



# 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 I

Transcript Course Code(s)/Number(s): 6010 Cabinet/ BOE Approval Date: June 13, 2017

## Section 1: Course Content

1. Course Title: Art I

Date this course was first submitted to the Curriculum Advisory: May 16, 2017

2. Is this a re-write of an existing course? Yes If "Yes," what is the District Course Code: 6010

3. CALPADS Code : 2823

4. PSUSD graduation requirement subject area: Fine Art

5. Unit Value for complete course: 10 PSUSD credits (one year/two semesters) 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: Visual and Performing Arts

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

If "Yes," list the online provider: \_\_\_\_\_

*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? No

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 1 Contour Line**

In this unit, students will learn artistic perception and creative expression through contour line. Students will identify art principles line, form, and shape and discuss how to use in the artworks. Students will describe and analyze the use of line in the work of Albrecht Durer and Toulouse Lautrec. Students will create line drawings through a variety of tasks that teach how to use the right side of the brain. Students will be taught CCSS standards 1.0 and 2.4.

One assignment in this unit is the blind contour drawing lesson. Students will learn how to hold a pencil and visually capture positive space of a still life using only contour line. Students will repeat this process while observing a variety of forms and they will capture them visually.

#### **Unit 2 Positive and Negative Shapes**

In this unit students will learn how to identify positive and negative space by focusing on forms visually. Students will research Notan artworks and analyze the process of creating positive and negative space with charcoal, pencil, and ink.

Students will learn all CCSS Standards 1,2.1, 2.3 and 3.1

Students will create a positive drawing on a black sheet of paper using white chalk. This assignment forces the student to identify the positive and negative space within a viewpoint. Students will discuss their findings in a constructed response.

#### **Unit 3 Form and Shading**

In this unit students will learn how to draw forms using charcoal and graphite. Students will develop observational drawing skill and they will problem solve on how to achieve form using drawing techniques. Students will research and discuss how Matisse, da Vinci, and new artists create form.

Students will describe the effects of light on an object, and they will learn to create value by shading. Students will identify and classify basic anatomy and organic forms through visual images. Using this knowledge Students will complete figure drawing tasks using a variety of media.

Students will volunteer and pose for time increments in class. Students observers will draw the figures using their knowledge of anatomy and form drawings, students will compare their works and write a peer assessments.

#### **Unit 4 Sumi Ink**

In this unit student will understand how to manipulate line to achieve forms by focusing on line sensitivity. Students will analyze works from Japanese and Chinese painters, and they will explain the elements in each work in a class discussion.

Students will learn how to use a calligraphy brush and pen with ink. Using various brush and ink and they will create a larger work based on a landscape. Students will compare ink painting with modern works by Murakami and illustrators, and they will discuss the element of line used in these works. Students will learn CCSS standards 1,3, 2.4, and 2.5

One example of an assignment in this unit is the compare and contrast lines through the ages worksheet. After viewing works from Japanese and Chinese painters in the past and present, students will compare and contrast with a partner their findings. Students will analyze forms of line used in artworks and then write a constructed response.

#### **Unit 5 Pen and Ink**

In this unit students will understand the variations of value created with line using a pen. Students will research artist like Van Gogh, Zak Smith, and David Hockney and they will identify the types of line shading used in each work. Students will learn how to convert a view into black and white values using the line. Using their sketchbook, students will create examples of different textures using cross-hatching, stippling, and so forth. Students will then be able to create a work with attention to dominance and subordination using pen and ink. Students will learn CCSS standards 1,2.0,2.1.2.4, and 4.3

Students will create a pen and ink landscape using the shading techniques learned in this unit. Students will sit in a

specific location on campus and create a visual representation of their view using their line styled value. After completing their assignment students will hang their work and discuss their intentions in a class critique.

### **Unit 6: Portraiture**

Students will research Chuck Close and understand the grid process. Students will describe the grid process used in his work and create art works using the same principles. Using photography, students will be able to grid their own images, print them and enlarge the image using pencil and ink. Students will analyze the effect line has on creating movement and they will formulate an idea for a portrait showing these elements. Students will summarize and complete a self-assessment. CCSS 1.0,2.3,2.4,2.5,3.2,and 4.0

Students will complete a grid portrait of a friend , family member using a digital image, rulers, pen and ink. Students will grid ½ marks and print the images using photoshop. On a larger paper, students will grid 2 in marks and enlarge the image square by square.

### **Unit 7 Printmaking**

In this unit students will understand the printing process using linocut and intaglio to create multiple works. Students will research Japanese woodblock printers and modern printers, and they will compare and contrast the techniques used. Students will describe the procedures involved in the linocut process and the intaglio process, and they will compare and contrast them. Using graphic organizers students will agree on a unifying theme that the class will use for ideation. Students will understand how to separate colors into layers using Photoshop and enhancing their image. Students will cover CCSS 2.3,3.1,4.1,,5.3, 5.4

### **Unit 8 Watercolor Landscapes**

Students will understand the watercolor techniques. Students will identify different techniques after learning them through these painterly techniques, students will create artworks that show their understanding of line, value, color theory, and texture. Students will be taken to a site where they will discuss an appropriate site for a painting. Students will create a natural palette of hues used by other artist. Using their results students will write a self-assessment and discuss their artworks using art vocabulary. CCSS 2.0,2.1,2.2,2.3,4.4

Students will use a graphic organizer to mix watercolors to create similar palettes. Students will explain the methods they used to achieve their results using a constructed response in their sketchbooks.

### **Unit 9 Acrylic Painting**

Students will study and understand a variety of techniques and media used by contemporary painters. Students will be able to identify tools and paints to achieve desired out comes. Students will research Vermeer, Manet, Mondrian, Klimpt and contemporary artist. Classify different movements in art history. Using their knowledge of painting techniques students will engage in a varieth of painting projects that will teach them how to achieve elements and principles of design. Students will problem solve how to achieve desired effects using different colors, and tools. Students will summarize their findings. CCSS1.0,2.3,2.4,2.5,2.6,4.3

Students will use their knowledge to create a painting addressing a social issue.

### **Unit 10 Art Careers**

Students will learn about art careers and professions after attending college presentations and listening to guest speakers. Students will consider desired career choices through, field trips, and college visits. CCSS 4,5.3,5.4

Students will create an art career poster either manually or digitally using what they have learned from presenters, field trips, and research.

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

Art 1 is a year long course in which the Visual Arts Standards are introduced in their assignments along with the Elements of Art and Principles of Design serving as the foundation for the course. Students explore various media, drawing techniques, and use formal art vocabulary to learn and solve visual art problems. Student assignments correlate with various art movements, styles, and history. Students are also encouraged to present their work and explain their thought process as well as give constructive criticism to their peers.

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

Texts: none

Supplemental Materials: Visuals, handouts, student examples

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

## Section 2: School and District Information

### School Information

1. School Name: Cathedral City High School

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: George Bullis

Position/Title: Principal Email: gbullis@psusd.us

Phone #: 760-770-0100 Ext: \_\_\_\_\_

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

3. Name: Rosa Loughnane

Position/Title: Department Chair Fine Arts Email: rloughnane@psusd.us

Phone #: 760-770-0100 Ext. \_\_\_\_\_



# Palm Springs Unified School District Secondary Course Description

## 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:

2. Is this course modeled after a UC-approved course from another high school outside of our district? Yes

*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: Dunsmuir H.S.

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?

No

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

No

*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:

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### 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 11<sup>th</sup> and 12<sup>th</sup> 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

Visual Arts (Intro)

"g" - Elective

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# Palm Springs Unified School District High School Course Description

## Section 4: Course Attributes

1. Is this course classified as a Career Technical Education Course?

No

If no, skip item #2

2. If "Yes," select the name of the industry **and** Career Pathway:

- |                                                                           |    |
|---------------------------------------------------------------------------|----|
| <input type="checkbox"/> Agriculture and Natural Resources                | -- |
| <input type="checkbox"/> Arts, Media, and Entertainment                   | -- |
| <input type="checkbox"/> Building and Construction Trades                 | -- |
| <input type="checkbox"/> Business and Finance                             | -- |
| <input type="checkbox"/> Education, Child Development and Family Services | -- |
| <input type="checkbox"/> Energy, Environment, and Utilities               | -- |
| <input type="checkbox"/> Engineering and Architecture                     | -- |
| <input type="checkbox"/> Fashion and Interior Design                      | -- |
| <input type="checkbox"/> Finance and Business                             | -- |
| <input type="checkbox"/> Health Science and Medical Technology            | -- |
| <input type="checkbox"/> Hospitality, Tourism, and Recreation             | -- |
| <input type="checkbox"/> Information and Communication Technologies       | -- |
| <input type="checkbox"/> Manufacturing and Product Development            | -- |
| <input type="checkbox"/> Marketing, Sales, and Service                    | -- |
| <input type="checkbox"/> Public Services                                  | -- |
| <input type="checkbox"/> Transportation                                   | -- |