



Palm Springs Unified School District Secondary Course Description

Please read: Sections 1 and 2 must be completed and submitted to the Director of Secondary Curriculum and Instruction for all courses seeking PSUSD Cabinet and Board approval. Sections 3 and/or 5 must be completed if the course will be submitted to the University of California (UC) for placement on your school's a-g list and/or Career and technical educational (CTE).

District Office Use Only

Transcript Title(s)/Abbreviation: Art in World Cultures

Transcript Course Code(s)/Number(s): 1553 Cabinet/ BOE Approval Date: September 13, 2016

Section 1: Course Content

1. Course Title: Art in World Cultures

Date this course was first submitted to the Curriculum Advisory: 08/08/2016

2. Is this a re-write of an existing course? No If "Yes," what is the District Course Code: _____

3. CALPADS Code : 6005

4. PSUSD graduation requirement subject area: a-g Elective

5. Unit Value for complete course: 10 Credits (g) (Elective) 6. Grade Level: 9 10 11 12

Course can be repeated for Credit? *Note: Grade level pertains to which grades the course has been designed.*

7. PSUSD Department: Social Science

8. PSUSD weighted GPA? No 9. Is this an "online" learning course? Yes

If "Yes," list the online provider: eDynamicLearning

Note: If "Yes," an additional course code will be created by ETIS with a virtual designation.

10. Will this course be offered only through the Alternative Education Program? DLA

11. Career Pathway Relationship

Note: Refer to the list of Industries and their associated Pathways in Section 5, Item #38

Is this course an Industry and Career Pathway-related Course? No

If "Yes," which Industry? --

Which Pathway? _____

What sequence level? --

12. Is this course an Academy-related Course? No If "Yes," which Academy? _____

13. Course Content:

For each unit of the course, provide:

1. A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.
2. A brief summary (2-4 sentences) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

Unit One: Introduction to the Visual Arts

Pablo Picasso once said, "The purpose of art is washing the dust of daily life off our souls." Art speaks to our emotions and imaginations. It allows us to see the world in different ways and fulfill the need to create. In this unit, we will begin our exploration of the history of art around the world. We will learn about some of the common forms of visual art and discuss why people create art. We will also explore some of the careers that relate to art history.

Unit Two: The Elements and Principals of Art

In this unit, we will explore some of the aspects that help make great art great. We'll learn more about the basic building blocks of artworks, including lines, color, texture, shape, form, and space. We'll also discuss how these building blocks are used with art by looking at some of the design principles that artists use to arrange art elements within a piece of art. We will discuss design principles such as harmony, proportion, balance, and dominance.

Unit Three: Critiquing Art

How can you identify a good piece of art? Art critiques can help us better understand artworks and help us identify those pieces of art that illustrate superior skills. In this unit, we will learn more about art critiques, including why we do art critiques and how context can influence them. We will also walk through an art critique of a famous French Romantic painting *The Raft of the Medusa* by Theodore Gericault.

Unit Four: Prehistoric Art

When did humans begin creating art? What did the first pieces of artwork look like? What function did early artwork have for people? Prehistoric art represents the earliest human art. Although these artworks are shrouded in mystery, they give us a small glimpse into the lives and beliefs of prehistoric people. In this unit, we'll learn more about some of the artwork that has been found from prehistoric times, including cave paintings, sculptures, and megaliths. We'll explore what is known about these pieces of art and what they might tell us about the people that created them.

Unit Five Ancient Art

As human societies continued to develop, so did their art. The great ancient societies, such as Ancient Egypt and Ancient Greece, produced some of the most famous pieces of art and architecture known to the world. In this unit, we will focus on three of the ancient cultures from the Mediterranean and Near East, including the Sumerians, Ancient Egypt, and Ancient Greece. We will examine the characteristics of art from these groups and explore some of the pieces that they produced.

Unit Six: Ancient Roman, Early Christian, and Medieval Art

As human societies continued to develop, so did their art. The great ancient societies, such as Ancient Egypt and Ancient Greece, produced some of the most famous pieces of art and architecture known to the world. In this unit, we will focus on three of the ancient cultures from the Mediterranean and Near East, including the Sumerians, Ancient Egypt, and Ancient Greece. We will examine the characteristics of art from these groups and explore some of the pieces that they produced.

Unit Seven: The Renaissance

In Western art, the period known as the Renaissance produced some of the most famous works of art, including the Mona Lisa, the ceiling of the Sistine Chapel, and The Last Supper. These works of art helped shape Western art as we know it and became part of our popular culture. In this unit, we will learn more about the art produced during the Renaissance as well as Early Netherlandish art. We will be introduced to some of the greatest artworks produced in Western art and learn more about how their artists were influenced by the social world around them.

Unit Eight: Art of the Americas

From massive geoglyphs to sculptures made of jade, indigenous cultures in the Americas have created some amazing works of art. In this unit, we will focus on pre-Columbian art in the Americas. In doing so, we will look at art from the Olmec, Maya, Aztec, and Inca cultures as well as art created in North America, such as beadwork, basket art, and totem poles.

Unit Nine: From the Baroque to the Romantic

The Renaissance in Europe is often regarded as the height of art. It produced great masterpieces and some of the greatest artists in history. However, art didn't end when the Renaissance ended. Instead, new artists innovated, revived classical forms, and challenged themselves. In this unit, we will consider four of the main art periods and styles that came after the Renaissance, including Baroque, rococo, neoclassical and Romantic art.

Unit Ten: Modern Art

During the 19th century, the beginnings of modern art emerged. Styles and periods such as Realism, Impressionism, and Postimpressionism formed the foundation for later art styles and movements. The development of photography also provided artists with both a new art form and new inspiration. In this unit, we will learn more about the art and artists that shaped the early modern period and look forward to postmodern and contemporary art.

Unit Eleven: African Art

Africa is home to the earliest humans and some of the earliest known art. Although African art has sometimes been dismissed as "primitive," the art produced in Africa is some of the longest continuously practiced art in the world, and its influences are seen across the globe. In this unit, we will learn more about premodern African art, including rock art, sculpture, and masks. We will also learn more about some of the most famous examples of African architecture.

Unit Twelve: Pacific Art

Does art reflect the world around us? Can we learn about a culture from the art it produces? Pacific or Oceanic art offers us a chance to explore how the natural world, religious beliefs, and other aspects of culture affect the art created within a group. In this unit, we will examine some of the art created in Polynesia, Micronesia, Melanesia, and Australia, exploring how the art has been influenced by culture, the Pacific Ocean, and other aspects.

14. Course Overview [Provide a brief summary/snapshot (3-5 sentences) of the course's content]:

This course introduces on-line art evaluation and history of art in the world. Students will learn about some of the greatest artists while also creating art of your own, including digital art. We will explore the basic principles and elements of art, learn how to critique art, and examine some of the traditional art of the Americas, Africa, and Oceania in addition to the development of Western art.

This course is one of our pillars of Agility and Adaptability.

15. Texts and Supplemental Instructional Materials (*all non-core instructional materials are the responsibility of individual schools to purchase.*)

Texts: eDynamic Learning

Supplemental Materials: Google Educational Apps

16. Will this course be submitted for approval by UC? Yes

Section 2: School and District Information

School Information

1. School Name: Desert Learning Academy

School District: Palm Springs Unified School District

City and State: Palm Springs, California District Web Site: http://www.psusd.us

School Course List Contact Information (Name of AP of Curriculum or Principal)

2. Name: Todd Reed Ed.D.

Position/Title: Principal Email: treed@psusd.k12.ca.us

Phone #: 760-778-0487 Ext: 1404

Teacher Contact Information (Name of teacher/administrator who authored this course)

3. Name: Roberto Wheaton

Position/Title: Teacher Email: rwheaton@psusd.us

Phone #: 760-778-0487 Ext. _____



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Section 3: Course Information

1. Was this course "Previously Approved" by UC? Yes

Note: if this course is to be submitted to UC and it was "Previously Approved," the exact same course title as the previously approved course must be used. Complete outlines are not needed for courses previously approved by UC. Courses that are defined as "previously approved" are courses from the following programs (Advanced Placement, International Baccalaureate, ROP courses, etc.), or courses from within the same district, or courses that have been removed within a three-year window are being reinstated, and/or courses from UC-approved online providers. Courses modeled after courses from outside the school district are also defined as "previously approved" but a complete course description will be required for submission to UC. Each section below represents an individual page on the UC electronic submission site.

If "No," proceed to the Course Description Section (Section 4).

If "Yes," indicate which category applies: Interdisciplinary

2. Is this course modeled after a UC-approved course from another high school outside of our district? No

Note: If "Yes," you will be required to submit a complete course description. UC will review the previous submission, if it is available, to assist them in their review process.

If "Yes," list which school: _____

Exact Course Title: _____

3. Is this course modeled after an identical course approved by UC for the current year at another high school in PSUSD: No

If "Yes," what school? _____

Exact Course Title: _____

4. Is this course being reinstated after removal within 3 years: No

If "Yes," what year was the course removed from the list? _____

Exact Course Title: _____

5. Has this course been provided program status, is not an online course, and is it listed below? No

If "Yes," select an option from the Program

Status list: -- _____

6. If "Advanced Placement," has it been authorized by the College Board through the AP audit process? --

Note: UC will only allow Advanced Placement courses that have passed or are in the AP audit process. UC requires all AP courses on your list, including those approved in prior years, to be verified via the College Board AP audit process. UC will run quarterly reports based on AP Audit data. AP courses not listed on the AP audit list will be removed.

If "In Progress," date submitted to AP: _____
MM/DD/YYYY

Exact Program Course Title: -- _____

7(a). Is this course provided by one of the UC-approved online curriculum providers listed in #8? Yes

7(b). Have you signed the appropriate partnership agreement with the provider regarding methods of delivery and instruction? Yes

Note: You must have signed an agreement with the appropriate provider and filed with UC in order to use their courses.

8. If the answer to either 7(a) or (b) is “No,” UC will not approve this course. If “Yes” to both 7(a) and (b)., then select the appropriate option from the Online Provider List below:

eDynamic Learning

9. Seeking “Honors” Distinction

Note: To receive “Honors” distinction for both UC and PSUSD, the course content must satisfy certain requirements. For information about these requirements, refer to the a-g Guide: <http://www.ucop.edu/a-gGuide/ag/a-g/honors.html>. For “Previously Approved” courses (including AP and IB), the honors information will be pre-populated as applicable on your UC submission template.

No

Note: “Other Honors” is defined by UC as a course specifically designed with distinctive features which set it apart from regular high school courses in the same discipline areas. The course should be seen as comparable in terms of workload and emphasis to AP, IB or introductory college courses in the subject. Honors courses must be designed for the 11th and 12th grade level to be UC approved and require a comprehensive, year-long written final exam. In addition to AP and IB higher level courses, **high schools may certify not more than one honors level course per grade level in each of the following subject areas only: history, English, advanced mathematics, each laboratory science course, each language other than English, and each of the four VPA disciplines.** If there are no AP or IB or higher level courses in a given subject area, the high school may certify up to, but not more than two honors level courses in that area.

10. Subject Area and Category

“a” - History/Social Science

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“b” - English

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“c” - Mathematics

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“d” - Laboratory Science

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Note: Students electing to enroll in an integrated-science program (ISP) are strongly advised by UC to complete the entire three-year sequence. In most cases, the first year of an integrated science sequence fulfills only the “g” elective requirement: the second and third years of the sequence then fulfill the two-year “d” laboratory science requirement. Accordingly, if only ISP 1 and only one of ISP 2 or ISP 3 are completed, then one additional course from the categories of Biology, Chemistry, or Physics from the “d” subject area must be taken to fulfill the “d” requirement.

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Note: This category demonstrates that the course is cross-disciplinary and is often used for advanced science courses such as AP Environmental Science or Biochemistry

“e” - Language Other than English

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Language --

“f” - Visual and Performing Arts

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“g” - Elective

Interdisciplinary
