

# CHINO VALLEY UNIFIED SCHOOL DISTRICT

## INSTRUCTIONAL GUIDE

### ART FUNDAMENTALS

Course Number	5746
Department	Visual and Performing Arts
Length of Course	One (1) Year
Grade Level	9 - 12
Credit	10 units/Fine Arts credit
Prerequisite	None
Repeatable	No
Board Approved	December 7, 2000

**Description of Course** - This course is designed to give students a broad overview of the visual arts. Students will be provided with a common core of knowledge of art elements, design principles and related vocabulary. Students will develop skills in using various media with a focus on creation of artworks based on these concepts. Emphasis will be placed on relationships to art movements and individual artists. This course incorporates the State of California Visual and Performing Arts Standards.

**Rationale for Course** - Throughout history, every culture and society has created art forms of some kind. The works they created come in various sizes and shapes, are made with different materials and processes, and satisfy many different purposes. The visual arts have been used to communicate ideas, customs, traditions, and beliefs. Instruction and exposure to the visual arts gives students the skills and knowledge necessary to allow for personal growth and creative expression.

**Standard 1** - Artistic Perception: Processing, analyzing, and responding to sensory information through the language and skills unique to the arts.

- 1.1 Objective: Students will learn to perceive the world in an artistic way by refining their sensory perceptions of works of art, objects in nature, events and the environment.
  - 1.1.1 Performance Indicator: Students will recognize, describe, analyze, discuss and write about the visual characteristics of works of art.
    - A. Given a copy of Winslow Homer's *The Gulf Stream*, students will be able to complete a factual description of the painting, noting subject matter, art elements, design principles, and medium. They will differentiate between fact and opinion in the description process.

- B. Students will be able to identify works that exhibit imitationalism, formalism, and emotionalism.
- 1.1.2 Performance Indicator: Students will identify, record and use art elements (line, color, shape/form, texture, space) as they explore, analyze and talk about what they see or create.
- A. Students will select three works from their portfolios. They will write or discuss the intent of the work as well as how they used the media and art elements. Students will differentiate between describing and analyzing an artwork.
  - B. Working in small groups, students will design a banner that focuses on one of the art elements.
  - C. After looking at examples of Aboriginal dream paintings, students will create a dream painting which uses earth (neutral colors), dots, lines and abstracted animal shapes.
- 1.1.3 Performance Indicator: Students will identify, record and use design principles (balance, contrast, emphasis, movement, rhythm, unity) to explore, analyze, and talk about what they see in the physical world.
- A. Students will compare Demuth's *I Saw the Figure 5 in Gold* and Bonheur's *The Horse Fair* in terms of how each artist uses movement and rhythm.
  - B. Students will create artworks that demonstrate formal and informal balance.
  - C. In making judgements about functional objects such as a chair, students will consider art elements and design principles as well as how the object works when it is used.
- 1.1.4 Performance Indicator: Students will continue to expand and use art vocabulary to describe and analyze works of art.
- A. Students will perform a comprehensive description of two works, noting the subject, the size, the medium, and the date of each. Then they will compare similarities and differences between the works.

- B. Students will research and write an interview of an artist posing both questions and answers. Using slides, books, posters or Internet, they will present one work by that artist to the class as a whole.
- C. Students will compare the 1864 self-portrait by Degas with Gauguin's 1889 self-portrait (with halo). They will discuss or write about the differences in style, color, and symbolic elements present in both works.

**Standard 2 - Creative Expression: Creating, performing, and participating in the arts.**

- 2.1 Objective: Students will develop artistic skills in a variety of media and technical processes. They will apply this knowledge to create original artworks.
  - 2.1.1 Performance Indicator: Students will create original works of art of increasing complexity.
    - A. Students will demonstrate increased skill and control of craftsmanship in their work.
    - B. After creating a series of drawings of the human form, students will use these to develop a collage in the style of Chagall or Miriam Shaapiro.
    - C. Students will create an original drawing using thumb prints (see the work of Chuck Close).
  - 2.1.2 Performance Indicator: Students will explore a variety of media, techniques and processes, making choices as to what to apply in their own work.
    - A. Students will develop a collograph or a glue line drawing that will be used as the basis for a print.
    - B. Starting with a sheet of paper or thin cardboard, students will explore depth of space by folding and creasing it to form a three-dimensional work.
    - C. Students will explore Chinese brush painting using either Indian ink or watercolor. They will create a border in the style of a Chinese scroll.

- 2.1.3 Performance Indicator: Students will engage in expressive art experiences, gaining personal insight and appreciation of their accomplishments and the accomplishments of others.
- A. Students will demonstrate an exploration of a personal style in their artworks.
  - B. After looking at the work of Jacob Lawrence, students will create a collage or a painting which tells a story using simplified shapes and bright colors.
  - C. Students will use rubbings or frottage as the basis for an original artwork.
- 2.1.4 Performance Indicator: Students will demonstrate an understanding of how to solve artistic problems in unique and expressive ways.
- A. Students will work in small groups to design a sculpture for a public place. They will specify medium, size and impact upon the spaces around it.
  - B. After looking at visuals of masks from many cultures, students will create a mask from paper mache, cardboard or clay. They will specify the culture and content in which this mask would be used.
- 2.1.5 Performance Indicator: Students will develop an appreciation for using the visual arts in lifelong learning.
- A. Students will visit an art museum and research an artist whose work is found there.
  - B. During a unit on architecture, students will walk around the neighborhood to identify the different types of architecture used in the windows, doors, and roof-lines.
  - C. Students will study the development of cartoons including line drawings for frescos, editorial cartoons, comic strips, and animation. They will develop their own cartoon character.

**Standard 3 - Historical and Cultural Context:** Understanding historical contributions and cultural dimensions of a given art.

- 3.1 Objective: Students will explore the role of the visual arts in human history and culture. They will investigate universal themes and concepts in historical and contemporary periods

in different cultures.

3.1.1 Performance Indicator: Students will compare, contrast and analyze styles of art from a variety of times, places, and cultures.

A. Students will examine the imagery, symbolism and geometry in the Aztec Calendar Stone. They will plan and construct a large calendar for their school in the fashion of the Aztec Calendar.

B. Students will discuss how an item created for everyday purposes (a Navajo saddle blanket , for example) can eventually be considered a work of art.

C. Students will study the art from their own cultural heritage and produce an artwork that reflects both that heritage and contemporary times.

3.1.2 Performance Indicator: The student will recognize that the visual arts reflect, play a role in, and influence culture.

A. Students will research the style, role, and influence of a well-known artist. They will examine, for example, how the writings and paintings of Mondrian influenced abstract and non-objective painters as well as modern architecture.

B. Students will choose a universal concept such as dance and, working with a partner, find five different artworks from different cultures that depict that art form. They will note the period in which the art was created, the medium, and the social and cultural setting of each artwork.

C. Students will observe several portraits from different time periods and cultures and distinguish the ways in which the art historian places the artwork in its time and culture.

**Standard 4 - Aesthetic Valuing:** Responding to, analyzing, and making critical assessments about artworks.

4.1 Objective: Students will analyze, interpret, and derive meaning from works of visual art. They will make critical judgements about, and determine the quality of, visual artworks and art experiences in accord with learned elements and principles of art.

4.1.1 Performance Indicator: Students will make informed judgements by applying the four steps of art criticism in his or her artwork and the work of others

(describe the work, analyze the work in terms of art elements and design principles, interpret the work in terms of ideas and emotions, and judge the work as to its success both technically and in terms of communicating an idea or emotion).

- A. Students will create drawings or paintings in one-point perspective. They will evaluate their projects, linking art elements and design principles as well as expressive characteristics and technical qualities.
- B. Students will write a critique about two works, including their interpretation of the meaning of the work. They will examine how successful the artist was in using elements and principles of design as well as the importance of the meaning of the work.

4.1.2 Performance Indicator: Students will respond to a variety of works of art and talk about their interpretations of the artists' intentions.

- A. Selecting three artworks from their portfolios, students will reflect and write about how the works show growth over a period of time; and ways in which the artworks are successful.
- B. Students will examine artworks from a non-western culture and discuss ways in which these works are successful. They will note how purpose and beliefs influence the work.

4.1.3 Performance Indicator: Students will express ideas about art and give reasons for preferences in works of art. They will identify the difference between preference and judgement.

- A. Students will compare and contrast two works such as Munch's *The Scream* and Picasso's *The Frugal Repast*. In writing, they state how each artist used exaggeration and distortion, as well as their judgment about the success of the artworks.
- B. Students will imagine they are visitors from another galaxy who are trying to understand from artworks something about the civilizations on this planet. They will divide into small groups and discuss realistic works that show the interaction of people, such as Moore's *Family Group*, Homer's *Hound and Hunter*, and Scurat's *The Bathers*. Each group has five minutes at the end of class to report their findings. They will include

artist's name, title of the work, the medium used, and the size.

**Standard 5 - Connection, Relations, and Application:** Connecting and applying what is learned in a given art form to learning in other art forms, subject areas, and careers.

5.1 Objective: Students apply what they learn in visual arts to learning across disciplines. They develop competencies in problem solving, communication skills, and management of time and resources, all of which contribute to lifelong learning and career skills.

5.1.1 Performance Indicator: Students will integrate what they learn in art to learning in other subject areas.

A. Students will create a time line of a major period or style of art. They will include the dates of occurrence, major factors that brought about the style and the features of the period or style. They will note major historical events that were taking place at this time. Artists, writers, philosophers, scientists, governments and religious influences should be included.

B. After being introduced to the glyphs of the Mayan culture, students will note that Mayan art often contained images of animals that functioned as symbols that told the viewer something. Students will work in groups to report upon other examples of non-verbal communication used for centuries by people of many cultures.

C. Students will discuss how museums originally developed as an elitist entertainment. They will describe steps that communities have taken to ensure that art is available to be enjoyed by everyone.

5.1.2 Performance Indicator: Students will learn skills in art that translate to careers.

A. Students will read about the Caldecott Medal presented yearly to an illustrator of children's books. They will find examples from the last ten years and describe the changes in illustrations over time. They will investigate opportunities for illustrators and the colleges that offer appropriate training.

B. Students plan and execute an art show in a local public space, keeping a journal of the job skills they apply and develop.

5.1.3 Performance Indicator: Students will explore careers in the visual arts.

- A. Students will demonstrate an understanding of the varied functions of an artist, advertising artist, video game designer, cartoonist, fashion illustrator, photographer, medical illustrator, urban planner, architect, set designer, etc.
- B. Students will divide into small groups, select two art careers that interest the group, research the career, then make a poster that highlight these careers.
- C. Students will research colleges and universities that offer art training, noting the types of degrees offered, career concentrations available, and major expenses involved

5.1.4 Performance Indicator: Students will learn diverse ways in which the visual arts can communicate the same idea.

- A. Students will maintain a portfolio of their work, organizing it in a systematic way and describing the process used to create at least three works of art.
- B. Students will examine their own work and the work of their peers and be able to make constructive observations on how each used the elements and principles of art.
- C. Working with a partner, students will locate five artworks from different time periods and cultures that depict sports. They will list the name of the artwork, the artist (if known), the media used, and the period and culture in which the art was created. They will further name the sport depicted, the setting, and the values emphasized.



Appendix 1  
Art Fundamentals

Textbooks: Art Talk, Ragans  
Publisher: Glencoe/McGraw-Hill  
Copyright Date: 2000