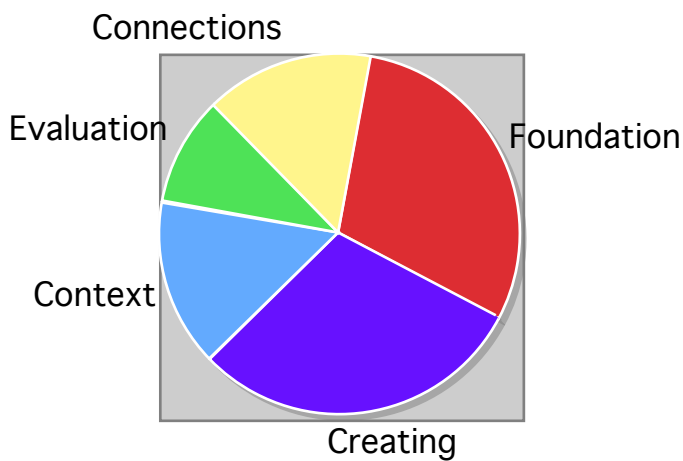


Painting 1AB High School



- Foundation
- Creating
- Context
- Evaluation
- Connections

Course Title	Painting 1 A/B
Course Abbreviation	PAINTING 1 A/B
Course Code Number	200701/200702
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 Painting 1AB, students expand their knowledge of the visual arts through learning about historical foundations and aesthetic traditions of the arts and through studio experiences. The student will use a variety of media to explore concepts and techniques, from the academic and structured to the experimental and nontraditional. Career opportunities in the arts and arts-related fields will be explored.
Instructional Topics	Historical Foundations of Painting Aesthetic Criteria and Personal Judgment Introduction to Painting Color Theory Elements of Art

	<p>Principles of Design Development of Personal Content Traditional and Contemporary Media and Techniques New Realism Cubism, Surrealism, Nonobjective Painting Exhibition of Artwork Contemporary Technologies for Research and Creation Portfolio Development</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"> • Create and exhibit original paintings of increasing complexity and with increased skill. • Explore a variety of paints (watercolor, acrylic, oil), painting tools and techniques, materials to paint on (paper, wood, canvas, stucco), and processes for surface enrichment, making choices as to what to apply in his or her work. • Engage in painting experiences, gaining personal insight and appreciation of his or her accomplishments and the accomplishments of others. • Compare, contrast, and analyze styles of paintings from a variety of times, places and cultures.

	<ul style="list-style-type: none"> • Recognize, describe, analyze, discuss, and write about the visual characteristics of paintings, objects in nature, events, and the environment. • Expand and use art vocabulary to describe and analyze paintings. • 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 paintings and talk about his or her interpretations of the artists' intentions. • Integrate what he or she learns in painting to learning in other subject areas. • Explore careers in the visual arts.
<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"> • Produce a work of art in painting effectively using the elements and principles of design. • Demonstrate the ability to synthesize different subjects, themes, images, and visual metaphors in creating a painting. • Identify some trends of contemporary styles in painting in America and discuss the diverse cultural developments reflected in the artworks she or he has examined. • Discuss (compare and contrast) the purposes of paintings from major time periods and cultures. • Describe the use of the elements of art and principles as they relate to specific styles, and periods of art. • Discuss complex issues, such as distortion of shapes/form, space, simplified and actual texture, scale, balance, and expressive content as they appear in paintings. • Discuss and make choices about materials and tools as they relate to painting. • Make sound critical judgments about the quality and success of paintings based on his or her experiences in and perceptions about visual art forms. • Use criteria for making judgments about paintings and identify the difference between preference and judgment. • Demonstrate an understanding of the varied functions of an artist, art critic, art historian, art collector, and art philosopher (aesthete). • Research art and arts-related careers.
<p>Samples of Classroom Activities for Artistic Perception Strand</p>	<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 an artist whose paintings have served as a source of personal inspiration. • Write about the unique characteristics of the work (such as use of distortion of shapes/form, space, color, implied and actual texture, scale, expressive content), of that artist and in that of their own paintings.

Resources	

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