SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL

SECTION A. COVER PAGE

1. **Course Title: Studio Art**	7. **Action** ☐ New Course ☒ Course Revision ☐ Title Change Only
2. Date Submitted:	8. **Grade Level** ☐ 9 ☐ 10 ☒ 11 ☒ 12
3. Transcript Title/Abbreviation(s) **Art 3**	**9. Prerequisites** (Please list.) ☒ Required Art ! and Art 2 ☐ Recommended
4. Transcript Course Code/Course Number : 6160	**10. Seeking Program Distinction?** ☒ YES (Check one below.) ☐ NO ☒ Honors ☐ AP ☐ Other
5. Subject Area 2D Visual Arts	11. **Is this a CTE course?** ☐ YES ☒ NO **If YES, complete Section C**
6. **Department** Visual and Performing Arts	12. **Previously approved by UC?** ☒ YES ☐ NO Year approved 2013-2014 Year removed
13. UC ELIGIBILITY **Already eligible?** ☒ **YES** ☐ **NO** **a** ☐ **b** ☐ **c** ☐ **d** ☐ **e** ☐ **f** ☒ **g** ☐ **Proposing eligibility?** ☐ **YES** ☐ **NO** **a** ☐ **b** ☐ **c** ☐ **d** ☐ **e** ☐ **f** ☐ **g** ☐ Please mark one for approved eligibility or proposed eligibility.	14. **Unit Value/Course Credit/Length of Course** ☐ 0.5 (semester or half-year ☒ 1.0 (one year equivalent) ☐ 2.0 (two-year equivalent) ☐ Other
15. School Contact: Name:Audrey Brown Phone:(510) 618-4600 ext 2102 Email:abrown@slusd.us Position:Teacher	
16. Signatures: Department Chair Principal:	**DISTRICT OFFICE USE ONLY** **Date approved by Board Curriculum Committee** 1-6-15 **Date approved by Board**

SECTION B. COURSE CONTENT

17. Course Description

The Studio Art program closely follows the AP Studio 2D art course, as described by The College Board. This program makes it possible for highly motivated high school students to do outstanding high school or college level work. Students will create a portfolio reflecting excellence in high school level art. Students will create a series of four to six artworks based on the requirements of the Concentration section of the AP portfolio, but will use slightly different rubrics for assessment.

The Breadth section will be identical to the AP Studio Art 2D portfolio: instructor Stwill provide assignments and technical guidance for 12 images that reflect craftsmanship, concept and composition. Particular attention is paid to expression using the Elements and Principles of Art & Design. Students will be expected to use analytical thought, to compare and contrast various art styles and to communicate effectively through critical analysis critique of their own work and the work of others.

18. Course Goals and/or Major Student Outcomes

The goal is for each student to complete a portfolio that is either a preparation for taking AP Studio Art 2D the following year, or for college entrance , merit scholarship, or for the student's own growth as an artist. The objectives are to make sure each student is able to create the required number of artworks in a way that demonstrates excellence to the best of that student's ability in a highly rigorous academic environment.

19. Course Objectives (standards)

Visual and Performing Arts - Advanced Level of Achievement

1.0 Artistic Perception : 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 .

2.0 Creative Expression: Students create original works of art of increasing complexity and skill that reflect their feelings and points of view.

3.0 Historical and Cultural Context : 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 the visual arts.
4.0 Aesthetic Valuing: Students analyze, articulate, assess and derive meaning from works of art, including their own, according to the Elements and Principles of Art & Design and aesthetic qualities.
5.0 Connections, Relationships, Applications: Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

20. Course Outline

The course follows the Breadth section of the AP Studio art program with some exploration of individual concepts, created in a series of works over time . Student work demonstrates each student's technical ability and conceptual thinking in an original art work. Sketchbooks and process are an important part of development. A minimum of 12 assignments are given addressing problem solving in the Elements of Art and Design. Each assignment reflects student connection, whether it is personal, environmental or societal.
Four to six images expressing development of original concept, technical expertise and compositional complexity are completed by the student, as well. Class critiques, field trips, exhibitions and community outreach are an important part of the class experience.

21. Instructional Materials:

Board approved required text

Supplementary materials

New American Painting magazine, Instructional Videos, digital tools including Wacom tablets and additional notebook style computers which can be used for digital drawing
Variety of art supplies and support surfaces to create a true variety of media experiences for the AP 2D art portfolio.

This includes charcoals, pastels, high quality color pencils, brushes, watercolor, high quality watercolor and drawing paper, high quality paints, canvas and boards, printers and printing inks for 2d digital work, computers with high functioning graphic programs , high resolution cameras, storage for high resolution images, tripods, appropriate lighting, access to online portfolios, presentation boards and frames for exhibits and for shipment to the College Board at the appropriate time.

22. Key Assignments

12 Breadth assignments

1. summer assignment- Draw or photograph a bicyle or machine part – shows emphasis and scale
2. Landscape – urban and local- use of deep space perspective to create visually intriguing photos or drawings of local landscapes.
3. Repetition and variety- Students create an art piece using a variety of shapes and media , objects and techniques. The objective is to show mastery of composition and variety within a subject such as shape or a natural form
4. Reflective surface – Students draw, paint or photograph an object which has reflective qualities. Texture , contrast and emphasis are addressed.
5. Interior Perspective- Ability to create deep space is explored with pen and ink, paint or photography.
6. Expressive Portrait – Use of extreme color or extreme expression to create an emotional and realistic face with a figure ground relationship and Emphasis.
7. Figure Ground and Emphasis- Students look for juxtaposition to create meaning by combining a realistic object , man made or natural, against a patterned or existing background

8 . Distorted Figure- Students experiment with the use of scale and distortion to create a figure in any 2D medium, with a background

9 .Drapery and Object – Students explore classic drapery for form and value. Objects serve as areas of Emphasis.

10. Text/Gesso Social Statement- A gessoed surface is used with gel transfer photograph, through the lens of a student selected issue. Repeated text , saturated with gesso, forms the pattern for the background, and at least 3 images central to the issue are used in the composition.

11. Compositional pull apart- A reference picture from the student's own photo, or more famous art piece, is cut apart , repeated and reassembled to create a new composition with new emphasis. Concepts of designing by the grid, layout inserts, etc. are put into visual effect

12.Identity piece- relating to the student artist's voice and concerns. Reflecting inquiring into past or present cultural influences

Concentration: As stated in the College Board poster and website:
" Demonstate an investigation and process of discovery"
" 12 images"

The student must develop these 12 pieces on his or her own, with guidance from the teacher and input from the class.

23. Instructional Methods and/or Strategies

Inquiry through research, online or other research directly related to art, history and issues that are meaningful.
Mandatory field trip to art galleries in San Francisco.
Mandatory Portfolio Day reviews with colleges. Local art schools will present to students on a regular basis.
Also required: Full participation in final art show and reception, and entering at least one competition per school year.

24. Assessment Methods and/or Tools

Regular and frequent formative assessments in the form of student critique , individual help from teacher.
All assessment rubrics can be found on the college board webpage www.apcentral.collegeboard.org

25. Grading Policy

Grades will be based on rubrics rather than checklists. Standards will be set through exemplars as well as through close individual instruction and discussion. Grades will focus on excellence in craftsmanship, creativity and composition, as well as reflection and participation. Grades will be entered during the formative process as well as the summative process.

SECTION C

26. Context for Course (optional)

REQUIRED FOR CTE COURSES

NOTE: In order to understand the context for a new course, sometimes it is helpful to understand the broader educational program and/or reform efforts of the school. How does this course fit into broader departmental and/or pathway structure? How does it fit into the overall school restructuring plans? Is the course intended to be a core course or supplemental? What are the student/school/community needs met by this course?

27. History of Course Development (optional)

REQUIRED FOR CTE COURSES

NOTE: Likewise, it is sometimes helpful know the origins of a course and who was involved in its development. Was this course modeled after another course at another school? If so, is that course UC approved? How does the course being submitted differ from the course after which it was modeled? Has this course received any special recognitions, designations or awards? Has it been articulated to local community colleges or universities?