# 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 II**

Transcript Course Code(s)/Number(s): **6015**    Cabinet/ BOE Approval Date: June 13, 2017

### Section 1: Course Content

1. Course Title: **Art II**

    Date this course was first submitted to the Curriculum Advisory:

2. Is this a re-write of an existing course? **Yes**    If "Yes," what is the District Course Code: **6015**

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: Reviewing the Elements of Art and Principles of Design (Wire and papier-mache' Sculpture)**

- *Students will be able to explore the art processes and skills listed below to create an original artwork that demonstrates this acquired knowledge. Additionally, students will be able to define, identify and discuss the significance of these art terms in relation to their own artwork, their peer's, as well as current and historical artists.
- Elements of Art (The Elements of Art (Color, Line, Value, Texture, Space, Shape and Form)
- Principles of Design (Balance, Movement, Contrast, Pattern, Emphasis, Unity, Rhythm, Variety).
- Additive and Subtractive process.
- Paper sculpture techniques: folding, fringing, molding, curling, pleating, scoring, spiral, latching and cutting.
- Historical and cultural exemplars: Japanese folk art, Islamic and Moorish, Robert Lang, Richard Sweeney.
- Career Connections: Art Educator, Fine Artist, Photographer, Graphic Designer/Advertising.

**Unit 2: What is Art? Reviewing Art criticism and appreciation (individual research paper and inspired artwork)**

- Describe, Analyze, Interpret, Judge.
- Critique, Criticism.
- Art periods and style
- Historical and cultural exemplars; range of artists.
- Career connection: art critic, museum director.

**Unit 3 & 4 Right Brain vs. Left Brain-Drawing from Observation (drawing with graphite, painting with acrylics)**

- Contour
- Principles of Design
- Composition, cropping/overlapping, depth
- Still life and realism
- Metaphors and symbolism
- Historical and Cultural exemplars: DaVinci, Rembrandt, Vermeer.
- Career connection: Medical illustration, Scientific illustration.
- Value gradation, modeling
- Tonal Values: low lights, mid tones, high lights, reflective lights, core and cast shadows.
- Chiaroscuro, illusion and depth
- Tints, shades and tones
- Composition & emphasis
- Historical and cultural exemplars: Caravaggio, Velazquez, Van Gogh, Matisse, etc.
- Career connection: 3D modeling, animation, car design, graphics, visual effects.

**Unit 5: Drawing form memory and imagination (Mixed media Surrealism)**

- Juxtaposition, layering and depth
- Surrealism
- Foreground, middle ground, background
- Metaphors/ Symbolism
- Historical and cultural exemplars: Magritte, Dali, Ernst, de Cherico
- Career connections: animation.

**Unit 6: Figure drawing, portraits and foreshortening (materials-based self portrait)**

- Proportion
- Foreshortening
- Metaphors, emotions
- Narrative
- Historical and cultural exemplars: Johann Gottfried, Albrecht Durer, Andy Goldsworthy.
- Career connections: illustration, animation, cartooning, sketch artist.

**Unit 7: Linear and atmospheric perspective (two point and three point) vs. Indoor and Outdoor Space**
- One, two, three point perspective
- Atmospheric perspective
- Landscape: foreground, middle ground, background, depth
- Historical and cultural exemplars: Pietro Perugino, Melozzo da Forli
- Career connection: Interior design, architecture, computer graphics, interior design, set designer.

**Unit 8: Ceramic Sculpture-Architecture (site specific)**
- Arcade, beam, balcony, cantilever, column, joist.
- Structure, foundation, model
- Dome façade, post and lintel, ornament, arch, tower, vault.
- Hand building techniques (coil, slab, pinch)
- Attaching techniques (welding, slipping, scoring)
- Ceramics equipment and tools (modeling tools, kiln, loop, banding, wheels, etc.)
- Historical and cultural exemplars: Ancient, Asian, Islamic, Medieval, Renaissance, Early modern and Industrial, Modernism, Frank Lloyd Wright, Frank Gehry.
- Career Connection: Architect

**Unit 9: Installation-Public Artwork**
- Public statement
- Found object, recycled art
- Arrangement and placement
- Collaborative art
- Historical and cultural exemplars: Helen Escobedo
- Career connection: public artists, installation, performance artists.

**Unit 10: Clay animation**
- Storyboarding and layout
- Stop motion and frames
- Historical and cultural exemplars: Pixar, Wallace and Gromit, Helena Smith Dayton

**Unit 11: Color Abstract Acrylic Paintings: Working Abstraction from Realism**
- Abstraction, Non-objective and non-representation
- Color theory and color schemes (monochromatic, analogous, complementary (and split).
- Mixed media
- Historical and cultural exemplars: Impressionism/Post Impressionism, Romanticism, Cubism, Expressionism, Minimalism, Kandinsky, Gauguin, Seurat, Van Gogh, Cezanne, Mondrian.
- Career connection: Advertising, Interior design, Fashion design, Graphic design.

**Unit 12: Narrative Art Books (dry point etching)**
- Narratives, sequential art
- Panels, frames
- Bleed, splash page
- Speech bubbles and captions
- Environment, setting and props
- Historical and cultural exemplars: Cave art, illuminated manuscripts, Will Eisner, Scott McCloud.
- Career connection: illustration, graphic novels, book making.

**Unit 13: Digital Art**
- Photoshop basics
- Composition, deconstructing and reconstructing
- Copyright laws
- Juxtaposition, overlapping and layering
- Historical and cultural exemplars: Barbara Kruger, Jenny Holtzer, Guerilla Girls.
- Career connection: Web design, advertising, photo journalism, illustration, video game design.

Secondary Course Description

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

The purpose of this course is for students to explore a variety of advanced art medium, skills and techniques to be able to create original and personal artwork that expresses their thoughts and ideas. This course will also provide students with the academic vocabulary necessary to discuss, analyze and critique their own and other's artwork. Finally, this course will provide students with a visual understanding and appreciation of the history and art of other cultures.

This two semester course is a continuation of the Art I foundation class; it will build on existing knowledge of art making skills and design concepts, complimented by art history, theory, appreciation and criticism. Students will improve their technique in the mediums they have previously explored and will be introduced to new materials. Disciplines in both two and three dimensional art will be the focus of this class: drawing, (observational, memory, imaginative), painting, printmaking and sculpture.

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

Texts:   none

Supplemental Materials: 

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

## Section 2: School and District Information

School Information

1. School Name:   Desert Hot Springs 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 #:   760.288.7000   Ext:

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

3. Name:   Rosa Loughnane

Position/Title:   Art Teacher/ Dept. Lead   Email:   rloughnane@psusd.us

Phone #:   760.288.7071   Ext.

Secondary Course Description

# Palm Springs Unified School District
## Secondary Course Description

## Section 3: Course Information

1. Was this course "Previously Approved" by UC?   <u>Yes</u>

*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. Compete 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?   <u>Yes</u>

*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:   <u>Dunsmuir HS</u>

Exact Course Title:   <u>Art II</u>

3. Is this course modeled after an identical course approved by UC for the current year at another high school in PSUSD:   <u>No</u>
If "Yes," what school?

Exact Course Title: _____

4. Is this course being reinstated after removal within 3 years:   <u>No</u>

    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?   <u>No</u>

    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 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

Visual Arts (Advanced)

"g"- Elective

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Secondary 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:

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