

# Survey of Visual Art I Course Syllabus



## **Supervising Teacher**

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**Course Description:** *No Pre-requisite. Guided instruction strongly recommended.*

**Survey of Visual Art I    2 semesters                      2 credits                      Grades 9-12**

Survey of Visual Art I is a course based on the Visual Arts and Humanities Idaho Content Standards. Students will be introduced to the elements and principles of art through practice in their own art work. They will also have the opportunity to learn critical thinking skills by reflecting on their work and the work of other artists from various historical periods as well as contemporary art. Students will be required to submit art work to the instructor for most anchor assignments, by either scanning the work or taking a digital photo and uploading a file to Moodle.

## **Recommended Textbook Options:**

MCGRAW-HILL - GLENCOE Art Talk SE 2005 Edition I-DEA TOP PICK  
MCGRAW-HILL - GLENCOE Art Talk TE 2005 Edition I-DEA TOP PICK  
Artistic Pursuits High School Book 1 I-DEA TOP PICK  
Artistic Pursuits High School Book 2 I-DEA TOP PICK  
Betty Edwards: *The New Drawing on the Right Side of the Brain* (1999) & *The New Drawing on the Right Side of the Brain Workbook* (2002)

## **Recommended Supplies or Equipment:**

I-DEA High School Visual Art Kit: IDEA Curriculum Catalog.

## **End of Course Assessment:**

This course has 4 anchor assignments for each semester (8 total.) These are the required assessment piece for this course.

## **Course Evaluation:**

60% of the grade for this course will be determined by the parent/teacher and contact teacher. The other 40% will come from the grading of the anchor assignments.

## Pacing Guide

The topics and standards for this course have been divided between the two semesters.

Semester 1 (Fall) Elements of Art	Semester 2 (Spring) Principles of Art
Intro to Contemporary/Historic/Cultural Vis Art	Texture—Real, using a variety of media
Intro to Art Criticism & Appreciation	Reintroduce Principles of Art
Intro to Elements	Principle Balance (Asymmetrical & Symmetrical)
Element Line	Principle Emphasis (Elements of Art/Content)
Element Space—Positive & Negative	Principle Movement
Element Shape & Form	Principle Harmony
Element Value (Principle of Contrast)	Principle Harmony
	Proportion
Element Color—Primary, Secondary, Tertiary Colors—Element Value—Tint, Tone, Shade, and Principle of Intensity	Repetition, Unity & Pattern
Element Color—Analogous, Complementary, Monochromatic—Principle Harmony	Careers in Art
Element Texture—Implied Texture & Rubbed Texture	

In order to fulfill this pacing requirement, the recommended texts have been broken down by chapter. Covering the chapters in the order listed will insure that all topics on the anchor assignments will be covered during the appropriate semester.

## McGraw Hill/Glencoe: *Art Talk* (2005)

Semester 1(Fall)	Semester 2 (Spring)
Chapter 1 Art in Your World	Chapter 8 The Principles of Art
Chapter 2 Art Criticism and Aesthetic Judgment	Chapter 9 Balance
Chapter 3 Media and Processes of Art	Chapter 10 Proportion
Chapter 4 Elements of Art	Chapter 11 Variety, Emphasis, Harmony, and Unity
Chapter 5 Shape Form and Space	Chapter 12 Art Traditions from Around the World
Chapter 6 Color	Chapter 13 Western Traditions in Art
Chapter 7 Texture	Chapter 14 Careers in Art

## Artistic Pursuits: Books 1 & 2 Senior High

Essentially, the Elements are practiced the 1<sup>st</sup> Semester and the Principles are practiced during the 2<sup>nd</sup> Semester. Art Criticism and Self Evaluation are practiced throughout this text.

Semester 1(Fall) Elements of Art		Semester 2 (Spring) Principles of Art	
<b>Book 1</b> Unit 1, 2	<b>Elements of Art</b> <i>Space &amp; Line</i>	<b>Book 1</b> Unit 7, 8	<b>Principles of Art</b> <i>Contrast, Unity &amp; Balance</i>
Unit 3, 4	<i>Texture &amp; Shape</i>	<b>Book 1</b> Unit 9, 10	<i>Rhythm &amp; Depth (Overlapping)</i>
		<b>Book 2</b> Unit 9, 10	<i>Balance &amp; Rhythm</i>
		Unit 13	<i>Emphasis, Placement</i>
Unit 5, 6	<i>Form &amp; Value</i>	<b>Book 1</b> Unit 11	<i>Depth (Position &amp; Size)</i>
		<b>Book 2</b> Unit 14	<i>Emphasis, Size</i>
<b>Book 2</b> Unit 1, 2, 3	<i>Hue, Tinting &amp; Shading</i>	<b>Book 1</b> Unit 14, 15	<i>Proportion, The Face &amp; The Figure</i>
<b>Book 2</b> Unit 4, 5	<i>Value of Hues</i>	<b>Book 1</b> Unit 12	<i>One &amp; Two Point Perspective</i>
<b>Book 2</b> Unit 5, 6	<i>Complementary &amp; Neutral Hues</i>	<b>Book 2</b> Unit 11, 12	<i>High &amp; Low Viewpoint</i>
<b>Book 2</b> Unit 7, 8	<i>Warm &amp; Cool, Analogous Hues</i>	<b>Book 2</b> Unit 13, 15	<i>Atmospheric Perspective &amp; Emphasis, Value</i>
<b>Book 1</b> Unit 16	<i>Clothing &amp; Drapery</i>	<b>Book 2</b> Unit 15	<i>Developing Original Artwork</i>

### IMPORTANT SUPPLEMENT

Betty Edwards, *Drawing on the Right Side of the Brain (1999)* & *The New Drawing on the Right Side of the Brain Workbook (2002)*.

Semester 1(Fall)	Semester 2 (Spring)
Preface & Introduction	Chapter 8
Chapter 1	Chapter 9
Chapter 2	Chapter 10
Chapter 3	Chapter 11
Chapter 4	Chapter 12
Chapter 5	Afterword
Chapter 6	Postscript

### Additional Information from the Instructor:

Betty Edward's book may be used for consecutive years of art courses. This is a very helpful text and the lesson activities in it could become routine warm-ups for art students.

**I-DEA Student Honor Code:**

With any form of valid proof of dishonesty with regard to student work or testing, the instructor may elect from a range of actions. Academic dishonesty could lead to a zero grade for the assignment or even failure for the entire course following consultation between the instructor, Secondary Supervisor, and Director.

All students must adhere to the **Honor Code:**

*“On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. This means I will not lie, cheat or steal, and as a member of this academic community, I am committed to creating an environment of respect and mutual trust.”*

# GRADE 9-12 HUMANITIES: VISUAL ARTS IDAHO CONTENT STANDARDS

## Standard 1: Historical and Cultural Contexts

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	5	6	7
<b>Goal 1.1: Discuss the historical and cultural contexts of the visual arts.</b>	9-12.VA.1.1.1 Identify representative visual works of art from a variety of cultures and historical periods. (971.01.b2)	9-12.VA.1.1.2 Outline the history and function of a particular visual art form. (971.01.b4)	9-12.VA.1.1.3 Compare and contrast the historical, social, and environmental contexts that influence artistic expression. (971.01.b3)	9-12.VA.1.1.4 Compare and contrast aesthetics from different cultural perspectives. (971.01.b3)			
<b>Goal 1.2: Explain the interrelationships among visual and performing arts disciplines.</b>	9-12.VA.1.2.1 Compare art forms that share common characteristics (e.g. form, line, space). (936.02.b2)	9-12.VA.1.2.2 Analyze a visual art product or art performance that integrates media, processes, and/or concepts from other performing arts disciplines.	9-12.VA.1.2.3 Relate the trends and movements in visual art to other disciplines in the arts and humanities. (971.02.b3)				

## Standard 2: Critical Thinking

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7
<b>Goal 2.1: Conduct analyses in the visual arts.</b>	9-12.VA.2.1.1 Develop and present basic analyses of works of visual art from structural, historical, and cultural perspectives. (973.01.b2)	9-12.VA.2.1.2 Construct meaning and support well-developed interpretations of works of art with evidence.	9-12.VA.2.1.3 Critique works of art employing appropriate arts vocabulary. (971.01.b1)	9-12.VA.2.1.4 Identify iconography in an artist's work or a body of work and analyze the meaning.	9-12.VA.2.1.5 Analyze an artist's use of elements, principles, and how they contribute to one's interpretation of the artwork.		
<b>Goal 2.2: Engage in reasoned dialogue and make informed decisions about the visual arts.</b>	9-12.VA.2.2.1 Identify the role of the arts in today's society, including career and avocation opportunities. (973.02.b1)	9-12.VA.2.2.2 Discuss the nature of art or aesthetic issues.	9-12.VA.2.2.3 Articulate criteria for determining excellence in artwork.	9-12.VA.2.2.4 Demonstrate appropriate behavior while attending and/or participating in arts events. (975.02.b2)	9-12.VA.2.2.5 Show respect for personal work and work of others. (975.02.b3)	9-12.VA.2.2.6 Write an artist's statement that describes a series of works (background information on the artist, artists and movements that were influential on the work, significance of the body of work).	9-12.VA.2.2.7 Debate dividing lines between imitating a master's style of creation and unfairly "copying" another person's original work. (973.03.b2)

## Standard 3: Performance

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	7
<b>Goal 3.1: Demonstrate skills essential to the visual arts.</b>	9-12.VA.3.1.1 Select and apply media, techniques, and processes effectively and with artistic intention.	9-12.VA.3.1.2 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.	9-12.VA.3.1.3 Demonstrate how (elements and principles) can be used to solve specific visual arts problems. (975.01.b4)	9-12.VA.3.1.4 Present convincing or accurately rendered subjects that demonstrate refined observational skills.	9-12.VA.3.1.5 Plan, record, and analyze a body of work through keeping an artist's journal or sketchbook.	9-12.VA.3.1.6 Critique one's own work with the intent of revision and refinement.	
<b>Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.</b>	9-12.VA.3.2.1 Choose purposefully between visual characteristics of a variety of media and use these to communicate one's own idea.	9-12.VA.3.2.2 Discriminate and select from a variety of symbols, subject matter, and ideas to communicate clearly personal statements. (975.03.b2)	9-12.VA.3.2.3 Create an interpretation of a work respecting the intent of its creator. (906.03.b1)	9-12.VA.3.2.4 Select and utilize visual, spatial, and temporal concepts to enhance meaning in artwork.	9-12.VA.3.2.5 Create a body of work that develops a specific theme, idea or style of art.		
<b>Goal 3.3: Communicate through the visual arts with creative expression.</b>	9-12.VA.3.3.1 Plan and produce a work of art applying media, techniques, and processes with skill, confidence, and sensitivity. (975.03.b1)	9-12.VA.3.3.2 Apply various symbols, subjects, and ideas in one's artwork. (975.03.b2)	9-12.VA.3.3.3 Use the creative process (brainstorm, research, rough sketch, final product) to create and critique a work of art.	9-12.VA.3.3.4 Determine and execute appropriate visual presentation of an original artwork.			