - www.allaboutartists.com
  - www.huntington.org
  - www.chinapage.com

- **3.1.1 Students will learn about Renaissance artist and understand the relationship and role they played towards today’s art standards.**

- **3.1.2 Students will discuss stylistic trends in contemporary American Art as it reflects to diverse cultures.**

- **3.2 Students will identify and describe the role and influence of new technologies on contemporary artwork.**
  - www.emonline.com
  - www.milliondollarart.com

- **3.2.1 Students will examine careers in the Visual Arts and the influence of new technologies.**

**Diversity of the Visual Arts**

- **3.3 Students will identify and describe trends in the visual arts and discuss how the diverse issues of time, place, and cultural influence are reflected in selected artworks.**
  - Various reproductions of historical artworks
  - www.wwar.com

- **3.3.1 Students will be able to identify genre, the perception of values inherent to familiar scenes in art.**

*Use websites like Disney.com, Pixar.com and Apple.com to discuss their relationship and development and partnership*

*Refer to the art history section of this website for students to learn about visual trends and cultural influences.*

*Class discussions, written summaries*
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<td>3.3.2 Students will participate in class discussions of varied approaches to painting throughout art history. 11.4, 11.5, 11.6.</td>
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**Diversity of the Visual Arts**

3.4 Students will discuss the purpose of art in selected contemporary cultures.

3.4.1 Students will compare various art pieces and discuss how art defines cultures and how their own art defines their culture.

- www.moma.com
- www.mopa.org
- Websites to see interdependent relationship of society and art.

Teachers use written summaries and class discussion to assess student development.

**4.0 Responding to, Analyzing, and Making Judgements About Works in the Visual Arts**

4.1 Students will articulate how people’s personal beliefs, cultural traditions, and current social, economic, and political contexts influence the way they interpret the meaning or message in an artwork.

4.1.1 Students will discuss and analyze “What is Art?” and what is “good/successful” art.

4.1.2 Students will identify the differences between preference and judgement.

4.1.3 Students will discuss whether talent is learned, or a gift?

4.1.4 At the end of each semester students will provide written analysis of their own portfolio works. 10.1.

- www.artcyclopedia.com
- www.photostogo.com
- www.sandiego-art.org

Refer to these websites to see exemplary successful artwork for inspiration.

Writing
Self evaluations
Essays
Teachers show before and after works of various artists for class discussion.

4.2 Students will compare the ways in which the meaning of specific artwork has been affected over time due to changes in interpretation and context.

- www.metmuseum.org
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<td><strong>Make Informed Judgments</strong></td>
<td>4.3 Students will formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after weighting the views of others.</td>
<td>Video of Restoration Process of the Sistine Chapel. Refer to articles from <em>US News</em> and <em>World Report</em> (official website of…) to address various arguments.</td>
<td>Discussion and Summary essays Critiques Individual critiques</td>
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<td>4.3.1 Students will discuss, “Should the Mona Lisa be restored? What if she is really wearing a pink dress?” 8.1</td>
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<td>4.3.2 Students will discuss, “Do you think that the Sistine Chapel Restoration was a controversial issue, why, or why not?” 8.1.</td>
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<td>4.4 Students will articulate the process and rationale for refining and reworking one of their own artworks.</td>
<td>Student project examples as well as historical artwork reproductions</td>
<td>Group discussion and related projects</td>
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<tr>
<td>4.5 Students will employ the conventions of art criticism in writing and speaking about artworks.</td>
<td><a href="http://www.artcyclopedia.com">www.artcyclopedia.com</a></td>
<td>Class discussion Critiques</td>
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<td>4.5.1 Students will discuss, “Compare photorealism to abstract art. Which is harder to make?” 11.4, with emphasis on artist Chuck Close.</td>
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<td><strong>5.0 Connecting and Applying What is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers</strong></td>
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### Connections and Applications

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<td>5.1 Students will design an advertising campaign for a school theatre or dance production, creating images that represent characters and major events in the production.</td>
<td>Media-periodicals-advertisements</td>
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<td>5.1.1 Students will learn the effects of color and apply their knowledge to advertisements. 11.0-11.8.</td>
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<td>5.2 Students will create an artwork that communicates a cross-cultural or universal theme taken from literature or history.</td>
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<td><a href="http://www.art-site-online.com">www.art-site-online.com</a></td>
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### Visual Literacy

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<td>5.3 Students will compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.</td>
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<td>5.3.1 Students will write about a current art exhibit and compare their writings to the media.</td>
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<td>5.3.2 Students will discuss, “What are the concerns of an art curator?” Students will be given the opportunity to participate in the selection of artworks for exhibits. 13.0</td>
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<td>5.4 Students will demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aestheteian).</td>
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<td><a href="http://www.metmuseum.org">www.metmuseum.org</a>, <a href="http://www.lacma.org">www.lacma.org</a></td>
<td>Written and oral evaluation Discussion</td>
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