

Survey of Visual Art II

Course Syllabus



Supervising Teacher

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Course Description: *Pre-requisite: Survey of Visual Art I or one year of previous credit in Art. Guided instruction required or instructor approval*

Survey of Visual Art II 2 semesters 2 credits **Grades 10-12**

Survey of Visual Art II is a course based on the Visual Arts and Humanities Idaho Content Standards. Students will focus on the area of drawing in Semester A, and on painting in Semester B. They will have the opportunity to continue using their critical thinking skills by reflecting on their own art work and critiquing the work of other artists, both historical and contemporary. They will also explore the creative process by researching, planning and carrying out their own projects. 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:

(Drawing will be studied first semester and painting second semester)

***MCGRAW-HILL - GLENCOE Art: Creating & Understanding Drawings SE
2006 Edition I-DEA TOP PICK***

Davis Art - Exploring Painting, 3rd Ed.

Recommended Supplements:

Drawing for Older Children and Teens I-DEA TOP PICK (Mona Brooks)

**Betty Edwards—Drawing on the Right Side of the Brain—held over from
Introduction to Visual Art.**

DK Story of Painting I-DEA TOP PICK (Wendy Beckett)

Supplies or Equipment:

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

Or needed replacement supplies for kit received previously: IDEA Curriculum Catalog

9x12 Sketch Pad/Spiral 60# 50sht

9x12 Watercolor Pad 140# CP Spiral BND 12SHT

9"x12" Artists' Canvas Panel Board

Semi-Hex Pencil Set HB, 2B, 4B, 6B

(#OVL-8T) Assorted Watercolor refill tray

End of Course Assessment:

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

Course Evaluation:

60% of the grade for this course will be determined by the parent educator 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) Drawing & History	Semester 2 (Spring) Painting & Critique
Review Elements & Principles of Art/color	Art History—Drawing , Painting etc.
Line	Art History—Contemporary/Technology
Form & Value	Painting Genres/Techniques
Art Criticism	-- Color
Perspective Drawing	--Media
--Realistic Drawing	-- Content
Creating the Illusion of Space	-- Expression
Expressive Drawing/Review Elements & Principles.	--Criticism/Review
Cartooning & Animation	Presentation

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.

Glencoe—Creating & Understanding Drawings (2001)

Semester 1(Fall)	Semester 2 (Spring)
Chapter 1	Chapter 11
<i>Chapter 2</i>	Chapter 12
<i>Chapter 3</i>	
<i>Chapter 4</i>	
<i>Chapter 5</i>	
<i>Chapter 6</i>	<i>Review Chapter 8, 10</i>
<i>Chapter 7</i>	
<i>Chapter 8</i>	
<i>Chapter 9</i>	

Davis Art – Exploring Painting, 3rd Ed.

Semester 1 (Fall) Use Glencoe Understanding drawings	Semester 2 (Spring)
	Chapter 1 Painting is communication
	Chapter 3 Working with Color
	Chapter 5 Transparent Watercolor
	Chapter 6 Acrylic
	Chapter 9 Natural and Everyday Objects
	Chapter 10 the Human Figure
	Chapter 11 Natural and Constructed Environments
	Chapter 12 Nonobjective Art
	Part Four Student Handbook

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
Goal 1.1: Discuss the historical and cultural contexts of the visual arts.	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)			
Goal 1.2: Explain the interrelationships among visual and performing arts disciplines.	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
Goal 2.1: Conduct analyses in the visual arts.	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.		
Goal 2.2: Engage in reasoned dialogue and make informed decisions about the visual arts.	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
Goal 3.1: Demonstrate skills essential to the visual arts.	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.	
Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.	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.		
Goal 3.3: Communicate through the visual arts with creative expression.	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.			