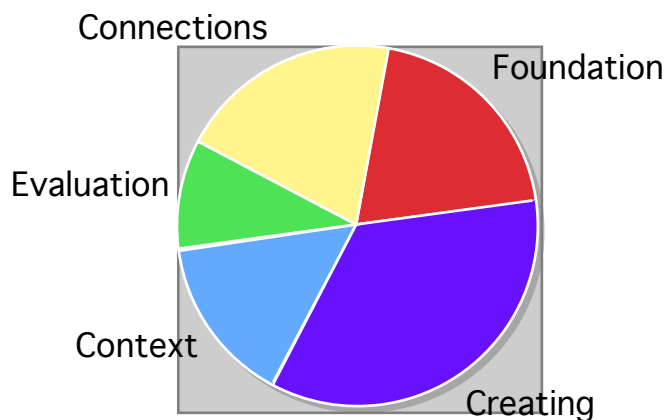


Introduction to Art High School



- Foundation
- Creating
- Context
- Evaluation
- Connections

Course Title	INTRODUCTION TO ART
Course Abbreviation	INTRO ART A/B
Course Code Number	200105/200106
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. Introduction to Art provides a foundation of visual arts knowledge and skills and their connections to other subjects, and explores the discipline in depth both intellectually and experientially. The course serves as a prerequisite for all advanced visual arts courses in high school.
Instructional Topics	Historical/Cultural Foundations of the Visual Arts Making Aesthetic Decisions and Personal Judgments Elements of Art Principles of Design Drawing and Ideation Painting and Color Theory Sculpture

	<p>Multimedia Opportunities and 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, objects in nature, events, and the environment. • 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). • 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). • Create original works of art 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. • Demonstrate an understanding of how to solve artistic

	<p>problems in unique and expressive ways.</p> <ul style="list-style-type: none"> • Compare, contrast, and analyze styles of art 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 (describe the work, analyze the work in terms of the elements of art and principles of design, interpret the work in terms of ideas and emotions, and judge the work as to its success both technically and in terms of communicating an idea or emotion). • 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 the visual arts to learning in other subject areas. • Learn skills in art that translate to careers in art and arts-related fields.
Representative Performance Skills	<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, the principles of design, and art vocabulary. • Produce a work of art effectively using the elements 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 artworks. • 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 design principles, 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.
Samples of Classroom Activities for Artistic Perception Strand	<p>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.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Select three works from their portfolio based on predetermined criteria and discuss the intent of the work.

	<ul style="list-style-type: none"> • Write about how they used the media, the elements of art, and principles of design to convey an idea or emotion.
Resources	<p><i>The Visual Experience</i>, 3rd Edition: Hobbs, et al, Davis Publications</p> <p><i>Art in Focus</i>: Mitler, Glencoe/McGraw Hill</p> <p><i>Art Talk</i>: Ragans, Glencoe/McGraw Hill</p>

Credentials required to teach this course

One of the following:

General Secondary

Special Secondary Art

Standard Secondary with major/minor Art

Single Subject Art