SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL

SECTION A. COVER PAGE

1. **Course Title: Advanced Drawing and Painting**	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 2**	9. **Prerequisites** (Please list.) ☒ Required Art 2 ☐ Recommended
4. **Transcript Course Code/Course Number :** 6150	10. **Seeking Program Distinction?** ☐ YES (Check one below.) ☒ NO ☐ Honors ☐ AP ☐ Other
5. **Subject Area** Art	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:Diane Dove Phone:(510) 618-4600 ext 2104 Email:ddove@slusd.us Position:Teacher	
16. **Signatures:** Department Chair Andy B Fox 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

This course meets UC/CSU A-G requirements. This course is designed for students who have completed Drawing and Painting I, Video Production, Sculpture, Fashion, Graphics, or, Digital Photography and want to further develop their artistic skills. Exploration of fundamentals of the elements of design are explored in depth through a wide range of two dimensional art materials. A strong emphasis on cultural and historical context is examined as students embark on an independent focus of both professional and fine art career paths. A broad variety of materials will be used to express individual interpretation.

18. Course Goals and/or Major Student Outcomes

Students will come away with a portfolio of work that will preparethem for success in AP art or in any lower division college artcourse. Students will have gained experience in technical andpractical art methods used in fine art as well as commercial art.Students are expected to maintain a sketchbook that is used both inand out of class. Students will gain comfort and ease in using a widevariety of materials and methods of use for expression of ideas andconcepts. Students will participate in an exhibit or show of theirwork at some time during the course.

19. Course Objectives (standards)

This course is aligned with the National and California State ContentStandards in Visual Art: Aesthetic Valuing, Historical and CulturalContext, Technical Craftsmanship, Artistic Perception, and PersonalDevelopment. Students will be able to talk about art using appropriatevocabulary and art terms, students will be able to write about artusing vocabulary and art terms appropriately. Students will have anunderstanding of visual symbolism and be able to interpret meaning from a variety of sources.

20. Course Outline

UNITS:
1. Development of Value and Form in Rendering
2. Drawing
3. Painting
4. Charcoal
5. Perspective, still life, and other mediums.
6. Conceptualized interpretation of visual representations
7. Investigation into historical and cultural content in the arts,

21. Instructional Materials:
Board approved required text
Exploring Visual Design, Davis, Third Edition
The Visual Experience, Davis, Third Edition

Supplementary materials

Magazines and art videos

22. Key Assignments
Self portrait
examination of scalE
creating a personal focus strand
2 point perspective
collage
mixed mediums
relief printmaking,

23. Instructional Methods and/or Strategies

Draw along
sketchbook development
teacher modeling

textbook references
live drawing from nature and peer models
still life set ups

24. Assessment Methods and/or Tools

Teacher Observation
Completion of Portfolio Assignments
Sketchbook
Daily warm-ups
Peer critiques
Teacher and students will use a rubric specific for each assignment in the portfolio.

25. Grading Policy

Students will be graded on their ability to follow the lessons and take risks in the expressive nature of their chosen materials. Students are evaluated and given feedback individually and in small group critiques. Rubrics and grading scales are adjusted to individual students needs based on IEP , 504 plan or any other pertinent educational data.

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?