

**TAMALPAIS UNION HIGH SCHOOL DISTRICT
LARKSPUR, CA**

Course of Study

ART EXPLORATION

I. Introduction: Art Exploration, Fine Arts, 9-12, one semester

A. Course Description

Art Explorations is the first course in the sequential four-year visual arts program offered at all Tamalpais District schools. Its purpose is to lay a foundation in the vocabulary and techniques of basic design, to enable art students to expand their experience in and develop their knowledge of two and three dimensional visual arts, to develop some understanding of common heritage and diverse cultural traditions, and to learn skills in the use of materials and studio practices. This course supports the development of lifelong creative and passionate learners.

This course will introduce the concept that art serves numerous functions for individuals, for example, personal enjoyment and expression, heightened aesthetic sensibility, historical and political applications, college electives and majors, hobbies and career opportunities. Students will explore the role of the visual arts in culture and human history. Students will use critical thinking, creative problem solving, and informed decision making in a variety of projects. Students will enjoy the unique expression of their own creativity and spirit through personal successes, perseverance, and collaboration with other students and the instructor. Responsible participation in a working studio is integral to this class.

Art Explorations is a prerequisite for all other visual arts courses, i.e. Ceramics, Drawing and Painting, Artist's Voice, Graphic Design, Photography, and Sculpture. It is also a prerequisite for the interdisciplinary course, Architectural Design 1. This course is designed to assist students in achieving the Proficient level content standards in Visual Arts. The foundation developed in this one semester course will be refined and expanded in the next visual arts course.

B. Prerequisite skills and knowledge:

- This is a one-semester, five unit, entry level visual arts course open to all students, grades 9-12. It is a prerequisite for all other visual arts courses in the district.

C. List of program goals/learning outcomes

To develop creative, passionate and self-motivated learners, students will engage in meaningful learning experiences, critical thinking and risk-taking. Students will develop visual arts core competencies within the following Fine Arts program goals:

1. **CREATE** – Students will create, conceive and develop a portfolio of work, which exhibits a working knowledge of the elements of art (line, shape, color, form, value, space, texture) and principles of design (balance, contrast, direction or movement, emphasis, harmony, repetition, rhythm, scale, proportion).
2. **PRESENT** – Students will present works of art which demonstrate skills outlined in assignments and show an assimilation of ideas and elements, communicating meaning and intent.
3. **RESPOND** – Students will engage in critique processes to perceive, interpret and analyze their own and others’ artistic work.
4. **CONNECT** – Students begin to recognize how works of art are influenced by culture, traditions and history.
5. **STUDIO PRACTICE** – Students will acquire respectful and safe studio practices, such as proper clean up and care of materials and tools, as part of a community of artistic learners.

D. Proficiency scales aligned with the program goals listed above

CREATE – Students will create, conceive and develop a portfolio of work, which exhibits a working knowledge of the elements of art (line, shape, color, form, value, space, texture) and principles of design (balance, contrast, direction or movement, emphasis, harmony, repetition, rhythm, scale, proportion).

4- Students can independently generate and organize artistic ideas, and revise and refine their work

3- Students can independently generate and organize artistic ideas for work, and with help, revise and refine them.

2- Students can independently generate artistic ideas for work, and with help, can organize and develop them.

1- Students need assistance generating artistic ideas for work.

PRESENT – Students will present works of art which demonstrate skills outlined in assignments and show an assimilation of ideas and elements, communicating meaning and intent.

- 4- Makes connections beyond the given subject matter. Demonstrates a use of high-level artistic techniques. Create a unique and personalized product that transcends expectations
- 3- Competently makes connections and demonstrates the use of artistic techniques. Applies knowledge/skills to a variety of individual artistic endeavors. Subject matter is strong and interesting. Content is intelligent and clear.
- 2- Can imitate and copy but is incomplete or unoriginal. Analysis is limited to superficial observation and lacks reflection. Content and subjects of the work are mostly clear. Content feels rushed as the work is lacking clarity.
- 1- Does not yet analyze or interpret or reflect. Student does not understand techniques or how to apply them. The work is vague. The content is uninspired and dull.

RESPOND – Students will engage in critique processes to perceive, interpret and analyze their own and others’ artistic work.

- 4- Students can utilize critique to form questions that influence subsequent artwork.
- 3- Students can form and articulate an evidence-based opinion of work utilizing content-appropriate vocabulary.
- 2- Students can recognize what is physically happening within a concrete set of criteria.
- 1- Student has emotional response to artwork but cannot articulate reasons for why it is or isn’t successful.

CONNECT – Students begin to recognize how works of art are influenced by culture, traditions and history.

- 4- Student can analyze specific ways that knowledge of culture, tradition and/or history influence artists and their work.
- 3- Student can describe ways that knowledge of culture, tradition and/or history influence artists and their work.
- 2- Student understands that culture, traditions and and/or history influence artists and their work.
- 1- Student is not able to connect culture, traditions and/or historical context to artists and their work.

STUDIO PRACTICE – Students will acquire respectful and safe studio practices, such as proper clean up and care of materials and tools, as part of a community of artistic learners.

- 4- Consistently and actively cares for work, materials, tools and work area. Consistently on-task, maximizing time. Frequently helps with studio maintenance.
- 3- Adequately cares for materials, tools and work area. Generally is on-task, using most of the time well. Occasionally helps with studio maintenance.

- 2- Inconsistently takes care of their work, materials, tools and work area. Often off-task. Rarely helps with studio maintenance.
- 1- Work, materials and tools are not put away or cleaned appropriately. Workspace is left dirty. Student is consistently off-task. Student is part of the problem with studio maintenance rather than helpful.

E. Suggested textbook(s), materials, equipment and resources

Students may use a variety of materials, such as pen and ink, pencils, pastels, papers, paints, clay and other sculptural materials, printmaking blocks and ink. There is no textbook for this course. Teachers will draw upon a wide range of resource materials, including books, websites, video materials, and authentic artwork.

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 the course. However, each class will provide the following:

1. Direct experiences involving a variety of media
2. Lecture, demonstrations and critiques by instructor
3. Visual resources such as video tapes, CD's, DVD's, LCD and computer projected images, readings, original artwork
4. Opportunities for recognition through participation in class and school exhibition
5. The opportunity to learn about each of the sequential visual arts courses. Each school shall establish a system for doing this which may include visiting studios for all disciplines, or having teachers come and describe their programs to the Art Ex classes.

F. Requirements satisfied (A-G, grad requirement, elective, weighted GPA, ROP)

GRADUATION REQUIREMENTS

Successful completion of the course earns five units and fulfills one half of the District's 10 unit Fine Arts graduation requirement. Because this course is a prerequisite for all other visual arts courses, it is recommended that students take it as early as possible in order that they may take advantage of the range of advanced classes offered by the Fine Arts department.

UC AND CSU REQUIREMENTS

Art Explorations, coupled with a semester course in visual arts (Drawing and Painting 1, Ceramics 1, Photo 1, Sculpture 1, Graphic Arts 1) or the interdisciplinary Architectural Design 1 course, meets the UC "f" requirement and the CSU requirement for one year of visual arts.

G. Appendices

Sample sequence in Art Explorations/Drawing & Painting

UNIT ONE: CREATING VALUE AND DEPTH

Value Scale
Basic Shapes
Still Life
Fantasy Place

This unit addresses CREATE, PRESENT, RESPOND, and STUDIO PRACTICE with the corresponding proficiency scales used to evaluate student growth.

UNIT TWO: COLOR BLENDING

Toys
Water Color Flowers
Monochromatic Grid Enlargement

This unit addresses CREATE, PRESENT, RESPOND, and STUDIO PRACTICE with the corresponding proficiency scales used to evaluate student growth.

UNIT THREE: PORTRAITURE

Head and face proportions
Self Portrait in various media

This unit addresses CREATE, PRESENT, RESPOND, CONNECT and STUDIO PRACTICE with the corresponding proficiency scales used to evaluate student growth.

UNIT FOUR: ART HISTORY

Study A Master

This unit addresses CREATE, PRESENT, RESPOND, CONNECT and STUDIO PRACTICE with the corresponding proficiency scales used to evaluate student growth.

Sample Project/Assignment

ART EXPLORATIONS-ART HISTORY PROJECT

Throughout history, new styles of art have emerged, each one in reaction to the previous style, or something that was happening during that time in history, and throughout it all, art documents history. Many artists use art history to their advantage. It can be exciting to look back at what masters have done, learn from their techniques and styles, and allow them to inspire our own creative work. This will be the focus of this assignment.

Choose an artist whose work you love and admire, and whose life is interesting to you. Contemporary artists are fine, but you must be able to find enough information to write a paper.

There are three parts to the assignment:

- 1) Researching and writing about the life and work of a great artist
- 2) Recreating one of that artist's works
- 3) Present your artist to the class

PART ONE

Research your artist, using books, the internet, interviews, videos, whatever you can find. You must have at least TWO sources. Use the checklist provided for gathering info. Also include:

- A discussion of the artist's work--recurring themes, specific styles, colors, subject matter that characterizes the work. How does this artist's work reflect the times in which they lived?
- Describe the painting you copied
- Why you chose your artist

Paper should be two pages typed, double spaced. List your sources.

PART TWO

Choose one painting by your artist to replicate. You will be using oil pastels, so choose accordingly, bright colors are great, detail is not. If you choose to grid your painting, make a copy first. Your drawing must be at least 12" X 18" so enlarge your copy proportionally. Draw in pencil first--LIGHTLY. Then copy the artist's use of color and brush work as accurately as possible.

PART THREE

Present your painting to the class, with a brief synopsis of your artist's life and work. Pay particular attention to historical context of your painting. Describe the specific elements of art used in the painting you chose to copy.

UC (f) Approved (when taken with another course)

BOT Approved: 12/92

Revised: 1/25/00; 5/2/05

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