

# Painting 2AB

## High School

<b>Course Title</b>	<b>Painting 2 A/B</b>
<b>Course Abbreviation</b>	<b>PAINTING 2 A/B</b>
<b>Course Code Number</b>	<b>200703/200704</b>
<b>Special Notes</b>	
<b>Course Description</b>	<p>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 Painting 2AB, students refine their ability to apply principles, theories, and techniques of painting to problems of conceptual and representational expression. Interpreting historical foundations, strengthening aesthetic valuing skills, and the development of serious personal content are stressed. The course helps the student to investigate and prepare for potential postsecondary educational and career opportunities.</p>
<b>Instructional Topics</b>	<p>Contemporary Painting: Concepts and Techniques  Refinement of Aesthetic Criteria  Advanced Color Theory  Anatomy and Figurative Images  Formal Structure of Painting  Media and Contemporary Technologies  Refinement of Personal Content  Portfolio Presentation  Framing and Exhibition Techniques  Careers for the Visual Artist</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>
<b>California Visual Arts Content Standards High School Proficient</b>	<p><b>Content knowledge and skills gained during this course will support student achievement of grade level Student Learning Standards in the Visual Arts.</b></p> <p><i>Upon graduation from the LAUSD, students will be able to:</i></p> <ol style="list-style-type: none"> <li>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. <b>Artistic Perception</b></li> <li>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. <b>Creative Expression</b></li> <li>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. <b>Historical and Cultural Context</b></li> <li>4. Respond to, analyze, and make judgments about works in the visual arts. Students analyze, assess, and derive</li> </ol>

	<p>meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities. <b>Aesthetic Valuing</b></p> <p>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. <b>Connections, Relationships, Applications</b></p>
<p><b>Representative Objectives</b></p>	<p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> <li>• Create and exhibit original paintings of increasing complexity and with increased skill.</li> <li>• Undertake expressive art experiences in painting, gaining personal insight and appreciation of his or her accomplishments and the accomplishments of others.</li> <li>• Demonstrate an understanding of how to solve complex artistic problems in unique and expressive ways.</li> <li>• Recognize that the visual arts and artists reflect, play a role in, and influence culture.</li> <li>• Identify, record, and use the elements of art 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 (line, color, shape/form, texture, space).</li> <li>• Identify, record, and use the principles of design in exploring, analyzing, and talking about what he or she sees in the physical world and in what he or she creates (balance, contrast, emphasis, movement, rhythm, unity).</li> <li>• Respond to a variety of paintings and talk about his or her interpretations of the artists' intentions.</li> <li>• Express his or her ideas about art and give reasons for preferences in works of art.</li> <li>• Integrate what he or she learns in painting to learning in other subject areas.</li> <li>• Learn skills in painting that translate to careers.</li> </ul>
<p><b>Representative Performance Skills</b></p>	<p><i>In accordance with their individual capacity, students will grow in the ability to:</i></p> <ul style="list-style-type: none"> <li>• Produce and exhibit a series of paintings effectively using the elements and principles of design.</li> <li>• Create a painting using a variety of traditional and non-traditional media and materials.</li> <li>• Demonstrate in his or her paintings an exploration of a personal style and proficiency in communicating an idea or emotion.</li> <li>• Demonstrate the ability to synthesize different subjects, themes, images, and visual metaphors in creating a painting.</li> <li>• Identify some trends of contemporary styles in painting and discuss the diverse cultural developments reflected in the artworks she or he has examined.</li> <li>• Identify artists who have achieved regional, national, or international recognition and recognize ways that their work reflects, plays a role in, and influences culture.</li> <li>• Investigate and describe a universal concept addressed</li> </ul>

	<p>in painting in visual and written form.</p> <ul style="list-style-type: none"> <li>• Discuss complex issues, such as distortion of shapes/form, space, balance, simplified and actual texture, scale, and expressive content in paintings.</li> <li>• Make sound critical judgments about the quality and success of a painting based on his or her experiences in and perceptions about this form of visual arts.</li> <li>• Organize, maintain, interpret, and communicate information (oral and written, creation of a visual image and display of artwork) about painting.</li> <li>• Research art and arts-related careers in California.</li> </ul>
<p><b>Samples of Classroom Activities for Historical/Cultural Strand</b></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"> <li>• Identify an artist, such as the painter David Hockney, who has achieved regional, national, or international recognition in the visual and performing arts, past or present.</li> <li>• Describe how that artist's work has incorporated or influenced more than one art form.</li> <li>• Recognize and describe ways that recognized artists' work reflects, plays a role in, and influences culture.</li> </ul>
<p><b>Resources</b></p>	<p><i>Exploring Painting</i>, 3<sup>rd</sup> Edition: Brommer, Kinne, Davis Publications</p>

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