SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL

SECTION A. COVER PAGE

1. Course Title: Introduction to Art	7. **Action** ☐ New Course ☑ Course Revision ☐ Title Change Only
2. Date Submitted:	8. **Grade Level** recommended for 9th grade ☑ 9 ☑ 10 ☑ 11 ☑ 12
3. Transcript Title/Abbreviation(s) Introduction to Art	**9. Prerequisites** NONE ☐ Required ☐ Recommended
4. Transcript Course Code/Course Number : 61309	**10. Seeking Program Distinction? NO**
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
13. Course proposed to meet UC requirement: a☐ b☐ c☐ d☐ e☐ f☐ g☐ ☑ N/A	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/Anne Garvey Phone: 510 6184600 ext 2102 Email: Position:	
16. Signatures: Department Chair A. BROWN. Audrey B Brown Principal Site Leadership/Curriculum Committee Chair: Other:	**DISTRICT OFFICE USE ONLY** **Date approved by Curriculum Council** _____ **Date approved by Board** _____

SECTION B. COURSE CONTENT

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17. Course Description

Intro to Art is a one-semester class designed to be an exploration of visual art for the beginner. Projects include 2 Dimensional and 3 Dimensional fine art and design. Students will develop basic art techniques through the use of a wide variety of materials. Students will also be introduced to an array of historical and contemporary artists and designers, and become familiar with current career paths in art.

18. Course Goals and/or Major Student Outcomes

Upon completion of this course, students should be able to identify the basic elements of art and design such as value, form, contrast, and scale. Students will develop artistic skill in drawing, paint, printmaking, and sculpture through the creation of a variety of projects using different types of media. In addition, students will gain an understanding of past and present artistic practice, and be able to make informed judgments about artwork through analysis and reflection.

19. Course Objectives (standards)

Artistic perception: Students will be able to analyze and respond to visual art using language specific to the content including the elements of art and principles of design.
Creative expression: Students will be able to apply artistic skills using a variety of media including paint, charcoal, cutting tools, and printing materials. Students will communicate intent and meaning in their work.
Historical and cultural context: Students will be able to identify and describe cultural influences in selected artwork, and analyze the development of visual art in the past and present.
Aesthetic valuing: Students will be able to respond to the artwork of others and make informed judgments regarding aesthetic value (in their own and others' artwork).
Connections, relationships, applications: Students will be able to form connections and apply learning to other subject areas such as geometry, English, and history. Students will also demonstrate an understanding of a range of current career possibilities in that directly relate to visual art.

20. Course Outline

Units:
• Color and value: use drawing materials and paint to create a range of values and colors; identify tints, shades, and tones; and explore color relationships.
• Positive and negative space: identify positive and negative space in artworks, and create balance in designs.
• Line and form: use 2D and 3D methods to explore line in a variety of artworks.
• Create form in sculptural designs using line as the predominant design element.
• Composition: practice a variety of drawing techniques including perspective, scale, and shading to create depth on a 2D surface.
• Repetition: use printmaking techniques to create repetitive designs and patterns that reflect ethnic and cultural background.
• Collaboration: form small groups (design teams) and develop, design, and create a collaborative large-scale structure.
• Narrative: develop characters, setting, and storyline within a short comic book or graphic novel.

21. Instructional Materials:

Board approved required text
Exploration in Design

Supplementary materials

Teacher-selected Books (art history, etc.), magazines, films, educational art websites, images, and posters.

22. Key Assignments

• Color field painting: using a limited palette, students will create an abstract painting with a wide range of tints, shades, and tones.
• Notan: students will create a cut paper design with a balance of positive and negative space in both black and white as well as contrasting color.

• Line sculpture: using paper, students will create a 3D representation of text in the style of Ed Ruscha. Students will also create sculptures of objects using wire in order to combine line and form.
• Drawing: after practicing basic representational drawing skills, students will draw an artwork that uses perspective and scale to create the illusion of depth.
• Collaborative sculpture:
• Comic book

23. Instructional Methods and/or Strategies

A variety of instructional methods are used to serve the needs of all students, including: visuals, demonstration and modeling, structured group work, and individualized instruction. These strategies are designed to accommodate all learning styles.
Accommodations and modifications are provided for students in alignment with their IEPs. Examples include the use of support materials (templates, etc.), allowed physical movement, shortened assignments, etc.

24. Assessment Methods and/or Tools

A variety of instructional methods are used to serve the needs of all students, including: visuals, demonstration and modeling, structured group work, and individualized instruction. These strategies are designed to accommodate all learning styles.
Accommodations and modifications are provided for students in alignment with their IEPs. Examples include the use of support materials (templates, etc.), allowed physical movement, shortened assignments, etc.

25. Grading Policy

Grades are calculated using a point system for each assignment. Assignments include daily warm ups, class exercises and participation, completed artwork, and written reflections. Every unit will include a rubric outlining expectations and point delineation.

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?

This course was renamed to Creative Art to qualify for UC a-g eligibility in 2013-2014. It is currently UC eligible. The content of the Creative Art course and the student outcomes for this course have always been that of a semester course—Introduction to Art. This course proposal is a name change and course revision to current Creative Art.