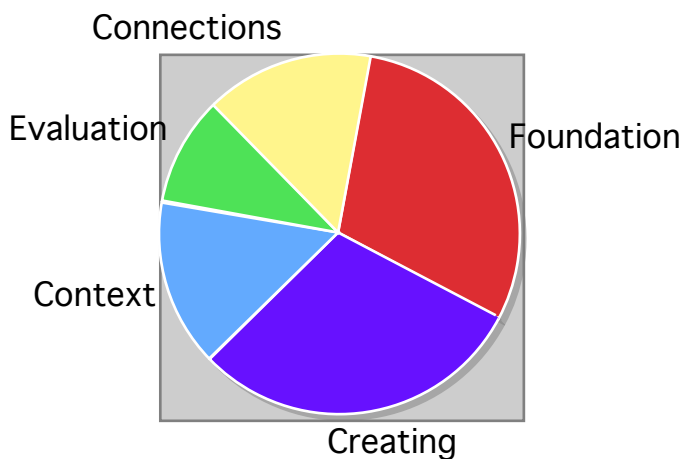


Life Drawing AB High School



- Foundation
- Creating
- Context
- Evaluation
- Connections

Course Title	Life Drawing A/B
Course Abbreviation	LIFE DRAW A/B
Course Code Number	200607/200608
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 Life Drawing, students will improve their ability to observe, to record, to interpret and to communicate visually through studio experiences in life drawing, composition, and anatomy. The student will use a variety of media to explore concepts and techniques, from the academic and structured to the experimental and nontraditional. Students' knowledge of the human image in art is expanded through activities, which explore in-depth relevant historical, cultural and aesthetic traditions. This course offers the opportunity to develop a portfolio for application to postsecondary or vocational education programs or employment upon graduation.
Instructional Topics	

	<p>The Human Image: A Historical Perspective Aesthetic Decisions and Personal Judgment Old Masters and Modern Masters Media and Materials, Traditional and Nontraditional Anatomy and the Human Form The Figure as Gesture The Figure as Contour Multiple Images and Illustrations Portraiture Positive and Negative Space Color Theory Line and Value Mounting and Display Portfolio Presentation Career Opportunities</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"> • Explore a variety of visual art media, techniques, and processes available for drawing, making choices as to what to apply in his or her work. • Create and display original works of art (life drawings) of increasing complexity and with increased skill. • Respond to a variety of works of art and talk about his

	<p>or her interpretations of the artists' intentions.</p> <ul style="list-style-type: none"> • Express his or her ideas about art and give reasons for preferences in works of art (life drawings). • Explore careers in art and in arts-related fields using life drawing skills and knowledge. • Recognize, describe, analyze, discuss, and write with specificity and detail about the visual characteristics of works of art (life drawings), objects in nature, events, and the environment. • Use to great effect 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 in life drawing. • Recognize that the visual arts and artists play a role in, and influence culture.
<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"> • Demonstrate in his or her visual artworks in life drawing an exploration of a personal style and proficiency in communicating an idea or emotion. • Demonstrate the ability to synthesize different subjects, themes, images, and visual metaphors in creating artworks using drawing media and materials, traditional and nontraditional. • Make sound critical judgments about the quality and success of artworks created with drawing media, materials and techniques based on his or her experiences in and perceptions about visual arts forms. • Use criteria for making judgments and identify the difference between preference and judgment. • Organize, maintain, interpret, and communicate information (oral and written, creation of a drawn image and or display of an original life drawing, creation of a portfolio). • Research and describe arts and arts-related careers. • Articulate the use of the elements of art and principles of design as they relate to specific images, styles, and periods of art. • Discuss complex issues in life drawing, such as the use of distortion of shapes/form, space, use of light, simplified and actual texture, scale, expressive content, and real vs. virtual. • Identify artists who have achieved regional, national, or international recognition and recognize ways that their work reflects, plays a role in, and influences culture. • Discuss (compare and contrast) the purposes of drawing from major time periods and cultures.
<p>Samples of Classroom Activities for Aesthetic Valuing Strand</p>	<p>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.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the difference between preference and judgment in analyzing works of art. • Establish criteria, collaboratively and individually, for

	<p>making judgments in the arts.</p> <ul style="list-style-type: none"> • Compare and contrast two works of figurative art. • Write about personal preferences and reasons for it as well as their judgment about the success of two figurative artworks.
Resources	<p><i>Discovering Drawing, 2nd Edition</i>:Rose, Mahan-Cox, Davis Publications</p> <p><i>Creating & Understanding Drawing, 4th Edition</i>, Mitler, Howze, Glencoe McGraw/Hill</p>

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