

# Perris Union High School District Course of Study

## A. COURSE INFORMATION

<p><b>Course Title:</b> (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Art I</div> <p> <input type="checkbox"/> New  <input checked="" type="checkbox"/> Revised         </p>	<p><b>Subject Area:</b></p> <p> <input type="checkbox"/> Social Science  <input type="checkbox"/> English  <input type="checkbox"/> Mathematics  <input type="checkbox"/> Laboratory Science  <input type="checkbox"/> World Languages  <input checked="" type="checkbox"/> Visual or Performing Arts  <input type="checkbox"/> College Prep Elective  <input type="checkbox"/> Other         </p> <p>Is this classified as a Career Technical Education course?</p> <p> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No         </p> <p>If yes, which pathway does this course align to? Pathway Name:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p><b>CTE CDE Code:</b></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p><b>Grade Level(s)</b></p> <p> <input type="checkbox"/> MS  <input type="checkbox"/> HS  <input type="checkbox"/> 5  <input type="checkbox"/> 6  <input type="checkbox"/> 7  <input type="checkbox"/> 8  <input checked="" type="checkbox"/> 9  <input checked="" type="checkbox"/> 10  <input checked="" type="checkbox"/> 11  <input checked="" type="checkbox"/> 12         </p>						
<p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">106101 &amp; 106102</div>	<p><b>Transcript Course Code/Number:</b></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED:    <b>CALPADS CODE:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 2px;">VAPA - FINE ART</td> <td style="width: 30%; padding: 2px;">9000</td> </tr> </table>		VAPA - FINE ART	9000				
VAPA - FINE ART	9000							
<p><b>Did UC previously approve this course for PUHSD?</b></p> <p> <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No          (Will be verified by Ed Services)       </p> <p>Which A-G Requirement does/will this course meet?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 2px;">F - VAPA</td> <td style="width: 30%; padding: 2px;"><input type="checkbox"/> Pending</td> </tr> </table>	F - VAPA	<input type="checkbox"/> Pending	<p style="text-align: center;"><b>Credential Required to teach this course:</b> <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Single Subject: Art</div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; text-align: center; padding: 5px;"> </td> <td style="width: 30%; text-align: center; padding: 5px;">05/13/2024</td> </tr> <tr> <td style="text-align: center;"><b>Signature</b></td> <td style="text-align: center;"><b>Date</b></td> </tr> </table>			05/13/2024	<b>Signature</b>	<b>Date</b>
F - VAPA	<input type="checkbox"/> Pending							
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<b>Signature</b>	<b>Date</b>							
<p><b>Submitted by: Ceara Torres, Gladys Chaidez, and Ana Arroyo</b>  <b>Site: HHS/PVHS</b>  <b>Date:</b>  <b>Email: ceara.torres@puhsd.org</b></p>	<p><b>Unit Value/Length of Course:</b></p> <p> <input type="checkbox"/> 0.5 (half-year or semester equivalent)  <input checked="" type="checkbox"/> 1.0 (one-year equivalent)  <input type="checkbox"/> 2.0 (two-year equivalent)  <input type="checkbox"/> Other:         </p>							
<p><b>Approvals</b></p>	<p><b>Name/Signature</b></p>	<p><b>Date</b></p>						
Director of Curriculum & Instruction		05/14/24						
Asst. Superintendent of Educational Services		05/14/24						
Governing Board								

**Prerequisite(s) (REQUIRED):**

None

**Corequisite(s) (REQUIRED):**

Not required

**Brief Course Description (REQUIRED):**

Art I is designed to provide a foundation for advanced courses, such as Art II, III AND AP Studio and satisfies the Visual Art Graduation and A-G requirement. An emphasis will be placed on understanding the Elements of Art Principles of Design as a basis for composition. Student's work will reflect personal, cultural and historical context. Students will explore a variety of artists, techniques, art processes, mediums and materials such as painting, drawing, three-dimensional design, printmaking.

**Course Purpose (REQUIRED):**

*What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.*

Learn the Elements of Design to promote critical thinking as well as development of artistic techniques, composition, and content/idea within each piece of artwork. The course is needed to empower students with skills to become better writers, readers, critical thinking as well development of art technique and composition within each piece of artwork. This course will also meet A-G requirements and high school graduation requirements.

**Course Outline (REQUIRED):**

*Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.*

**The following units should be covered in a 1 year course, but the order and format can be decided by site/teacher.**

### Unit 1: Introduction to Art

Davis *The Visual Experience* Chapter 1&2

- CONTENT
  - What is Art?
  - Engaging With Art

**Description:** Students will get a basic understanding of the various type of art and how to engage with them.

**Assessments may include but are not limited to**

- Group discussions of the artistic merit of various works of art.
- A before and after written statement of what a student considers to be art.

### Unit 2: Elements of Art and Principles of Design

Davis *The Visual Experience* Chapter 3 with influence from chapters 3-7

- CONTENT Possible topics to be addressed:
  - Describe what you see
    1. Looking at art
    2. Writing about art

**Description:** Students will experience an introduction to the elements and principles of art and design. They will focus on the elements of (line, shape and form, value, texture, space, and color) as well as the principles of design (Unity, Contrast, Emphasis). It is through the introduction to the elements and principles of art that students can begin working on the development of technical and observational drawing skills through the creation of original works of art and the steady use of and practice

**Assessments may include but are not limited to...**

- Projects in which students demonstrate and understand and application of the P&Es in various works of art.
- A completion of a formal critique of an artwork that demonstrates understanding of the P&Es and how they are used by an artist.

### Unit 3: Art History/Artistic Styles

Davis *The Visual Experience* Chapter 1.3, 2.2, 3.3, 4.2, 5.4, 6.2, 7.9, 8.2, 8.4, 9.2, 10.3, 11.3

(Can be covered as a single unit or distributed throughout units)

- CONTENT Possible Topics to be addressed:
  - Art Movements
  - Contemporary Artist Profiles
  - Classic Artist Profiles

**Description:** Students will be exposed to various artists and their work. A general understanding of major movements in art history will be achieved.

**Assessments may include but are not limited to...**

- Presentations of art movements, artists or styles
- Artwork inspired by movements, artists, or styles

## Unit 4: Introduction to Drawing

Davis *The Visual Experience* Chapter 4.9, 4.10, 4.11, 8.1, 8.9

- CONTENT: Possible drawing lessons to be focused on the following:
  - Line drawings (Examples)
    - Blind Contour
    - Continuous line drawings
    - Gesture Drawings
    - Etc.
  - Value
    - Shading/Blending
    - Hatching
    - Cross-hatching
    - Stippling
    - Etc.

**Description:** Students will learn about and practice various methods of drawing from observation and photos. The final assessment will take the form of a drawing project(s) that show their understanding and technical growth.

**Assessments may include but are not limited to...**

- Collage of various drawing exercises, Contour drawing, Still life, Coloring book page.

## Unit 5: Color Theory

Davis *The Visual Experience* Chapter 5.2, 5.9, 8.11, 8.3

- CONTENT Possible topics to be addressed:
  - Properties of Color
  - Color Wheel- Primaries, Secondaries, Intermediate
  - Psychology of colors
  - Color mixing- Neutrals, skin tones, warm and cool colors, etc.

**Description:** Students will learn about and practice various methods of drawing from observation and photos. The final assessment will take the form of a drawing project(s) that show their understanding and technical growth.

**Assessments may include but are not limited to...**

- Complete a project based on one or more of the skills learned like: Aerial Perspective Landscape, Portrait, Still life, etc.
- Collage of various drawing exercises, Contour drawing, Still life, Coloring book page.

## Unit 6: Sculpture (Form)

Davis *The Visual Experience* Chapter 10, 4.2, 4.13, 9.11

- CONTENT Possible topics to be addressed:
  - Relief Sculpture vs. Sculpture in the round
  - Modeling
  - Carving
  - Joining

**Description:** Students will learn about and practice various methods of sculpture. They will create a sculpture as a final assessment.

**Assessments may include but are not limited to...**

- A sculpture project from the textbook, a collaborative 3D project, a wearable piece of sculpture
- Possible mediums for the final project could include: Clay, paper, cardboard, papier mache, wire, found objects, etc.

### Unit 7: Perspective (Space)

Davis *The Visual Experience* Chapter 5 & 5.10

- CONTENT possible topics to be addressed:
  - One Point Perspective
  - Two Point Perspective
  - Three Point Perspective

**Description:** Students will learn about linear perspective in various applications. They will complete a project that showcases their understanding and skill.

**Assessments may include but are not limited to...**

- Cityscape, landscape, letters, forms in perspective, etc.
- Possible mediums for the final project could include: Drawings on paper, collage, digital drawing, photo manipulation.

### Unit 8: End of the year project (Can also be done each semester as a final)

Davis *The Visual Experience* Any desired chapters

- CONTENT Possible topic to be addressed:
  - Portfolio development
  - Collaborative art work
  - Installation art
  - Mediums that extend current knowledge, such as printmaking, digital paintings etc.

**Description:** Students will complete a project or other form of assessment that shows their growth in skill throughout the semester or year.

**Assessments may include but are not limited to...**

- Student portfolio, written or multiple choice test, art project etc.

### **Writing Assignments (REQUIRED):**

*Give examples of the writing assignments and the use of critical analysis within the writing assignments.*

**Object Labels:** Provide a work of art to each student (the piece can be the same for all students or have a variation of pieces). An object label should provide, at a minimum, short factual information about the object and its creation. This includes categories such as: What it is • Where, when and by whom it was made (on second reference, always refer to the artist by last name) • The materials and techniques used to make it • Any inscriptions on it.

**Research Essay:** Develop ideas, question, artist or a technique.

**Guided Critiques:** Students will use a step by step process to analyze works of art in a group or individual manner. (4 step critique)

**INSTRUCTIONAL MATERIALS (REQUIRED)**

**Textbook #1**

Title: The Visual Experience	Edition: Fourth Edition
Author: Emily Jean Hood & Joe Fusaro	ISBN: 978-16152-8954-7
Publisher: Davis	Publication Date:
Usage: <input checked="" type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

**Textbook #2**

Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

**Supplemental Instructional Materials** *Please include online, and open source resources if any.*

Optional Text:  
 Art of Education FLEX Curriculum  
 Scholastic Art Magazine Subscription \$5.40 (per student)

Optional Professional Development:  
Art Ed Pro membership as new text for Visual Art Course. This is an online membership with lessons and other resources.  
 National Art Education Conference NAEA Conference  
 California Arts Education Conference CAE Conference  
 Adobe Max: Creativity Conference

**Estimated costs for classroom materials and supplies (REQUIRED).** *Please describe in detail.*

(Budget to be determined by site )  
 Minimum of \$10 per student each year  
**Materials may include but are not limited to:**  
 Graphite Pencils and related supplies  
 High Quality Markers and pencils such as Prismacolor brand  
 Acrylic or tempera paint and related supplies

Chalk Pastels and related supplies Oil pastels and related supplies Watercolor paint and related supplies Printmaking press and related supplies High Quality drawing paper, watercolor paper Canvas/Board to paint on	
Cost for class set of textbooks: \$3,048.95	Description of Additional Costs:
Additional costs:\$	
<b>Total cost per class set of instructional materials:</b>	\$5,208.95

<b>Key Assignments (REQUIRED):</b>
Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete
Students will complete a project based on each of the units of study. Teachers and or students will decide on a medium focusing on the Elements and Principles of Design.
Each semester will have a final exam covering the material learned through a project and/or written exam.
<b>Instructional Methods and/or Strategies (REQUIRED):</b> Please list specific instructional methods that will be used.
<b>A number of teaching strategies will be used including but not limited to:</b> Direct Instruction Open Studio Project Based Learning Technology based assessment and instruction such as use of Google Classroom, Canvas etc.
<b>Assessment Methods and/or Tools (REQUIRED):</b>
Please list different methods of assessments that will be used.
Rubrics to assess project's guidelines and requirements. Unit Quizzes Semester Exams Vocabulary Quizzes Sketch/thumbnail Critiques Proposals

**COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)**

<b>Day(s)</b>	<b>Objective</b>	<b>Standard(s)</b>	<b>Chapter(s)</b>	<b>Reference</b>
First 2 Weeks	Unit 1: Introduction to Art	Anchor Standard 4.0 VA: Pr4 & 3.  Anchor Standard 8 2VA: Re8 8VA:Re8	1&2	
2 to 4 Weeks	<u>Unit 2: Elements of Art and Principles of Design</u>	Anchor Standard 1.0 VA:Cr1.1	3-7	
2 to 3 Weeks	<u>Unit 3: Art History/Artistic Styles</u>	Anchor Standard 6 VA:Pr6  Anchor Standard 7 VA:Re7.1 VA:Re 7.2  Anchor Standard 8 VA:Re8	1.3, 2.2, 3.3, 4.2, 5.4, 6.2, 7.9, 8.2, 8.4, 9.2, 10.3	
3 to 6 Weeks	<u>Unit 4: Introduction to Drawing</u>	Anchor Standard 1.0 VA:Cr 1.1  Anchor Standard 3 VA:Cr 3  Anchor Standard 5 VA:Pr5	4.9-11, 8.1, 8.9	
3 to 6 Weeks	<u>Unit 5: Color Theory</u>	Anchor Standard 1.0 VA:Cr 1.1	5.2, 5.9, 8.11, 8.3	



3 to 6 Weeks	<u>Unit 6: Sculpture (Form)</u>	Anchor Standard 1.0 VA:Cr 1.1  Anchor Standard 3 VA:Cr 3	Chapter 10, 4.2, 4.13, 9.11	
3 to 6 Weeks	<u>Unit 7: Perspective (Space)</u>	Anchor Standard 1.0 VA:Cr 1.1  Anchor Standard 3 VA:Cr 3	Chapter 5 & 5.10	
3 to 6 Weeks	Unit 8: End of the year project	Anchor Standard 1.0 VA:Cr 1.1  Anchor Standard 3 VA:Cr 3  Anchor Standard 4 VA:Pr4	Any desired chapters of <i>The Visual Experience</i>	

### C. HONORS COURSES ONLY

Indicate how much this honors course is different from the standard course.

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### D. BACKGROUND INFORMATION

**Context for course (optional)**

**History of Course Development (optional)**