

ANCHORAGE SCHOOL DISTRICT  
ANCHORAGE, ALASKA

ASD MEMORANDUM #212 (2000-2001)

March 19, 2001

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: ART I AND ART II COURSE APPROVAL: GRADES 9-12

RECOMMENDATION:

It is the Administration's recommendation that the School Board approve the Art I and Art II course proposals which will be listed in the Program of Studies for high school students as outlined in Attachment A.

PERTINENT FACTS:

District approved high school art courses are reviewed and revised on a regular basis. Art I and Art II, both year-long courses, resulted from the Art Curriculum Committee's objective to provide a quality comprehensive, sequential program that meets the needs of both artistically motivated art students and individuals interested in exploring art to satisfy a high school elective credit. Commonly, students try to fulfill required courses as soon as possible and leave elective requirements until their senior year. The "menu driven" art elective courses are frequently filled by upper classmates before incoming freshmen have an opportunity to register. Senior level students electing specialized art courses, i.e., pottery, jewelry or printmaking, enter unprepared in the essential foundational art concepts and exit with limited skills and knowledge in one medium. Students entering specialized courses with a working knowledge of the foundational art concepts significantly increase their level of craftsmanship, creativity and self-satisfaction.

A comprehensive understanding of basic art concepts covered in Art I and Art II prepares students with the knowledge to better understand their community, nation and world while exploring a variety of media. Scheduling several sections of Art I and Art II increase student options to enroll in art courses and advance at any level, 9-12. Early entry into the visual arts program accommodates the artistically interested, motivated students and allows them time to develop portfolios for the Advanced Placement Art program and apply for scholarships. Accomplishments in the art program are not exclusive to

careers in the arts. District students interested in pursuing scientific and engineering careers have received scholarship support through their achievements in the art program. Scholarship opportunities are encouraged and promoted for interested students.

The two new courses are designed by quarter units to fit into the existing semester format. Art I students may enter the program first or second semester and advance to Art II after completing both semesters of Art I. Incoming transfer students with equivalent training are allowed to advance to Art II with the instructor's approval. The curriculum focus is on developing higher level thinking skills and understanding art concepts through art production, history, aesthetic perception and critiquing. Art I art history studies complement the historical time line for the District's integrated history course, 9-1 and 9-2. Art II primarily follows the historical span of twentieth-century art, the integrated history curriculum for 10-1 and 10-2. The historical alignment will allow the Art Curriculum Committee to work with the Social Studies Curriculum Committee for approval of an either/or credit.

The curriculum structure supports team teaching between two or more art teachers. Cooperative instruction allows available facilities to be used as intended, i.e., printmaking conducted in a two-dimensional classroom as opposed to exposure to pottery dust in a three-dimensional classroom. Interdisciplinary teaching between the art and social studies program is encouraged. Schools providing consistent art programs promote responsible ordering of art supplies from the IBM LIST catalog a year in advance before class schedules are defined.

Both proposed courses were piloted extensively at Dimond High School. Art I is offered at East High School this year. The Art Curriculum Committee supports Art I and Art II in content, design, and optional course considerations for secondary schools while electives remain in a "menu driven" model. Art I and Art II courses will continue to provide students with quality elective art courses should the current model change.

This course proposal was reviewed by Pat McDowell, Assistant Superintendent of Instruction; Jim Taylor, Executive Director, High School Education; Student Advisory Board, Curriculum Principals, Principals, PTA Board, and the MECC Advisory Committee.

## HOW THIS COURSE DIFFERS FROM ART STUDIO, #512000

Art Studio is a concentrated elective semester art course compressed from the former Art Studio Two-Dimensional and Art Studio Three-Dimensional secondary art courses. The Art Studio course was developed as an introduction to both two and three-dimensional art concepts with a limited exploration of a variety of art mediums in a short time. This course is repeatable up to three times with a higher level of achievement expected with each semester.

Art I and Art II, year-long courses, are in-depth studies encompassing a comprehensive integrated study of four major areas: a) Aesthetics, b) Art History, c) Art Criticism, and d) Studio Production. The first year is designed to develop an in-depth understanding and working knowledge of the visual art and design concepts. Successful application of art elements and design principles, combined with a study of aesthetics and appropriate historical connections, equip students with the ability to successfully create and express their own ideas. Learning to critique art works, their own art and master works, is achieved by repeated practice of the foundational art concepts. Both Art I and Art II courses are sequential and not repeatable for credit. Students are granted credit for subsequent semesters of challenge completed.

The historical period is designed to be in compliance with the integrated social studies program and provide connections for a natural way of learning. Students enrolling in Art I, a full year, are prepared to understand the natural and man-made world they inhabit before advancing to Art II, where the emphasis is placed on personal expressions in art media, developing original ideas and gaining confidence in their own level of creativity. Attention is given to reading in the content areas, vocabulary, writing and assessment. Students may rotate between art teachers and gain the benefit of working with two different teachers. Schools offering several sections of Art I allow students, freshman in particular, to enroll in art earlier in their high school years. Students enrolled for the yearlong course in the fall are automatically enrolled second semester. Students may enter the program at mid-year. They will not advance to the next level before completing both semesters of the year-long course. A natural third and fourth level progression would be Advanced Placement Art, specialized art courses, or entering the Communications Design program at the King Career Center.

CC/PM/FS/MC

Attachment

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Approved by: Pat McDowell, Assistant Superintendent, Instruction

ANCHORAGE SCHOOL DISTRICT  
COURSE PROPOSAL  
Art I and Art II

**RATIONALE**

The Art I and Art II courses provide students an understanding of the ever-changing world of visual language, and the knowledge to function in a changing society. The two comprehensive, sequential courses provide students with an in-depth working knowledge of the world they inhabit, natural and man-made. Repeated application of art elements and principles of design in two and three-dimensional forms will strengthen the students' confidence to create self-satisfying compositions. Both artistically interested, motivated young artists and students exploring new interests experience increased levels of thinking and problem solving to successfully communicate their ideas. Continuous learning is promoted through research, application and investigative processes.

**PREREQUISITE**

ART I - none

ART II - both semesters of ART I

**COURSE DESCRIPTIONS**

Each quarter, courses are presented in an order that facilitates the development of fundamental design skills, use of a variety of mediums, art history, self-expression and evaluation. Separate numbers are assigned to each semester of work to appropriately credit students for work completed.

ART I #530900/531000

This is an integrated study of the visual arts. The major areas of study are drawing, painting, printmaking, sculpture, art metals and pottery. Each quarter is presented in an order to develop design concepts, use of media, art history, self-expression and evaluation. The historical scope is primarily pre-historic times to the 1800's.

ART II #531100/531200

Quarterly activities build on the same units of study as Art I. Themes, advanced ideas and problem solving skills are featured in Art II. The historical scope is primarily twentieth-century art.

## COURSE OBJECTIVES

### ART I

Students will be required to actively participate in the course to:

1. develop personal expressions in art making;
2. promote inquiries about art;
3. organize the visual elements and principles in creative art production;
4. explore materials, techniques and processes;
5. understand the historical role of art from pre-historic times through the 18th century;
6. know the criteria used to evaluate a works of art, the works of peers and the student's own works;
7. investigate art and art related careers; and
8. compare the interrelationship of the visual arts to other disciplines, the humanities and the sciences.

### ART II

Students will be required to actively participate in the course to:

1. develop personal expressions in art making with an emphasis on advanced ideas, problem solving and studio techniques;
2. demonstrate the creativity and imagination necessary for innovative thinking and problem solving;
3. understand the historical role of the arts in Alaska, the nation and the world;
4. investigate the relationships among the arts and the individual, the society and the environment;
5. know the criteria used to evaluate the arts; these may include craftsmanship, function, organization, originality, techniques, and
6. investigate careers in art production; and
7. synthesize the creative and analytical principles and techniques of the visual arts with other selected arts disciplines, the humanities or the sciences.

## COURSE CONTENT

Content areas that constitute the make up of the course may vary slightly and still prepare students with the same expected outcomes. Suggested major studio disciplines of drawing, painting, printmaking, sculpture, art metals and pottery are covered in four quarters. An exemplary program, by quarters may

consist of a) Drawing and Printing, b) Painting and Printmaking, c) Art Metals and Sculpture, and, d) Sculpture and Pottery. Units of study are delivered in the context of quarter-semester divisions.

Each quarter is presented in an order that facilitates the development of fundamental design skills, use of media, art history, art criticism, self-expression and evaluation.

## COURSE CONTENT STANDARDS

### ART I

Instruction concentrates on fundamentals of composition: elements (color, line, texture, shape and form, space) and principles (balance, unity, contrast, variety, emphasis, pattern, rhythm and movement). The historical period primarily encompasses prehistoric times to the 1800's.

Students will be expected to:

- \* know the differences between materials, techniques and processes.
- \* describe how different materials, techniques and processes cause different responses.
- \* use different media, techniques and processes to communicate ideas, experiences and stories.
- \* use art materials and tools in a safe and responsible manner.
- \* know how art is used to convey ideas.
- \* describe and place a variety of art objects in historical and cultural contexts.
- \* identify specific works of art as belonging to particular cultures, times and places.
- \* demonstrate how history, culture and the visual arts can influence each other in making and studying works of art.
- \* understand there are various purposes for creating works of visual art.

- \* describe how one's personal experiences influence the development of specific artworks.
- \* understand and respect different responses to specific artworks.
- \* compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context.
- \* describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

## ART II

Instruction concentrates on building a higher level of study introduced in Art I with an emphasis on advanced ideas, problem solving and studio techniques. The historic scope is primarily twentieth-century art.

Students will be expected to:

- \* determine appropriate media, techniques and processes; analyze what makes them effective or not effective in communicating ideas; and reflects the effectiveness of their choices.
- \* apply media, techniques, and processes with sufficient skill, confidence and sensitivity that their intentions are carried out in their artworks.
- \* use the qualities of visual structures and functions of art to better communicate their ideas.
- \* analyze, describe and demonstrate how factors of time and place, i. e., climate, resources, ideas and technology, influence visual characteristics, give meaning and value in a work of art.
- \* analyze contemporary and historic meaning in specific artworks through cultural and aesthetic inquiry.
- \* describe and compare a variety of individual responses to their own and other artworks from various eras and cultures.
- \* compare materials, technologies, media and processes of the visual arts with those of other arts disciplines.

- \* compare characteristics of visual arts within a particular historical period or style with ideas, issues or themes in the humanities and other interrelated disciplines.

## SYLLABUS

Art I is designed to develop each student's visual communication abilities, both natural and man-made. Each quarter is presented in an order that facilitates the development of fundamental design skills, use of media, art history, art criticism, self-expression and evaluation. The fundamental concepts of composition: elements (color, line, texture, shape and form, space) and principles (balance, unity, variety, contrast, emphasis, pattern, rhythm, movement) will be explored extensively in both two and three-dimensional forms. Students will explore techniques and processes through the exploration of media such as pencil, crayon, chalk, paint, pastels, ink, dyes, marker and materials including, but not limited to paper, clay, wood, metal, fiber, plaster and found objects. Art history, appreciation, cultures are explored and utilized to motivate student learning. Art and art related careers are emphasized. Activities are designed for both individual student and teamwork interaction.

Art II is designed to develop student's visual language at a higher level as interpreted through themes, ideas, problem solving and higher level thinking skill. Application of the fundamental concepts of composition, elements and principles of design, will be practiced in a variety of media. Students will develop individual artworks in a variety of preferred media explored in Art I. Materials required to work with fiber arts, advanced metal techniques and printmaking processes may be included in the material choices. Use of materials may vary with the interest of students and expertise of art teachers.

Instruction is delivered by a variety of methods, i.e., lecture, demonstration, practice, technology and visuals, research, the internet, visiting artists, field trips and cooperative learning practices.

## ASSESSMENT

Students are assessed in the following areas: content covered in the basic art concepts, art history, quality, concentration and breath of art works and participation.

A portfolio review is required for enrolling in the Advanced Placement-Studio Art.

## BUDGET

### **Materials**

Budgeting, orderings and use of supplies, materials, equipment is more responsible with a predictable program. A major portion of expendable art materials is ordering a year in advance before determined course offerings. A predetermined teaching schedule increases a teacher's accuracy for requested supplies and amounts. Basic consumable supplies are ordered from the IBM List catalog as much as possible. Supplies for both courses are compatible to the present "menu driven" art model.

### **Supplementary Materials**

See list of Recommended Text and Supplementary Materials as listed below. Cost of a class of texts will vary, depending upon number of books and materials ordered. A set of art history books can be used across the curriculum in all art courses.

### **Equipment**

For the most part, equipment for Art I and Art II already exists in high school art rooms. Kilns, after normal use and time, will require repairs and replacement. Specialty equipment, i.e., raku kiln, tools and equipment for jewelry and metals fabrication, would be supported at the building level. Paper cutters, mat cutters, kiln in good working order, and a table model printing press commonly exist in schools.

### **Materials Fee**

A required materials fee is assessed in line with individual school guidelines.

### **Technology**

The inclusion of electronic technology is infused into both courses, including traditional art technology, i.e., pen, drawing pencil and brush.

### **Standard Textbooks**

The primary textbook, Art In Focus, by Gene Mitler was used in the pilot program. A class set of this text or one of the other three recommended supplementary art history or studio resource is recommended to provide a comprehensive program.

Supplements to the main text, i.e., Scholastic Arts, may be used in the program.

## **RECOMMENDED TEXT AND SUPPLEMENTARY MATERIALS**

### **ART HISTORY**

1. THE CREATIVE IMPULSE: An Introduction To The Arts, by Dennis J. Sporre, fourth or current edition, Prentice Hall.
2. REALITY THROUGH THE ARTS, by Dennis J. Sporre, 1997 or current edition, Prentice Hall.

### ART STUDIO

1. ART IN FOCUS, by Gene A. Mitler, 2000 edition, Glencoe/McGraw-Hill Publishing Company. Available units in this series: student text, teacher's edition, notebook with transparencies and eleven activity booklets: Appreciating Cultural Diversity, Application Activities, Art and Humanities, Reteaching Activities, Cooperative Learning Activities, Reproducible Lesson Plans, Studio Activities, Testing Program, Enrichment Activities, Study Guide and Advanced Placement Studio Activities.

ART IN FOCUS is the high school sequence for Understanding Art, Exploring Art and Introducing Art, three supplementary texts used in the district's middle school art program.

2. THE VISUAL EXPERIENCE, by Jack Hobbs & Richard Salone, second or current edition, Davis Publications, Inc. Available units in this series: student text, teacher's edition, transparencies and a notebook of activities.

### PUBLICATIONS

1. SCHOLASTIC ART, published six times during the school year, \$8.95 per school year for 10 or more subscriptions to the same address. Teacher's edition included with multiple subscriptions.

Scholastic Art, Scholastic Inc.,  
2931 East McCarth Street, P. O. Box 3710  
Jefferson City, MO. 65102-3710.

Available on microfilm through Xerox  
University Microfilms, Inc.  
300 N., Zeeb Road  
Ann Arbor, MI. 48106.

Recommended number of copies: A class set per each subscription year.  
(Each publication features a different artist or culture; class sets may be used

from year to year to augment the curriculum, or, this may be included with the lab fee if students elect to keep subscription copies.)