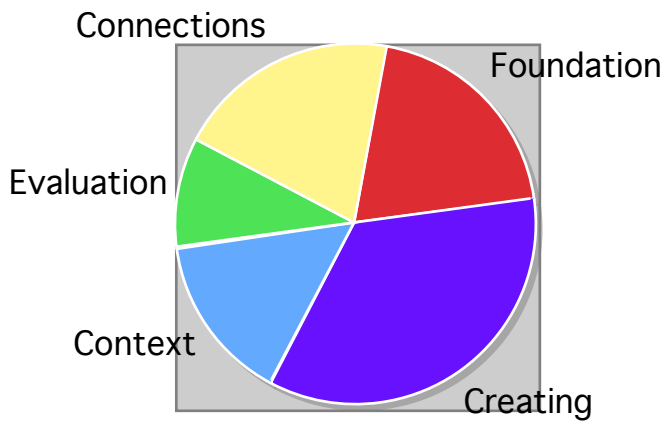


Drawing AB High School



- Foundation
- Creating
- Context
- Evaluation
- Connections

Course Title	Drawing A/B
Course Abbreviation	DRAWING A/B
Course Code Number	200601/200602
Special Notes	
Course Description	The purpose of this course is to provide a balanced visual arts program, which guides students to achieve the standards in the visual arts. In Drawing AB, emphasis is on the development of student's skills and knowledge to improve object representation using line, value, shape, and composition. The course is centered upon the study of drawing in historical and contemporary times and aesthetic criteria relevant to their understanding and appreciation. Students' are prepared for advanced classes in the visual arts, and with knowledge of careers.
Instructional Topics	History of Drawing: Periods, Artists, Materials Aesthetic Decisions and Personal Judgments The Principles of Design and Composition The Elements of Art and Color Theory

	<p>Media and Materials: Traditional and Nontraditional Interior and External Environments Contour and Gesture Drawing Portraiture and Caricature Contemporary Drawing: Artists and Styles Cartoons: Humor and Social Commentary Visual Journal and Development of Personal Content Careers in the Visual Arts</p> <p>*Topics should be presented in an integrated manner where possible; time spent on each topic is to be based upon the needs of the student, the instructional program, and the scheduling needs of the school.</p>
<p>California Visual Arts Content Standards High School Proficient</p>	<p>Content knowledge and skills gained during this course will support student achievement of grade level Student Learning Standards in the Visual Arts.</p> <p><i>Upon graduation from the LAUSD, students will be able to:</i></p> <ol style="list-style-type: none"> 1. Process, analyze, and respond to sensory information through the language and skills unique to the visual arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. Artistic Perception 2. Create, perform, and participate in the visual arts. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. Creative Expression 3. Understand the historical contributions and cultural dimensions of the visual arts. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. Historical and Cultural Context 4. Respond to, analyze, and make judgments about works in the visual arts. Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities. Aesthetic Valuing 5. Connect and apply what is learned in the visual arts to other art forms and subject areas and to careers. Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts. Connections, Relationships, Applications
<p>Representative Objectives</p>	<p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> • Recognize, describe, analyze, discuss, and write about the visual characteristics of works of art (drawings), objects in nature, events, and the environment. • Identify, record, and use the elements of art and principles of design as he or she explores, analyzes, and talks about what he or she sees in the physical world and in what he or she creates. • Create original works of art (drawings) of increasing complexity and with increased skill. • Explore a variety of visual art media, techniques, and processes, making choices as to what to apply in his or her work.

	<ul style="list-style-type: none"> • Demonstrate an understanding of how to solve artistic problems in unique and expressive ways. • Compare, contrast, and analyze styles of art (drawings) from a variety of times, places, and cultures. • Make informed judgments by applying the four steps of art criticism to his or her artwork and the work of others. • Respond to a variety of works of art and talk about his or her interpretations of the artists' intentions. • Integrate what he or she learns in drawing to learning in other subject areas. • Learn skills in drawing that translate to careers in art and arts-related fields.
<p>Representative Performance Skills</p>	<p><i>In accordance with their individual capacity, students will grow in the ability to:</i></p> <ul style="list-style-type: none"> • Describe the use of the elements of art and principles of design as they relate to specific arts, styles, and periods of art. • Communicate his or her perceptions of the world of art and his or her environment, using the elements of art, principles of design, and art vocabulary. • Produce a drawing effectively using the elements of art and principles of design in drawing, painting, sculpture, or other media or emerging technology. • Demonstrate the ability to synthesize different subjects, themes, images, and visual metaphors in creating a drawing. • Discuss (compare and contrast) the purposes of art from major time periods and cultures. • Develop chains of reasoning for his or her judgments about works of art that link the elements of art and principles of design, expressive characteristics, and technical qualities to the interpretation of meaning. • Make sound critical judgments about the quality and success of artworks based on his or her experiences in and perceptions about the visual art forms. • Demonstrate an understanding of the varied functions of an artist, art critic, art historian, art collector, and art philosopher (aesthetician). • Organize, maintain, interpret, and communicate information (oral and written, creation of a visual image and or display of artwork). • Research art and arts-related careers in California.
<p>Samples of Classroom Activities for Cultural/Historical Strand</p>	<p>Understand the historical contributions and cultural dimensions of the visual arts. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the role of the art historian. • Read a historical description of art (e.g. a drawing) and distinguish the ways in which the art historian places the artwork in its time and culture. • Write a report, which identifies an art historian and how he or she has distinguished the ways in which a significant drawing has been placed in a time and

	culture.
Resources	<i>Discovering Drawing, 2nd Edition</i> :Rose, Mahan-Cox, Davis Publications <i>Creating & Understanding Drawing, 4th Edition</i> , Mitler, Howze, Glencoe McGraw/Hill

Credentials required to teach this course One of the following: General Secondary Special Secondary Art Standard Secondary with major/minor Art Single Subject Art Supplementary Authorization Painting & Drawing
