

Art (Middle School),

Grades: 7-8, Term: 1 Semester

This course offers students an introduction to art appreciation as well as preparation for high school art. The elements of art will be studied and applied to personal expression in two and three dimensional projects. Students will explore the creative process through projects and by studying individual artists as well art movements. Art from world cultures is explained and compared. Analyzing and judging art works is ongoing.

Art (Middle School) Syllabus (Suggested sequence: A-D)

A. Elements of Art

- | | |
|----------------------|----------|
| 1. Line | 5. Form |
| 2. Value (gradation) | 6. Space |
| 3. Texture | 7. Color |
| 4. Shape | |

B. Analyzing and Judging Art

- | | |
|-------------|--------------|
| 1. Describe | 3. Interpret |
| 2. Analyze | 4. Judge |

C. The Creative Process

- | | |
|---|---|
| 1. Claude Monet - Impressionism | 5. Vincent VanGogh/Post Impressionism |
| 2. Pablo Picasso - Cubism | 6. Jackson Pollock/Abstract Expressionism |
| 3. Salvador Dali – Surrealism | 7. Others (as time permits) |
| 4. Michelangelo Buonarroti -Renaissance | |

D. Art Disciplines

- | | | |
|----------------|--------------------|---------------------------|
| 1. Drawing | 5. Hand made Books | 9. Graphic Design |
| 2. Painting | 6. Murals | 10. Lettering/Calligraphy |
| 3. Sculpture | 7. Masks | 11. Animation/Cartoon |
| 4. Printmaking | 8. Multi-media | 12. Crafts/Folk Art |

E. Art Themes(Suggested)

- | | |
|----------------|------------------|
| 1. Still life. | 4. Abstract |
| 2. Landscape | 5. Collage |
| 3. Figurative | 6. Constructions |

F. Art Materials (Suggested)

- | | |
|------------------|-------------|
| 1. Pencils | 6. Plaster |
| 2. Water-color | 7. Clay |
| 3. Tempera paint | 8. Wood |
| 4. Acrylic paint | 9. Pen link |
| 5. Cardboard | 10. Pastels |

G. Grading and Evaluation: Authentic, criterion referenced, formative, performance based, self and peer, and standards assessment

H. Instructional Methods / Tools: Demonstrations, modeling, lecture, comparisons, discussions, analysis, and presentations.

I. Course Values: Art is a visual language that is uniquely expressed through its basic elements by promoting creativity, discipline, individual expression, and an awareness of art in everyday experiences. In addition, Art expresses enduring social and cultural values.

J. CA Visual Art Standards:

1. Artistic Perception -Vocabulary, themes, elements, principles
2. Creative Expression -Individual/group projects, techniques, materials, process 3.
Historical/Cultural Context - Presentations, lecture, media, reports, time-lines, discussions,
archetypes
4. Aesthetic Valuing- Vocabulary, critiques, reports, discussions
5. Connections, Relationships, Applications - Exhibitions, portfolio, guest speakers, field trips,
careers

“Art” Curriculum – Middle School

1. **Course Title:** Art
2. **Transcript Title / Abbreviation:** Art
3. **Transcript Course Code / Number:**
4. **District:** S.U.S.D.
5. **School District Web Site:** www.stockton.k12.ca.us
6. **Subject Area:** Visual & Performing Arts
7. **Grade Level(s):** 7-8
8. **Unit Value:** 5 (one-half year)
9. **Approved by U.C.:** No .
10. **Recommendation:** None
11. **Co-requisites:** None

Brief Course Description: This course offers students an introduction to art appreciation as well as preparation for high school art. The elements of art will be studied and applied to personal expression in two and three dimensional projects. Students will explore the creative process through projects and by studying individual artists as well as art movements. Art from world cultures is explained and compared. Analyzing and judging art works is ongoing.

Course Goals and/or Major Student Outcomes:

1. Through original works students will creatively express a core of knowledge, skills, and methodology in basic art processes.
2. Demonstrate knowledge of basic art methodology, history, and theory through readings, written, and oral assignments.
3. Analyze and judge self, peer, and other original works of art.
4. Demonstrate the ability to solve problems, think critically, and value aesthetically by completing original creative self expressive basic art projects using a variety of materials and methods.

Course Objectives:

1. Students will study basic art vocabulary through theory and actual experiences in creative application. Standards: 1.0 Artistic Perception, 2.0 Creative Expression
2. Students will be taught safety, care, and use of tools. Standards: 1.0 Artistic Perception, 2.0 Creative Expression
3. Students will make written/ oral evaluations, summaries, and comparisons among civilizations and individual artists. Standards: 3.0 Historical/Cultural Context, 4.0 Aesthetic Valuing
4. Students will compare and contrast the lives, creative process, and work of master artists. Standards: 3.0 Historical/Cultural Context, 4.0 Aesthetic Valuing
5. Students will creatively express their core of understanding of basic art by using basic methods and materials. Standards: 2.0 Creative Expression, 4.0 Aesthetic Valuing
6. Students will make evaluations and or drawings of their work to better understand and make critical aesthetic analysis of their creative expression, goals, and progress. Standards: 2.0 Creative Expression, 4.0 Aesthetic Valuing
7. Students will present their original art works on campus and in the community. Standards: 2.0 Creative Expression, 4.0 Aesthetic Valuing, 5.0 Connections

Course Alignment to California Visual Arts Content Standards:

I. Nature of the Visual Arts - Artistic Perception Standard

Understand through theory and experience the elements and principles of the visual arts as well as the techniques, themes, and procedures to create original art works

II. Projects - Creative Expression Standard

A. Elements of Art: Each of the basic elements of art is explored as part of a visual vocabulary to form a language for individual expression. Each art element is related to nature, art history, and the student's personal environment. The relationship between the art elements is also explored. Projects are presented sequentially and developed in stages of complexity.

B. Exploring Art: Projects allow the student to find a personal voice using a nonverbal form of communication. Through creative expression students gain skill and experience with tools and media. Projects include still life, landscape, figurative, portrait, design, collage, and mixed media. Students keep written logs of their expectations, successes, failures, and knowledge gained before, during and after each project.

C. Materials: pencil, charcoal, watercolor, tempera paint, polymer and earthen clay, paper-mache, mixed media, etc.

D. Disciplines: drawing, watercolor, tempera painting, paper-mache and clay sculpture, printmaking, hand made art books, pen and ink

E. Process: Exploring ideas and expressing emotion through a variety of drawing and painting techniques, creation of armatures for additive and subtractive sculpture methods, creation of two and three dimensional forms and texture, creative use of space and perspective in two and three dimensional work, cutting, gluing, sanding, rasping, chiseling, grinding, and fabrication

F. Tools: safety, technique, sharpening, cleaning, and storage

G. Presentation: matting and framing of two dimensional art works; techniques for exhibits; sculpture pedestals; catalogs and slides; digital presentations and documentation.

III. Art History, Theory, and Criticism - Historical and Cultural Context Standard

A. Styles and genre of art

B. Presentation and discussion of artists, biography, and criticism of one work.

C. Timelines and historical context of images of man

IV. Values - Aesthetic Valuing Standard

A. Understanding of vocabulary is assessed as applied to art and criticism

B. Individual and group critiques

C. Written and / or oral reports

V. Community - Connections, Relations, Applications Standard

A. Participation in campus/ community exhibitions

B. Completion of a portfolio (suggested)

C. Guest speakers / artists

D. Field trips to local art exhibits and studios when possible

E. Career choices and related occupations.

SCOPE and SEQUENCE

A. Introduction to Art

1. Art Definitions

- a. Why artists create
- b. Art as language
- c. Art as experience

2 Thinking, Valuing, Explaining, Judging Art

- a. Art Criticism- Understanding art
- b. Aesthetics- Art Appreciation
- c. Art History- Understanding works of art / artists

3. Art, Media, and Process

- a. 2- dimensional art forms and materials/methods
- b. 3- dimensional art forms and materials/methods
- c. Mixed media, Technology, textiles, and others...

B. Art Elements

1. Line - a continuous point

- a. Natural lines
- b. Line in art
 - 1. Contour line
 - 2. Expression in line

2. Shape - a two dimensional representation of a subject

- a. Geometric Shapes (3 basic shapes)
- b. organic shapes

3. Form - shape plus structure

- a. organic / geometric form
- b. Structure- a support system for a form
 - 1. Physical qualities
 - 2. Aesthetic qualities

4. Space - a dimension in all directions

- a. space / form relationship
 - 1. positive / negative space.
 - 2. figure/ground in 2-d art.
 - 3. experience of space in architecture / sculpture.
- b. perspective - the illusion of 3 dimensions .
 - 1. elements: horizontal line, vanishing point, converging line, parallel lines.
 - 2. types of perspective drawing.
 - a. 1 point
 - 3. size relationships
 - 4. overlapping

5. Value - lightness or darkness

- a. Creating value
 - 1. Gradation / value scale
 - a. continuous tone
 - b.(cross) hatching line
- b. stippling

c. Shadows / light sources

6. Color - a phenomenon of light (energy)

- a. Hue: tint / tone, shade
- b. Primary, Secondary
- c. Warm / cool colors

7. Texture - the tactile surface of an object

- a. Organic / inorganic textures

C. Composition

- a. Variety - the use of difference
- b. Contrast - Emphasis on differences
- c. Emphasis - One element is given more attention
- d. Convergence - Elements that lead to a specific point
- e. Harmony - a pleasing arrangement of elements of the art work

D. Art Criticism

1. Art Critique

- a. Describe - what you see in the art work
- b. Analyze- how their art work is organized, balanced, and achieves harmony
- c. Interpret - the themes or meaning of the art work.
- d. Judge - the art work as to its success in conveying its message

2. Reports (suggested)

- a. Biographical Background: Birth date, place, education, influences, travel
- b. Discuss the artist's overall work: medium(s), style, uniqueness, themes
- c. Describe one work in detail. What are its strengths and weaknesses?
- d. What is the theme? Can it be improved? Include a drawing or Xerox copy of the art
- e. Discuss the elements of the work
- f. Give your personal opinions of the artist and work. Why did you choose this art work? Would you recommend this artist to other students? What did you like or dislike about the artist?

E. Careers in Art

1. Environmental Design

- a. Architecture
- b. Urban Design
- c. Landscape Architect

2. Interior Design / Display

- a. Interior Designer
- b. Facility Planner: Analyze! Recommend

3. Communication Design

- a. Graphic Design: Logos, advertising, packaging
- b. Publication Design/Illustrations: Magazine, book, cartoon, technical
- c. Photography: Fashion, photojournalism, product/food photo

4. Product and Fashion Design

- a. Industrial Design: Product, toy, transportation design
- b. Fashion Design: Clothing Design, Illustration

5 Entertainment Design

- a. Film, TV, Animation, Game designer, Multi-media, Graphics
- b. Theater: set design, costume design, make- up

6. Art Education

- a. Teacher
- b. Teaching Artist

7. Fine Arts

F. Visual Arts' Legacy

1. Traditions:
 - a. Western
 - b. Non- Western

G. Art in the Community and Environment

1. Museums, Galleries, and Public Art
2. Art Schools and Advanced Studies
3. Exhibits, Contests, and Resources

H. Textbooks / Resources (Suggested):

1. Supplemental *text*: Robyn M. Turner, Portfolios (Middle School)
2. Supplemental *text*: Rosalind Ragans, Art Talk (Middle School)
3. Supplemental readings, school library, public libraries, and art magazines.

I. Instructional Methods:

Demonstrations, modeling, direct instruction, comparisons, discussions, analysis, and presentations.

J. Assessment Methods:

Authentic, rubric, formative, performance- based, self and peer, standards based assessment and portfolios.