SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL

SECTION A. COVER PAGE

1. **Course Title:** **Drawing & Painting 1**	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 1	**9. Prerequisites** (Please list.) ☐ Required ☐ Recommended ☒ NONE
4. Transcript Course Code/Course Number : 6140	**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:Audrey Brown Phone:(510) 618-4600 ext 2102 Email:abrown@slusd.us Position:Teacher	
16. Signatures: Department Chair Audrey B Brown 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, based on National and State standards, is a beginning art class with an emphasis on Art Fundamentals of Drawing and Painting. Course content involves investigation of the Elements of Art (Line, Shape, Form, Space, Texture, Value, Color) as well as the Principles of Art (Balance, Emphasis, Unity, Pattern, Movement & Rhythm). Students of all levels and abilities will have an engaging experience in Aesthetic Perception , Creative Expression, Historic and Cultural Context, Aesthetic Valuing and Connecting/ Applying Learned Art Knowledge towards careers in the Arts. Common Core practice and 21st century learning skills are deeply embedded in the curriculum. Students will learn through a rich practice with a variety of art tools and materials, video clips, internet research, textbooks, collaboration and direct teacher instruction

18. Course Goals and/or Major Student Outcomes

Students will be able to understand and use the Elements and Principles of art to solve Design Problems. Students will be able to use Creative Expression with some degree of craftsmanship, composition and concept. Students will connect with the importance of Art & Design in the 21st Century, with understanding of cross cultural and cross curricular influence.

19. Course Objectives (standards)

AESTHETIC PERCEPTION: (analytic and metacognitive skills) Students will recognize and discriminate among the visual characteristics of design elements, will understand and observe how the design principles are applied in composition, observe how objects and things look differently under varying conditions such as light, position, and motion, recognize and categorize visual and tactile characteristics in our environment.

CREATIVE EXPRESSION: (personal qualities, cognitive and metacognitive skills) Students will use drawing and painting techniques to organize and depict ideas, feelings and moods, create a well organized design applying the proper and effective use of design elements and principles as well as techniques in a variety of media. ;

HISTORIC AND CULTURAL CONNECTION: (fundamental knowledge). Students will be able to identify, make personal connections and discoveries in the realm of cultural and historic themes. They will be able to describe a variety of visual art forms using the basic visual arts vocabulary, recognize and identify certain works of individual artists in contemporary and historic times with a world wide lens.

AESTHETIC VALUE AND JUDGEMENT: (fundamental knowledge, thinking skills, personal qualities). Students will use design elements to describe works of art, nature and our environment as well as understand how the elements are organized and used to create a criteria for artistic judgement. Students will be able to identify specific art media and processes, describe and identify certain concepts, moods, feelings and motifs in art. They will be able to talk about design elements when describing aesthetic characteristics in works of art, commerce ,nature and the environment. They will be able to distinguish the differences in artistic styles and techniques. They will be able to see and to verbalize 21st century standards such as appropriation, juxtaposition and social justice .

CONNECTIONS: (personal qualities, fundamental knowledge). Students will know how to connect and apply learned knowledge and experiences to other art forms in the community and in art related careers. They will attain art literacy to connect relate and apply art knowledge and skills to everyday life. They will be able to connect and apply appropriate art technology to art related and non art related careers, and explore careers or occupations requiring further art education and training..

20. Course Outline

UNITS:
Drawing- Line, Shape& Form, Value, Space and Color

Composition – Positive/Negative Space, Emphasis, Pattern, Balance, Unity,

Movement. Composition in the works of such artists as Romare Bearden, Picasso, Bettye Saar, Raymond Saunders and other historic and contemporary artists

Perspective – Study of linear, atmospheric, interior and exterior perspective. Extensive use of measurement, common language of art and geometry.

Portrait and Figure. Study of shape, form, proportion, value and texture in traditional and non traditional techniques. Compare the artwork of Kehinde Wiley, Chuck Close , Hung Liu and Frida Kahlo and others.

Landscape and other forms in Nature and in Urban Settings.: Pastel, Watercolor, Tempera techniques explored. Observation in natural settings whenever possible.

Color and Design – Study and Application of Color Theory. Color wheel, primary, secondary, intermediate, monochromatic, complementary color combinations. Saturated and low saturation color.

Observational Drawing – Careful observation, depiction, composition in still life of every day objects
Meaning, Intent and Statement through Creative Expression.

Research , Historic and Contemporary Artists representing variety of cultures and artistic intent.

21. Instructional Materials:
Board approved required text
Exploration in Visual Design

Supplementary materials

Magazines, selected youtube, video clips and podcasts, books, magazines related to art history and contemporary art

22. Key Assignments
Basic shapes with 7 values, cast and form shadow: Materials: pencil , charcoal, pastels.
Students observer the study of light's effects on form
Week one: Students create a value scale using 5 to 10 values from light to dark
Through demonstration and direct observation,students apply value to the basic shapes, in order to create form in progressive formative works.

Week 2: Students will create a drawing using shapes with at least 7 values, a background , form shadows and cast shadows in a summative artwork, using pencils and charcoals.
Connections, Career and community: students design a product for a community need using only basic shapes and shading . (example: playground)
Standards 1.1 Identify and use principles of design
2.1 Solve a visual arts problem
5.2 Create a work of art that communicates a cross cultural or universal theme

2. Facial anatomy, shading and value:
Materials: Pencil, eraser, shading sticks, charcoal, color pencil
Week 1: Building on prior knowledge, students will learn and practice proportion of the human face, and individual features, such as eyes, nose, mouth etc. Starting with teacher demonstrations, students will practice using value and proportion. Handouts specific to anatomy , video clips shown, Reference to historic and contemporary artists of Latin American, European, African and Asian descent will be used for inspiration. Powerpoints have been created using portraits of Hung Liu, Diego Rivera, Kehinde Wiley, and Chuck Close as examples of inspiring contemporary portrait artists. Student work from past semesters will be shown as exemplars.
Final project will be creating a face from observation or original photo , with personal meaning and / or message of social statement.
Connection to Larger Community: Student exhibition of art in which family members, and other community leaders are invited to artists' reception.
Standards: 2.4 Review and refine observational drawing

3. Observational Drawing: Color Pencil or paint.
Careful observation, composition, shading and texture ofeveryday objects, individually and grouped
Week one.: Students research still life portrayal in 17TH century art and in contemporary American art. Various objects are sketched , and observed from different angles.
Standard 3.1 Identify similarites and differences in the purpose of art in selected cultures
Week 2: Studentss pick a personal object to observe and portray in 3 different views or sizes.
Standard 2.5 Create an expressive composition focusing on dominance and subordination
Week 3 : Extended:
project may be a formal still life in any medium, a study influenced by the style of a recognized artist, or an original juxtaposition that creates new meaning from unexpected groupings of objects.
Standard 1.5 Analyze the material used by a given artist
Standard 2. 1 Solve a visual arts problem involving the effective use of design

4. Perspective: Using constructed formulas, students will demonstrate ability to create deep space on a 2D surface. Construction of interior space, outdoor space , 1 point and 2 point perspective will lead to a finished representative or surrealistic art piece showing resolution of deep space art problems.
Week one: Introduce Vocabulary : Horizon Line, Vanishing Point
Drawing along with instructor, students construct boxes and roads in one point perspective. Students may choose to create a landscape study, an exterior of a building,or an interior design for a room in a house as a summative project.
Standard 1.4 Analyze and demonstrate how the composition of a work of art is affected by use of a particular principle of design.

Week two and three: Video clips of 2 pt perspective. Drawing along with teacher, students learn to construct a city block . Students will then create their own fantasy or realistic urban scene or small town, in 2pt perspective.

Connections: architecture, interior design, city planning.

Standard 3.1 Investigate universal concepts, such as space, in works of art from diverse culutres.
Standard 4.4 Apply various art related perspectives to th

5. Color combination painting: Materials :watercolor or other paint.
Week 1: Formative assignments:Students will create a color wheel, which will be used as a tool for understanding color concepts such as : Monochromatic, Complementary, Split Complementary, Primary, Secondary and Intermediate Color, Warm and Cool Colors .
Summative assessment projects: Painting project will involve demonstration of use of two or more of these color concepts in an original art piece, which may be demonstrated as a variety of textile designs. Another option is to repeat a drawing in different color concepts to show different effects after viewing the work of Josef Albers and color field painters of the 1960's.
Connections: home design, fashion design, psychological effects of color.
Standard 1.4 Analyze and describe how the composition of a work of art is affected by the use of color in design
Standard 2.1 Create original works of art of increasing complexity and skill

6. Art Research project: Utilizing library skills and internet data base, students will pose a question about an art theme and answer it through collaborative group work and individual research. The summative form may be in an illustrated essay, a power point , a poster, a handmade book or other art piece that makes a statement about the topic. Guided critiique and reflection resulting in iterations of deeper meaning are a crucial part of the research for the culminating project.
Week 1 : Students pose an art related question and look for the answer by researching various artists.Students will make visual notes as well as use art vocabulary to further define their line of inquiry. Students will be introduced to various eras and styles through video clips and museum websites.
Standard 1.3 Research and analyze the work of an artist and write about the artist's distinctive style.
Week 2: Students will develop a set of criteria with the intent of answering questions about a particular artist in comparison, or an in-depth study. Student groups will compare their criteria and fine tune a map for their projects. Research time will be allotted in class and required outside of class as well.
Standard 3.4 Utilize methods that art historians use to determine time, place, context, value and culture that produced a given work of art
Week 3: Students will create their project in one of the suggested summative forms.
Standard 2.2 Plan and create works of art that reflect complex ideas
Week 4: Students will present their projects to the class . Community members will be invited to the presentation. Students will vote on a select number of pieces to go on the school website.
Standard 2.3 Assemble and display objects or works of art as part of a public exhibittion.

23. Instructional Methods and/or Strategies

Differentiated Instruction, Visuals posted in Room, Tech carts, student access to computers for reference

24. Assessment Methods and/or Tools

Formative Assessments include Check for Understanding, Rubrics for Self Assessment, Rubrics for Collaborative Learning, Rubrics and Checklists for Individual Assessment.
Summative Assessment: Authentic assessment based on Portfolio Growth

25. Grading Policy

Grades will be posted at the end of each project on ABI.
Whenever possible a checklist and rubric system will be utilized, in order to ensure student understanding and improvement. Rubrics will be keyed to accomplishment, not what the student was unable to do. ABI will clearly reflect the range of percentage for grades, which is up to the individual teacher. Participation and regular on-time attendance are an important part of this class. All assignments must be attempted by the student in order to pass. Make up work will be allowed up to one week before grades are due.

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?