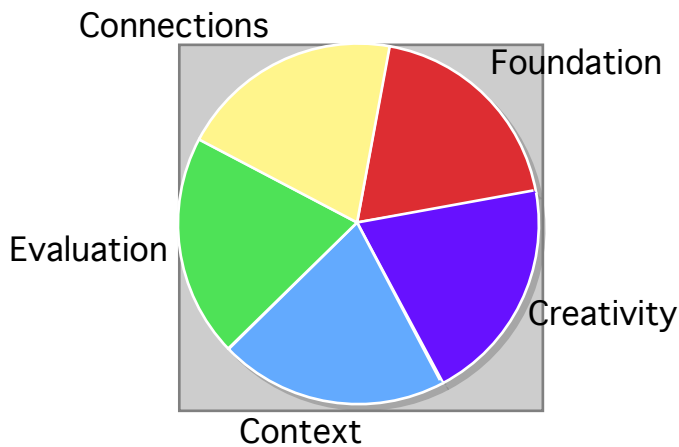


# American Images High School



- Foundation
- Creativity
- Context
- Evaluation
- Connections

<b>Course Title</b>	<b>AMERICAN IMAGES A/B</b>
<b>Course Abbreviation</b>	<b>AMER IMAGE A/B</b>
<b>Course Code Number</b>	<b>200113/200114</b>
<b>Special Notes</b>	
<b>Course Description</b>	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 American Images, students expand their knowledge of the visual arts as they relate to American history and culture. The content is designed to connect with and extend learning in required United States history and American literature courses. Arts activities emphasize the development of a personal aesthetic while experiencing various arts materials and techniques used by artists in American life, past and present.
<b>Instructional Topics</b>	Historical and Cultural Foundations of Art in America Making Aesthetic Decisions and Personal Judgments National Symbols Political and Social Commentary in American Art

	<p>Architecture in America  Folk and Traditional Art in America  Contemporary Art in America  Images of America in Print, Film and Multimedia  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><b>California Visual Arts  Content Standards  High School Proficient</b></p>	<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 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></li> <li>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></li> </ol>
<p><b>Representative  Objectives</b></p>	<p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> <li>• Compare, contrast, and analyze styles of art from a variety of times, places, and cultures in American history.</li> <li>• Recognize that the visual arts and artists in America reflect, play a role in, and influence culture.</li> <li>• Make informed judgments by applying the four steps of art criticism to his or her artwork and the work of other artists in America, past and present.</li> <li>• Respond to a variety of works of art created in America and talk about his or her interpretations of the artists' intentions.</li> <li>• Integrate what he or she learns in art to learning in other subject areas.</li> <li>• Explore careers in the visual arts.</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognize, describe, analyze, discuss, and write about the visual characteristics of works of art, objects in nature, events, and the environment in America, past and present.</li> <li>• Explore a variety of visual art media, techniques, and processes, making choices as to what to apply in his or her work.</li> <li>• Engage in expressive art experiences, gaining personal insight and appreciation of his or her accomplishments and the accomplishments of others.</li> <li>• Demonstrate an understanding of how to solve artistic problems in unique and expressive ways.</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>• Identify trends of contemporary styles in American art and discuss the diverse cultural developments reflected in the artworks she or he has examined.</li> <li>• Investigate and describe a universal concept expressed in art in visual and written form.</li> <li>• Discuss (compare and contrast) the purposes of art from major time periods and cultures in American life.</li> <li>• 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.</li> <li>• Use criteria for making judgments and identify the difference between preference and judgment.</li> <li>• Demonstrate an understanding of the varied functions of an artist, art critic, art historian, art collector, and art philosopher (aesthetician).</li> <li>• Organize, maintain, interpret, and communicate information (oral and written, creation of a visual image and or display of artwork).</li> <li>• Research art and arts-related careers in California.</li> <li>• Describe the use of the elements of art and principles of design as they relate to specific arts, styles, and periods of art.</li> <li>• 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.</li> <li>• Demonstrate the ability to synthesize different subjects, themes, images, and visual metaphors in creating artworks.</li> </ul>
<p><b>Samples of Classroom Activities for Connections/Relationships/Applications Strand</b></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"> <li>• List political, social, historical, and cultural issues in American history.</li> <li>• Look at American artworks of a selected period in a combination of media including print and reproductions, slides, videos, museums, and in the community.</li> <li>• Write about perceived connections between the art and political, social, historical and/or cultural issues.</li> </ul>

<b>Resources</b>	

**Credentials required to teach this course**

One of the following:

General Secondary

Special Secondary Art

Standard Secondary with major/minor Art

Single Subject Art