

# 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 II</div> <p><input type="checkbox"/> New <input checked="" type="checkbox"/> Revised</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;">106111 &amp; 106112</div> <p><b>Transcript Course Code/Number:</b></p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <p>(To be assigned by Educational Services if it's a new course)</p> <p><b>CREDIT TYPE EARNED:</b>    <b>CALPADS CODE:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width: 50%;">VAPA - FINE ART</td> <td style="width: 50%;">9000</td> </tr> </table>	VAPA - FINE ART	9000	<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? <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; margin-bottom: 5px;"></div> <p><b>CTE CDE Code:</b></p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></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>				
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</p> <p style="text-align: center;">(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; margin-bottom: 5px;"> <tr> <td style="width: 50%;">F - VAPA</td> <td style="width: 50%;"><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> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width: 70%; text-align: center;">Signature</td> <td style="width: 30%; text-align: center;">Date</td> </tr> <tr> <td style="text-align: center;">05/13/2024</td> <td></td> </tr> </table>		Signature	Date	05/13/2024	
F - VAPA	<input type="checkbox"/> Pending							
Signature	Date							
05/13/2024								
<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>							
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>						
Director of Curriculum & Instruction		05/16/24						
Asst. Superintendent of Educational Services		05/16/24						
Governing Board								

<b>Prerequisite(s) (REQUIRED):</b>
Art 1
<b>Corequisite(s) (REQUIRED):</b>
None
<b>Brief Course Description (REQUIRED):</b>
Art 2 is an extension of Art 1 and a preparation class for Art 3. Art 2 is a course designed for the serious art student who would like to continue studying art after high school, or for the student who is interested in acquiring new skills and further developing their skills. Students will be guided by the teacher and will be encouraged to take risks in their creative work. Students will create artworks influenced by historical/contemporary artists and works as well as create their own original work and further develop a style.

**B. COURSE CONTENT**

<b>Course Purpose (REQUIRED):</b> <i>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.</i>
The purpose of this course is to allow students to acquire new skills and further develop their skills from the previous year. Students will learn the process of creative work by brainstorming ideas, gathering resources and inspiration, and creating thumbnail sketches before they start on a project. They will work on their craft through various art mediums both new and previously learned. This course will also allow for more student guided projects that require them to explore their creativity and imagination.
<b>Course Outline (REQUIRED):</b> <i>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.</i>
<ul style="list-style-type: none"> <li>● <b>Plan/Investigate Materials, Processes and Ideas</b> <ul style="list-style-type: none"> <li>○ <b>California Visual Art Standards covered</b> <ul style="list-style-type: none"> <li>■ <b>Adv.VA:Cr1.1, 1.2 &amp; 2.1 Adv.VA:Cn10</b></li> </ul> </li> </ul> </li> </ul>

- Students will research contemporary and historical artists with the goal to inform their work.
- Teacher demonstrates new and familiar techniques while students complete short exercises to build on skills in preparation for individual projects.
- Teacher demonstrates how artists use personal experiences to develop a body of work.
- Students document aspects of their life to generate ideas for their own art.
- **Make Art and Design**
  - **California Visual Art Standards covered**
    - **Adv.VA:Cr2.2 & 3 Adv.VA:Re7.1, 7.2, 8, 9**
  - Teacher will develop essential questions to guide student work.
    - Students conduct a sustained investigation through art and design that demonstrates practice, experimentation and revision guided by questions
      - Students will complete a number of projects in different mediums to develop originality and independence
      - A suggested outline for project completion is as follows
        - a. Thumbnail sketches
        - b. Complete project
        - c. Critiques occur throughout the artmaking process
        - d. Reflection on work
- **Present Art and Design (Documentation of student work can be spread out through the course or completed at the end)**
  - **California Visual Art Standards covered**
    - **Adv.VA:Pr4, Pr5, Pr6 Adv.VA:Cn11**
    - Students will also need to do the following in writing...
      - Identify materials processes and ideas used to make their works of art and design
      - Describe how works of art and design demonstrate synthesis of materials, processes and ideas
      - Describe how works of art and design demonstrate 2-D, 3-D or drawing skills
      - Identify questions that guided a sustained investigation through art and design

**Writing Assignments (REQUIRED):**

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

**4-Step Critique:** Students will continue to use the 4-step critique process to help them to critically breakdown a piece of artwork. The 4 steps are to Describe (describe what they see), Analyze (explain how the Elements and Principles are being used), Interpret (using evidence to support what they think the art piece means), and Judge (form an opinion of a work based on evidence from prior steps)

**Peer Critiques :** Usually during the process of making the project or after the project students participate in a class/group critique where feedback is given and received. Students need to use their knowledge of the Elements and Principles and composition and provide evidence to support their feedback. Feedback usually revolves around successes and areas of improvement.

**Self-Reflections:** After the completion of a project students will critically evaluate their artwork focusing on their strengths and areas of improvement. This will showcase their ability to critically understand their own artistic process and give them a sense of how to move forward and be more successful on their next project.

**INSTRUCTIONAL MATERIALS (REQUIRED)**

<b>Textbook #1</b>	
Title: <i>The Visual Experience</i>	Edition: 4th
Author: Emily Jean Hood and Joe Fusaro	ISBN: 978-16152-8954-7
Publisher: Davis Publications	Publication Date:
Usage: <input checked="" type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

<b>Textbook #2</b>	
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.*

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 paint and related supplies  
 Chalk Pastels and related supplies  
 Oil pastels and related supplies

Watercolor paint and related supplies Printmaking press and related supplies	
Cost for class set of textbooks: \$3,048.95 (30)	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
<p><b>Original Works (3-5 per semester)</b> Students will complete 3-5 portfolio quality projects in preparation for Art 3. Students will be guided through technique exercises and will be given certain parameters to work under decided by the individual teachers per site.</p> <p>Students will be graded with a detailed rubric demonstrating synthesis of materials, processes, and ideas. ***All projects to be graded using specific and universal rubric.</p> <p><b>Critiques</b> Through written and verbal critiques students will articulate the ideas with clarity, technical expertise and original imagery. Students will also make connections with history and contemporary artists who influence their ideas and progress throughout the school year.</p> <p><b>Planning Assignments</b> Students should create thumbnail sketches to plan for each project.</p> <p><b>Reflections</b> Students will be asked to reflect on each work of art and the process they used to create it. They should be asked to consider their own growth in comparisons to previous work. They may be asked to write about difficulties and successes that they encountered in each work.</p>
<b>Instructional Methods and/or Strategies (REQUIRED):</b>
<p><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.</p>
<b>Assessment Methods and/or Tools (REQUIRED):</b>

Please list different methods of assessments that will be used.

**A number of assessment methods will be used including but not limited to:**  
 Planning assessments - Proposals, thumbnails etc.  
 Critiques- Student and teacher led  
 Finished works of art - Varying in size material and concept

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)				
Day(s)	Objective	Standard(s)	Chapter(s)	Reference
Majority of the year	<ul style="list-style-type: none"> <li>Plan/Investigate Materials, Processes and Ideas</li> </ul>	Adv.VA:Cr1.1, Cr1.2 & Cr2.1  Adv.VA:Cn10	Any desired chapters of <i>The Visual Experience</i>	
Majority of the year	<ul style="list-style-type: none"> <li>Make Art and Design</li> </ul>	Adv.VA:Cr2.2 & Cr3 Adv.VA:Re7.1, Re7.2, Re8, Re9	Any desired chapters of <i>The Visual Experience</i>	
Beginning mid April (unless incorporated sooner)	<ul style="list-style-type: none"> <li>Present Art and Design (Documentation of student work can be spread out through the course or completed at the end)</li> </ul>	Adv.VA:Pr4, Pr5, Pr6 Adv.VA:Cn11	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.

**D. BACKGROUND INFORMATION**

**Context for course (optional)**

**History of Course Development (optional)**

