

**TAMALPAIS UNION HIGH SCHOOL DISTRICT**  
**Larkspur, California**

**Course of Study and Unit Plans**

**HONORS DRAWING AND PAINTING 4-5**

**I. INTRODUCTION**

Honors Drawing and Painting 4-5 is a year-long course (two consecutive semesters) of in-depth focus in the art of Drawing and Painting and related materials. This course is offered at all of the District's schools as part of a 4 year sequential program in Drawing and Painting, beginning with Art Explorations/Drawing and Painting 1, Drawing and Painting 4-5 and continuing on to 6-7 or A.P. 2D and/or Drawing. This course is intended for students who want a challenge above the expectations of Drawing and Painting 4-5 and want a good preparation for the option to take A.P. Studio Art the following year. The outcomes of this honors course follow the expectations of Drawing and Painting 4-5 with additional projects and more in-depth work aligned with the A.P. Studio Art program. The overall goal of this course is for the student to think about him/herself as an artist."

This course addresses the following Tam 21<sup>st</sup> Century goals:

Acquire, manage and use knowledge and skills

Think critically and creatively

Practice self-directed learning, decision making and problem solving

Pursue individual goals and aspirations

Develop skills needed for effective teamwork

**II. STUDENT LEARNING OUTCOMES AND STATE STANDARDS**

A. Students will do some/most of the following:

1. Demonstrate technical mastery with increasing complexity in completion of artwork using the following techniques: Painting (acrylic painting, watercolor, tempera) Drawing (charcoal, graphite, pen & ink, pastel), printmaking (mono, block, screen, transfers), Mixed media (collage, assemblage) and digital (computer generated or enhanced), Increasing complexity can also include: combining multiple techniques; increasing the scale of work (murals, work over 18" x 24"), collaborative work with other disciplines or students.
2. Keep an inspirational sketchbook (journal, idea book) which records observations of art, museum visit sketches and analysis, collections (sketches) of collections of images and sources of inspiration, assimilation of artwork styles and sources of inspiration, reflection, notes on technical information, methods and artists.

3. Prepare a variety of base mediums for application (stretched and un-stretched canvas, watercolor paper, tinting, gesso, texture etc.)
4. Construct a book developed on a personal theme (altered, pop up, sequential, or pictorial)
5. Make a series of prints that demonstrate the layering of images and color and/or reductive process
6. Create works on the basic themes of art: Still Life, Figurative, Self Portrait, Landscape, Social/Political, Physiological, Non Representational
7. Create an abstractive piece based on the enlargement and simplification of a natural form
8. Use, identify and demonstrate proper technique in the following: opaque and transparent color – wash (flat, graded), glazing, color schemes (complementary, split complementary, analogous, triad etc.), mark making, (gesture, continuous line, blind contour, textured –actual & implied, render, realistic, abstract ), creation of depth (scale, overlap, position, detail, atmospheric and linear perspective (1, 2 & 3 point)
9. Research a professional artist’s unique application or technique and use his/her style of the technique and present the technique orally to the class as a PowerPoint presentation with a personal work in the style or technique of the artist.
10. Orally present or write an analysis of an exhibited artwork using the elements and principles of design-line, color, shape/form, value, texture, space, balance, emphasis, movement, pattern, rhythm, contrast, and unity.
11. Explore integration of alternative materials and techniques which may include: multiple surfaces, fabric, paper, transfers, recycled/found objects/materials.
12. Properly use and care for studio tools and materials. Take a leadership position of responsibility in the organization and maintenance of the studio, its equipment and materials.
13. Follow established studio procedures. Take a leadership position in studio set up and preparation of specific project materials.
14. Apply the considerations of design: line, form/volume, texture, movement, balance, unity, and negative/positive space the elements and principles of design by creating personal themed artwork. Critique your own work 1:1 with the instructor using the rubric from the A.P. Studio College Board course.
15. Create and execute a series of art works which are related by an idea, theme or common elements prepare and exhibit this collection as part of an art show for the community to see. (Mount, mat, artist statement and publicity)
16. Demonstrate an understanding of, and appreciation for the cultural heritage of different traditional art themes. Complete an inspirational piece from this historical source and present it to the class or write a biography of the piece explaining the meaning and origins of its origin, technique and purpose in society. (Rites of passage, spiritual, propaganda, motivational etc.)

17. Gain an understanding of the visual arts as a profession by interacting with visiting artists and visiting working studios or other examples of applied artwork. Investigate and gain an understanding of living artists and their contemporary and innovative uses of Drawing and Painting through a gallery visit (can be online) or contemporary arts literature. Integrate an influence from a contemporary artist into your own work.
18. Gain an understanding of the visual arts by participating in a public service community event, project or internship.

B. Students will cover the following state *subject* Content Standards:

- 1.0 ARTISTIC PERCEPTION: Students respond to examples of artwork from contemporary and historical artists expressing their own observations and perceptions using the vocabulary of the visual arts.
- 2.0 CREATIVE EXPRESSION: Students prepare artwork which reflects refined craftsmanship, technical skills and conceptual expression.
- 3.0 HISTORICAL AND CULTURAL CONTEXT: Students examine the anthropological and cultural context of the arts through the history of civilizations, from styles and periods, to its use as a means of self expression.
- 4.0 AESTHETIC VALUING: Students look at collections of artwork from selected artists and analyze and derive meaning from these works according to the elements of art, the principles of design, aesthetic qualities, and conceptual content.
- 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS: Students apply their experience, discipline and skills in making art, creative expression, articulating thoughts, ideas, concepts, or narratives from an artwork into other forms of expression such as writing, multimedia, exhibition and commercial design.

C. Students will cover the following content as included on the state Standards Tests and/or High School Exit Exam.

- #1 Communicate articulately, effectively, and persuasively when speaking and writing
- #3 Use technology as a tool to access information, analyze and solve problems, and communicate ideas.
- #11 Interpret, experience, create, and/or perform artistic work

### III. UNITS OF INSTRUCTION

#### A. Major Units of Instruction

This outline repeats in general form for the second semester using different artists, techniques, projects, materials, sources of inspiration in response to student interest.

1. Sources of Inspiration
  - a. Look at a contemporary artist
    - 1) Analysis of artist's statement
    - 2) Techniques used for expression
  - b. Identification of a source of inspiration
    - 1) Museum, or gallery visit to compare/contrast with other artists
    - 2) Students will develop a series of work based on a self selected source of inspiration (theme)
2. Multiple Approaches
  - a. Altering surfaces - Paper, canvas or other sub surfaces - Glazing, texturing, collage
  - b. Application techniques – Varied materials, Transparent/opaque, overlays, resists, transfers, impressions, digital
3. Historical Styles
  - a. Analysis of subject and techniques
  - b. Historical relevance of artwork
  - c. Cross curricular analysis of artwork
4. Using Printmaking
  - a. Mono, Stencil, Block, Screen and/or Digital
  - b. Making a multiple colored print
  - c. Making a work that demonstrates pattern and repetition
  - d. Connecting to commercial applications (T-shirt, corporate identity)
5. Collaborative and/or Community Project
  - a. Planning
  - b. Implementation
  - c. Presentation
6. Portfolio Preparation
  - a. Student artwork will be maintained in a portfolio
  - b. Student artwork will be recorded in a digital portfolio and images will be appropriate for viewing on a website
  - c. Students will maintain a web site of images
  - d. Students will develop a personal artist's statement and resume
7. Art Show and/or Public Access to Student Art
  - a. Planning
  - b. Implementation
    - 1) Preparation of Artwork (Matting, mounting, framing)
    - 2) Hanging and labeling of exhibition
    - 3) Publicity of exhibition

- c. Review of show
- d. Articles and images will be submitted for publication (School paper, newsletters, outside sources)

B. Enduring Understandings and Essential Questions

**ESSENTIAL QUESTIONS:**

1. What inspires an artist to create art?
2. Why do we look at art?
3. Why is some art “better” than other art?

**ENDURING UNDERSTANDINGS:**

1. Subject and techniques must have a degree of mastery in order for the artist to express his intent.
2. The creative process can be preplanned and/or it can be in response to the development of the artwork as it progresses.
3. Inspiration for creating art can come from many sources.
4. The creative process involves constant problem making and problem solving, thus flexibility, acceptance of change, and ability to assess and analyze work in process.
5. Artwork has meaning when viewed in the context of other artwork, reference to content meaning, historical relationships, personality and identity of the artist, our associations with images and materials.

C. Knowledge and Skills

1. Students will techniques and skills so that the artworks they create are intended and part of a design plan.
2. Students will look at artwork and analyze and derive meaning from these works according to the elements of art, the principles of design, aesthetic qualities, and conceptual content.
3. Students will recognize how inspiration influences art making and how to find and use sources of inspiration.
4. Students will use classroom and internet resources to explore and teach themselves new techniques.
5. Students will gain confidence peer teaching.

D. Student Assessments

Students will be given the grading criteria and course expectations in writing at the beginning of the course.

1. Participation in creative activities and verbal and written critiques
2. Completion of assignments as assessed by the instructor referencing the rubric used by the College Board for A.P. Studio Art.
3. Completion of a sketch journal
4. Respectful use of the studio environment as assessed by the instructor
5. Prompt and regular class attendance

#### **IV. METHODS, MATERIALS, AND RESOURCES**

##### **A. Methods**

The specific format for this course will vary in order to utilize the unique talents of teachers and the community to respond to the diverse range of students who elect this course. However each class will provide the following:

1. Direct experiences involving artistic drawing and painting materials.
2. Lecture, demonstrations, and critiques by the instructor
3. Lecture and demonstrations by students
4. Student journal assignments including sketches of ideas and artwork observed, written critiques, reviews of art shows, notes and sketches for inspiration, reflection on own work, research notes on technical skills and methods.
5. Visual resources such as video, DVD's, slides, books, magazines, the internet
6. Visits to museums, galleries and art shows.
7. Opportunities for recognition through participation in class, school, and community exhibitions.

##### **B. Materials**

This is a hands-on course. Students will work with art related materials. There is no textbook but students will have access to a variety of reference materials such as: resource books, magazines, journals, computers, DVD's, equipment and tools related to the creation of two dimensional works of art.

##### **C. Technology**

Computer, image and presentation software, internet, digital camera, DVD's, videos

##### **D. School to Career Goals**

1. Guest artists visiting the classroom, virtual studio visits to artist's websites, visiting artist's studios and galleries.
2. Setting up student exhibitions for the community to view.

##### **E. Suggested Instructional Time Allocation**

Art teachers in the District frequently teach multiple level classes which vary from teacher to teacher and site to site. Allocation of instructional time is therefore up to each teacher in relation to the other levels and subjects being taught during the same period.

In general, each teacher must find a balance of time between lecture/demonstration, student studio working time, and reflection/analysis/critique time.

## **V. ANCHORS OF STUDENT WORK**

Anchors of student work will be the completed projects, verbal critiques, student journal/sketchbook, and the final art exhibit.

## **VI. TROUBLE-SHOOTING GUIDE**

Writing about art may cause some resistance from students so this requirement must be emphasized at the beginning as part of the Honors Drawing and Painting program. Students will need lessons on how to teach a class lesson in order to be successful so the rest of the students in the class can benefit from the content of the lesson. Student will need to review and conform to the copyright rules of artwork.

## **VII. COURSE ASSESSMENT**

This course will be assessed through direct observation by teachers and administrators and responses to student and staff surveys.

## **VIII. GENERAL INFORMATION**

Honors Drawing and Painting 4-5 is a ten credit course (two semester sequence: five credits each) open to students who have completed the prerequisites. This course carries a weighted grade.

### **A. Prerequisites**

Course prerequisites are: Art Explorations/Drawing and Painting 1, Drawing and Painting 2-3 or equivalent if student has prior training outside of the District; consent of instructor; a “B” or higher final grade in Drawing and Painting 3.

### **B. Requirements Met**

This course may be used as elective credit towards graduation but does not meet any specific graduation requirement.

This course has been approved by UC/CSU for the F/Visual & Performing Arts category.