

Perris Union High School District Course of Study

A. COURSE INFORMATION		
Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Art 3</div> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised	Subject Area: <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	Grade Level <input type="checkbox"/> MS <input checked="" type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
If revised previous course name if changed <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Transcript Course Code/Number: <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)	Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Was this course <i>previously approved by UC</i> for PUHSD? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	Credential Required to teach this course: <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>Single Subject: Art</i> </div> <i>To be completed by Human Resources only.</i> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 2px; width: 60%;"><i>Spish D. Torres</i></div> <div style="border: 1px solid black; padding: 2px; width: 30%; text-align: center;"><i>12/9/2019</i></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> Signature Date </div>	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Submitted by: Ceara Torres Site: HHS Date:	Unit Value/Length of Course: <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:	
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		<i>12-9-19</i>
Asst. Superintendent of Educational Services		
Governing Board		

Prerequisite(s) (REQUIRED):
Art 1/Art 2
Corequisite(s) (REQUIRED):
Brief Course Description (REQUIRED):
Art 3 can be taken as an extension of Art 2 or in preparation for an AP studio class. Art 3 is a course designed for the serious art student who is considering studying art after high school, and advanced students who are interested in acquiring new skills and further developing their talents. Students are encouraged to pursue new venues in the field of art and study in depth the areas of art and design that are of greatest interest to them. These students will create a series of related artwork into a portfolio using the medium or media of their choice that are based on a sustained investigation of an essential question created by the student.

B. COURSE CONTENT
Course Purpose (REQUIRED): <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>
This course will allow students to acquire new skills and further developing their talents from previous years. Students will learn the process of how to build a successful portfolio that will prepare them for taking any AP art class as well as how to develop a more cohesive portfolio for college.
Course Outline (REQUIRED): <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>

- **Plan/Investigate Materials, Processes and Ideas**

- **California Visual Art Standards covered**

- **Adv.VA:Cr1.1, 1.2 & 2.1 Adv.VA:Cn10**

- **Main Objectives**

- Student research artists contemporary and historic artists with the goal of informing their own work
- Students document personal experiences to generate possibilities for making art
- Teacher demonstrates new and familiar techniques while students complete short exercises to build on skills in preparation for portfolio completion
- Document examples of how inquiry guides sustained investigation through art and design
- Document investigation of viewers interpretations of art and design
- Students must have materials, processes and ideas documented so they can develop their essential question(s)

If a student wishes to create a portfolio for college admissions, they may use the criteria of the college to guide their work, rather than an essential question.

- **Make Art and Design**

- **California Visual Art Standards covered**

- **Adv.VA:Cr2.2 & 3 Adv.VA:Re7.1, 7.2, 8, 9**

- Students develop essential questions to guide their inquiry based portfolio

- Strategies may include brainstorming, SCAMPER, sentence frames etc.
- Students create a poster or other presentation that highlights their questions, influence, key imagery and color schemes etc.
- Students conduct a sustained investigation through art and design that demonstrates practice, experimentation and revision guided by questions
 - To meet the portfolio requirements, students will be creating a number of independent projects
 - A suggested outline for project completion is as follows
 - a. Detailed Proposal
 - b. Thumbnail sketches
 - c. Complete project
 - d. Critiques occur throughout the artmaking process
 - e. 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 take quality photos of their work

- 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 Aesthetic Critique.

Self-reflections

Project Proposals

Peer Critiques

Reflections

Artist Statement

INSTRUCTIONAL MATERIALS (REQUIRED)**Textbook #1 AP Art and Design Course and Exam Description**

<https://apcentral.collegeboard.org/pdf/ap-art-and-design-course-and-exam-description.pdf?course=ap-2-d-art-and-design>

Title:

Edition:

Author:

ISBN:

Publisher:

Publication Date:

Usage: To guide those preparing to take an AP Studio Class

Primary Text

Read in entirety or near

Textbook #2

Title:

Edition:

Author:

ISBN:

Publisher:

Publication Date:

Usage:

Primary Text

Read in entirety or near

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

Art of Education Pro Membership: <https://theartofeducation.edu/pro-2/schools/>

It is suggested that a sketchbook or folder of some kind be used for research and development assignments

Various art history books and contemporary art periodicals should be made available to students for the purposes of research and development

Two Suggested books:

Strickland, Carol. *The Annotated Mona Lisa*: Andrews McMeel, 2018.

Smith, Ray, et al. *An Introduction to Art Techniques*. Dorling Kindersley in Association with the Royal Academy of Arts, 1999.

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

If more space is needed than what is provided, please attach backup as applicable.

Cost determined on a site by site basis

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: \$

Description of Additional Costs:

Additional costs:\$

Total cost per class set of instructional materials: \$

Key Assignments (REQUIRED):

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

Portfolio of original works

Using the AP Art rubrics and/or College Portfolio Requirements as a reference and guidelines, students will build a portfolio that includes a group of artworks that result from conducting a Sustained Investigation.

Description of Portfolio Requirements

FOR AP PREPARATION

Selected Works 40% of score

Five physical works or high-quality printed reproductions of physical works that each demonstrate synthesis of materials, processes, and ideas using 2-D art and design skills.

Sustained Investigation 60% of score

15 digital images of works of art and process documentation that demonstrate sustained investigation through

practice, experimentation, and revision

FOR COLLEGE PORTFOLIO PREPARATION

Minimum of 10 works that meet specific college criteria

***All projects to be graded using specific and universal rubric

Critiques

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.

Planning Assignments

Students should use detailed proposals and thumbnail sketching to plan for each project. Proposals include choices of size, theme, materials etc. along with explanations. These assignments can be used later to help with written portion of the portfolio to be turned in.

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

A number of teaching strategies will be used including but not limited to:

- Direct Instruction
- Open Studio
- Project Based Learning
- Technology based assessment and instruction such as use of Google Classroom, Canvas etc.

Assessment Methods and/or Tools (REQUIRED):

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

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Day(s)	Objective	Standard(s)	Chapter(s)	Reference
First 6-10 weeks	<ul style="list-style-type: none">● Plan/Investigate Materials, Processes and Ideas	Adv.VA:Cr1.1, Cr1.2 & Cr2.1 Adv.VA:Cn10		

Majority of the year	<ul style="list-style-type: none"> Make Art and Design 	Adv.VA:Cr2.2 & Cr3 Adv.VA:Re7.1, Re7.2, Re8, Re9		
Beginning mid April (unless incorporated sooner)	<ul style="list-style-type: none"> Present Art and Design (Documentation of student work can be spread out through the course or completed at the end) 	Adv.VA:Pr4, Pr5, Pr6 Adv.VA:Cn11		

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)