

**EL DORADO UNION HIGH SCHOOL DISTRICT  
EDUCATIONAL SERVICES  
Course of Study Information Page**

COURSE TITLE <b>Art 2 / Advanced Art</b>			
DISTRICT COURSE NUMBER <b>#0602</b>		4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) <b>2898</b>	
Rationale:	This course is designed to meet the needs of the college-bound, career- focused, or artistically inclined student to serve as an art education pathway.		
Course Description that will be in the Course Directory:	Advanced Art is an extension of the skills and techniques developed in Art 1. This course is intended for students who wish to continue their studies of drawing, painting, art history, and design at a more detailed level. Projects will require a greater synthesis of techniques and materials, and provide an introduction to professions and careers in art.		
How Does this Course align with or meet State and District content standards?	This course meets the CA Visual Arts Content Standards.		
NCLB Core Subjects:	<i>Select up to two that apply:</i> <input checked="" type="checkbox"/> Arts <input type="checkbox"/> Civics and Government <input type="checkbox"/> Not Core Subject <input type="checkbox"/> Economics <input type="checkbox"/> History <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Foreign Language <input type="checkbox"/> Reading / Language Arts <input type="checkbox"/> Geography <input type="checkbox"/> Science		
CDE CALPADS Course Descriptors:  (See Page 2 for Definitions)	CTE TECH PREP COURSE INDICATORS <input type="checkbox"/> Tech Prep (32) (Higher Ed) <input type="checkbox"/> Tech Prep & ROP(33) (Higher Ed) <input type="checkbox"/> ROP (30) <input checked="" type="checkbox"/> N/A	CTE COURSE CONTENT CODE <input type="checkbox"/> CTE Introductory (01) <input type="checkbox"/> CTE Concentrator (02) <input type="checkbox"/> CTE Completer (03) <input type="checkbox"/> Voc Subject _____ <input checked="" type="checkbox"/> N/A	INSTRUCTIONAL LEVEL CODE <input type="checkbox"/> Remedial (35) <input type="checkbox"/> Honors UC-Certified (39) <input type="checkbox"/> Honors Non UC-Certified (34) <input type="checkbox"/> College (40) <input checked="" type="checkbox"/> N/A
Length of Course:	<input checked="" type="checkbox"/> Year <input type="checkbox"/> Semester		
Grade Level(s):	<input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12		
Credit:	<input checked="" type="checkbox"/> Number of credits: <b>10</b> <input checked="" type="checkbox"/> Meets graduation requirements (subject <b>Art</b> ) <input type="checkbox"/> Request for UC "a-g" requirements CSU/UC requirement _____		<input type="checkbox"/> College Prep
Prerequisites:	Completion of Art 1 with teacher signature		
Department(s):	VAPA		
District Sites:	EDHS, ORHS, PHS, UMHS, IHS		
Board of Trustees COS Adoption Date:	6/14/2016		
Textbooks / Instructional Materials:	NA - Instructional materials support		
Funding Source:	General Fund: One-time materials support		

### Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

**EDUCATIONAL SERVICES**

**Course Title: Art 2 / Advanced Art (#0602)**

**TABLE OF CONTENTS**

<u>STATE CONTENT STANDARD #</u>	<u>CONTENT STANDARD/UNIT TOPIC</u>	<u>PAGE</u>
1.0, 1.1, 4.0, 4.1, 4.4, 4.5, 5.0, 5.4	Art Connections	4-5
1.0, 1.1, 1.4, 2.0, 2.1, 2.2, 2.4, 2.5, 3.0, 3.1	Drawing	6-7
1.0, 1.1, 1.4, 2.0, 2.1, 2.4, 2.5, 3.0, 3.1	Perspective	8-9
1.0, 1.1, 1.4, 2.0, 2.1, 2.4, 2.5, 3.0, 3.1, 4.0, 4.4	Composition	10-11
1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 2.0, 2.1, 2.2, 3.0, 3.4, 4.0, 4.4, 4.5, 5.0, 5.2	Painting	12-13
1.0, 1.1, 1.4 2.0, 2.1, 2.2, 3.0, 3.1	Printmaking	14-15

## EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **Art 2 / Advanced Art**

Course Number: **#0602**

Unit Title: **Art Connections**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

1.0 Artistic Perception

1.1 Identify and use the principles of design to discuss, analyse, and write about visual aspects in the environment and in works of art, including their own.

4.0 Aesthetic Valuing

4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.

4.4 Articulate the process and rationale for refining and reworking one of their own works of art.

4.5 Employ the conventions of art criticism in writing and speaking about works of art.

5.0 Connections, Relationships, Applications

5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- This unit will be concurrent with all other units throughout the course in that students will be continually showcasing their work as they develop their portfolios.
- On- site, online, and community gallery shows
- Each student will build a body of work/portfolio that reveals the range and breadth of their talent/skills.
- Students will explore various career opportunities within the art world.
- Students will learn to write an artist's biographical statement.
- How does an artist dress and represent themselves for a professional art gallery show?

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Instructional strategies include, but are not limited to:

- Teacher demonstration
- Student practice
- Analyze student exemplars in order to demonstrate expectations.
- Express observations using visual arts vocabulary.
- Analyze their own works of art.
- Student work on projects.
- Expectations will be modified to accommodate special needs students, such as allowing extended time and adjusting the assignment.

Specific instructional strategies include but are not limited to:

- art gallery visitation
- classroom visitation by various art colleges and professional artists
- online viewing of professional artists' portfolios

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Assessments may include, but are not limited to:

- Classroom critique (F/S)
- Project-based learning (F/S)
- Teacher observation of progress (F/S)
- Unit quiz (F/S)
- Evaluation of student work (S)
- Participation (F)
- Oral presentation and written reflection (F/S)

- Sketchbook exercises (F)

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

Interventions may include one or more of the following, as needed:

- Concepts and techniques are reviewed for better understanding.
- Students are allowed to redo a project for a higher grade.
- One-on-one instruction
- Arrange extra studio/classroom time
- Peer critique/collaboration
- Modified requirements and pacing

## EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **Art 2 / Advanced Art**

Course Number: **#0602**

Unit Title: **Drawing**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

1.0 Artistic Perception

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own

1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design

2.0 Creative Expression

2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design

2.2 Prepare a portfolio of original two dimensional works of art that reflects refined craftsmanship and technical skills

2.4 Review and refine observational drawing skills

2.5 Create an expressive composition focusing on dominance and subordination

3.0 Historical and Cultural Context

3.1 Identify similarities and differences in the purposes of art created in selected cultures

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- Students will analyze techniques used in still life and landscape drawing.
- How does light and shadow effect and create form?
- What are the effects of different kinds of mark-making using different kinds of media?
- Students will do in-depth study of the human form, including portraiture, as well figure drawing.
- Students will create works that demonstrate technical proficiency with emphasis on process, refined craftsmanship and communicating an idea visually.
- Students will study famous works of arts and art movements, in order to develop a deeper knowledge and appreciation of art history.
- Students will practice foreshortening using the figure.
- New media and techniques will be introduced to build on prior knowledge.

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Instructional strategies include, but are not limited to:

- Teacher demonstration
- Student practice
- Presentation/Discussion of specific principles of design (such as: emphasis, balance, variety, unity, etc.)
- Perceive and respond to works of art, objects in nature, and the environment.
- Analyze student exemplars in order to demonstrate expectations.
- Express observations using visual arts vocabulary.
- Analyze works of art.
- Student exercises/practices reinforcing concepts
- Student work on projects.
- Expectations will be modified to accommodate special needs students, such as allowing extended time and adjusting the assignment.

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Assessments may include, but are not limited to:

- Classroom critique (F/S)
- Project-based learning (F/S)
- Teacher observation of progress (F/S)
- Unit quiz (F/S)
- Evaluation of student work (S)
- Participation (F)
- Oral presentation and written reflection (F/S)
- Sketchbook exercises (F)

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

Interventions may include one or more of the following, as needed:

- Concepts and techniques are reviewed for better understanding.
- Students are allowed to redo a project for a higher grade.
- One-on-one instruction
- Arrange extra studio/classroom time
- Peer critique/collaboration
- Modified requirements and pacing

## EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **Art 2 / Advanced Art**

Course Number: **#0602**

Unit Title: **Perspective**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

**1.0 Artistic Perception**

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

**2.0 Creative Expression**

2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

2.4 Review and refine observational drawing skills

2.5 Create an expressive composition focusing on dominance and subordination.

**3.0 Historical and Cultural Context**

3.1 Identify similarities and differences in the purposes of art created in selected cultures.

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- How were the principles of linear perspective developed throughout the ages?
- How did the Renaissance artists develop linear and atmospheric perspective?
- Understand the principles of atmospheric and linear perspective.
- Students will be able to analyze, understand, and recognize atmospheric and linear perspective techniques in art work.
- Students will then be able to complete drawings that demonstrate their understanding and ability to draw in one and two- point perspective while utilizing atmospheric perspective.

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Strategies may include, but are not limited to:

- Teacher demonstration
- Student practice
- Perceive and respond to works of art, objects in nature, and the environment.
- Analyze student exemplars in order to demonstrate expectations.
- Express observations using visual arts vocabulary.
- Analyze works of art.
- Student exercises/practices reinforcing concepts
- Student work on projects.
- Expectations will be modified to accommodate special needs students, such as allowing extended time and adjusting the assignment.

Specific instructional strategies may include:

- Online one-point drawing tutorial of a room
- Show 'The Magic of Illusion, Empire of the Eye' or other perspective instructional films.
- Practice drawings that include a horizon line, a vanishing point, and orthogonal lines.



**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Assessments might include, but are not limited to:

- Classroom Critique (F)
- Project-based learning (F/S)
- Teacher observation of progress (F/S)
- Unit quiz (F/S)
- Evaluation of student work (S)
- Participation (F)
- Oral presentation and written reflection (F/S)
- Modified assessments for special needs (F/S)

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

Interventions may include one or more of the following, as needed:

- Concepts and techniques are reviewed for better understanding.
- Students are allowed to redo a project for a higher grade.
- One-on-one instruction
- Arrange extra studio/classroom time
- Peer critique/collaboration
- Modified requirements and pacing

## EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **Art 2 / Advanced Art**

Course Number: **#0602**

Unit Title: **Composition**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

1.0 Artistic Perception

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

2.0 Creative Expression

2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

2.4 Review and refine observational drawing skills.

2.5 Create an expressive composition focusing on dominance and subordination.

3.0 Historical and Cultural Context

3.1 Identify similarities and differences in the purposes of art in selected cultures.

4.0 Aesthetic Valuing

4.4 Articulate the process and rationale for refining and reworking one of their own works of art.

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- What is composition in art?
- Why is it important in a drawing and/or painting?
- What are the important elements that go into a good composition?
- Students discuss and critique how to create a good composition by viewing works of the great masters.
- Students will discuss and practice using the Rule of Thirds as it relates to composition and its historic use.
- Students practice the concepts of emphasis, balance, variety, and unity within several compositions.
- Students will be able to create successful observational compositions, such as those found in still life and landscape drawings.

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Strategies may include, but are not limited to:

- Teacher demonstration
- Student practice
- Presentation/Discussion of specific principles of design (such as: emphasis, balance, variety, unity, etc.)
- Perceive and respond to works of art, objects in nature, and the environment.
- Analyze student exemplars in order to demonstrate expectations.
- Express observations using visual arts vocabulary.
- Analyze works of art.
- Student exercises/practices reinforcing concepts
- Student work on projects.
- Expectations will be modified to accommodate special needs students, such as allowing extended time and adjusting the assignment.

Specific instructional strategies include, but are not limited to:

- Students will review films related to the rule of thirds and other compositional content.
- Virtual museum tours or other visual aids to observe and study great masters' compositions

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Assessments may include, but are not limited to:

- Classroom critique (F/S)
- Project-based learning (F/S)
- Teacher observation of progress (F/S)
- Unit quiz (F/S)
- Evaluation of student work (S)
- Participation (F)
- Oral presentation and written reflection (F/S)
- Sketchbook exercises (F)

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

Interventions may include, but are not limited to one or more of the following:

- Concepts and techniques are reviewed for better understanding.
- Students are allowed to redo a project for a higher grade.
- One-on-one instruction
- Arrange extra studio/classroom time
- Peer critique/collaboration
- Modified requirements and pacing

## EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **Art 2 / Advanced Art**

Course Number: **#0602**

Unit Title: **Painting**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

1.0 Artistic Perception

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.

Analyze Art Elements and Principles of Design

1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.

1.4 Analyze and describe how the composition of a work of art is affected by the use for a particular principle of design.

Impact of Media Choice

1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.

2.0 Creative Expression

2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.

3.0 Historical and Cultural Context

3.4 Discuss the purposes of art in selected contemporary cultures.

4.0 Aesthetic Valuing

4.4 Articulate the process and rationale for refining and reworking one of their own works of art.

4.5 Employ the conventions of art criticisms of writing and speaking of works of art.

5.0 Connections, Relationships, Applications

5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- Explore the use and properties of various painting media such as watercolor, tempera, gouache, and acrylic
- Examine the various techniques and mark-making, in both one- and two-dimensional paintings used throughout history, including relief, impasto, and fresco.
- Students discuss and critique the effects of various media in the paintings of great masters.
- Students practice the elements of design within several paintings.
- Students will be able to create successful observational paintings, such as those found in still life and landscape drawings.
- Students will research a painter of their choice, using that artist's style to create their own work of art.
- How does culture influence contemporary painting?
- Students will create a relief/sculptural painting reflecting a universal and/or historic theme.
- Students will investigate and create abstraction through the manipulation of representational subject matter.

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Strategies to include, or may include:

- Teacher demonstration
- Student practice
- Presentation/Discussion of specific principles of design (such as: emphasis, balance, variety, unity, etc.)
- Perceive and respond to works of art, objects in nature, and the environment.
- Analyze student exemplars in order to demonstrate expectations.
- Express observations using visual arts vocabulary.
- Analyze works of art.

- Student exercises/practices reinforcing concepts
- Student work on projects.
- Expectations will be modified to accommodate special needs students, such as allowing extended time and adjusting the assignment.

Specific instructional strategies include but are not limited to:

- Landscape painting demonstration by a professional artist from the community
- Gallery/ museum visitation

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Assessments may include, but are not limited to:

- Classroom critique (F/S)
- Project-based learning (F/S)
- Teacher observation of progress (F/S)
- Unit quiz (F/S)
- Evaluation of student work (S)
- Participation (F)
- Oral presentation and written reflection (F/S)
- Sketchbook exercises (F)

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

Interventions include but are not limited to:

- Concepts and techniques are reviewed for better understanding.
- Students are allowed to redo a project for a higher grade.
- One-on-one instruction
- Arrange extra studio/classroom time
- Peer critique/collaboration
- Modified requirements and pacing

## EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **Art 2 / Advanced Art**

Course Number: **#0602**

Unit Title: **Printmaking**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

1.0 Artistic Perceptive

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own

1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design

2.0 Creative Expression

2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design

2.2 Prepare a portfolio of original two dimensional works of art that reflects refined craftsmanship and technical skills

3.0 Historical and Cultural Context

3.1 Identify similarities and differences in the purposes of art created in selected cultures

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- Explore the use and properties of various printmaking techniques such as linoleum and wood-carving, as well as drypoint, monoprint, and collagraph printing.
- Students will learn the mechanics of operating a printing press as well as other hand-printing techniques.
- Students will prepare a series of prints for a successful edition.
- Students discuss and critique the use of various elements and principles of art in printmaking in various cultures throughout history.
- Students practice the elements of design within several prints.

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Strategies to include, or may include:

- Teacher demonstration
- Student practice
- Presentation/Discussion of specific principles of design (such as: emphasis, balance, variety, unity, etc.)
- Perceive and respond to works of art, objects in nature, and the environment.
- Analyzing student exemplars in order to demonstrate expectations.
- Express observations using visual arts vocabulary.
- Analyze works of art.
- Student exercises/practices reinforcing concepts
- Student work on projects.
- Expectations will be modified to accommodate special needs students, such as allowing extended time and adjusting the assignment.

Specific Instructional Strategies may include but are not limited to:

- Historical lesson connecting early printing and bookmaking

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Assessments may include, but are not limited to:

- Classroom critique (F/S)
- Project-based learning (F/S)
- Teacher observation of progress (F/S)
- Unit quiz (F/S)
- Evaluation of student work (S)
- Participation (F)

- Oral presentation and written reflection (F/S)
- Sketchbook exercises (F)

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

One or more of the following interventions may be used, as necessary:

- Concepts and techniques are reviewed for better understanding.
- Students are allowed to redo a project for a higher grade.
- One-on-one instruction
- Arrange extra studio/classroom time
- Peer critique/collaboration
- Modified requirements and pacing