

**SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL**

SECTION A. COVER PAGE

1. Course Title: Studio Art 2D Design	7. Action <input type="checkbox"/> New Course <input checked="" type="checkbox"/> Course Revision <input type="checkbox"/> Title Change Only
2. Date Submitted:	8. Grade Level <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
3. Transcript Title/Abbreviation(s) Studio art	9. Prerequisites (Please list.) <input checked="" type="checkbox"/> Required ART 2 (Advanced DRAWING AND PAINTING)Graphics or Multimedia, Art 1 with B or better <input type="checkbox"/> Recommended
4. Transcript Course Code/Course Number :	10. Seeking Program Distinction? <input checked="" type="checkbox"/> HONORS <input type="checkbox"/> AP
5. Subject Area Visual Fine Arts	11. Is this a CTE course? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO If YES, complete Section C
6. Department VAPA	12. Previously approved by UC? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO Year approved : 2001 Year removed
13. UC ELIGIBILITY Already eligible? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO Proposing eligibility? <input type="checkbox"/> YES <input type="checkbox"/> NO a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input checked="" type="checkbox"/> g <input checked="" type="checkbox"/> Please mark one for approved eligibility or proposed eligibility.	14. Unit Value/Course Credit/Length of Course <input type="checkbox"/> 0.5 (semester or half-year) <input checked="" type="checkbox"/> 1.0 (one year equivalent)

2.0 (two-year equivalent)

Other

15. School Contact:

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Position: Art teacher/dept chair

16. Signatures:

Department Chair: Audrey Brown

11/16/16

Principal: [Signature]

11/16/16

Other: _____

DISTRICT OFFICE USE ONLY

Date approved by
Curriculum Council

11/29/16

Date approved by Board

SECTION B. COURSE CONTENT

17. Course Description

Studio 2D design focuses on the use of the Elements and Principles of Art in digital and traditional media for commercial and fine arts use. This is an honors class, yearlong, and student are required to have taken Drawing and Painting 1 (Art 1) or Adv. Art (Art 2), Graphics or Multimedia or teacher approval.

Art Studio 2D is designed to investigate and develop students' drawing, painting, and printmaking skill-sets. Students explore traditional and contemporary methods of art making incorporating various media. The course focuses heavily on the works of contemporary artists, but references art historical pieces. In addition, the class follows thematic threads woven through time and cultures. This course is based upon individual expression, historical perspective, and current trends as a vehicle of communication. This course is designed to build students' confidence and abilities in creative expression as they learn to perceive and draw from life, learn to draw the portrait, understand and implement the principles of linear perspective, and gain an understanding of color theory as well as the principles of design.

18. Course Goals and/or Major Student Outcomes

Students will be fluent in the visual language of Space, Value, Color, Line, Shape & Form, Balance, Emphasis, Movement, Pattern and Texture in order to powerfully convey concepts. Each summative project will involve a design project illustrating a concept of the Elements and Principles of Design while using contemporary concepts such as visual culture, juxtaposition, layering, context and appropriation. Digital media will be infused throughout the course, as a contemporary tool for career relevancy.

Course Objectives (standards)

The course is aligned to the new VAPA core standards and is aligned with the Breadth section of Advanced Placement Studio art 2D DESIGN, which is 1/3 of the AP portfolio. It is also aligned with 2D design taught in the Peralta Community College system

VAPA CORE STANDARDS :

Creating, Presenting/Producing, Responding Connecting

www.nationalartsstandards.org

ANCHOR STANDARD 1:

Generate and conceptualize ideas

ANCHOR STANDARD 2:

Organize and develop artistic ideas and work

ANCHOR STANDARD 3:

Refine and complete artistic work

ANCHOR STANDARD 4 : Analyze, interpret and select artistic work for presentation.

ANCHOR STANDARD 5: Develop and refine artistic work for presentation

ANCHOR STANDARD 6: Convey meaning through the presentation of artistic work

ANCHOR STANDARD 7 : Perceive and analyze work

ANCHOR STANDARD 9: Apply criteria to evaluate artistic work

ANCHOR STANDARD 11: Relate artistic ideas and work with societal, historic and cultural context to deepen understanding

This course also supports the Design, Visual, and Media Arts Pathway:

A: Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A1.1 View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary.

A1.2 Identify and use the principles of design to discuss, analyze, and create projects and products across multiple industry applications.

A1.3 Describe the use of the elements of art to express mood in digital or traditional art work found in the commercial environment.

A1.5 Research and analyze the work of an artist or designer and how the artist's distinctive style contributes to their industry production.

A1.7 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.

A1.9 Analyze the material used by a given artist and describe how its use influences the meaning of the work.

A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.

A2.2 Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product.

A2.4 Use visual metaphors in creating an artistic product.

A2.5 Compile a portfolio of multiple original two- and three-dimensional works of art that reflect technical skills in an industry-relevant application.

A2.6 Create an artistic product that involves the effective use of the elements of art and the principles of design.

A2.7 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.

A2.8 Plan and create artistic products that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.

A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products.

A3.2 Describe how the issues of time, place, and cultural influence and are reflected in a variety of artistic products.

A3.5 Analyze similarities and differences of purpose in art created in culturally diverse industry applications.

A3.6 Investigate and discuss universal concepts expressed in visual media products from diverse cultures.

A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards.

A4.5 Analyze and articulate how society influences the interpretation and effectiveness of an artistic product.

College and Career Readiness Standards:

- **Reading**

Key Ideas and details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- **Writing**

Text types and Purposes

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience

20. Course Outline

- Student work demonstrates technical ability and conceptual thinking in original design work. Portfolio will include sketchbooks in paper or digital form showing process, and finished (summative) works.
- Twelve assignments reflecting design “problems” to solve , and 4 design pieces representing a theme that reflects a student’s individual interests are required in the portfolio.
- In- progress critiques, final critique, written reflection and exhibition opportunities are essential parts of each unit.

Key Assignments : Assignments

- 12 unit assignments based on 2 dimensional design problems, students will create innovative product designs, public service campaigns, designs used in popular culture; postcards, posters, digital displays, digitally enhanced art, digital photography, and illustration.
- Aligned with 2D design in Peralta Community Colleges. Additionally the student will develop 4 pieces on a theme or product of choice.

- Units:**
- 1 - Deep Space perspective- interiors and exterior
 - 2 Shallow space perspective: still life photography
 3. Rule of thirds - composition and disruption - movie ad
 4. Rule of thirds focal point- digitally enhanced art
 5. Color - experiments in different color harmonies for emotional impact -public service campaigns
 6. Color- Use of color for Emphasis- character design
 7. Texture - achieving textural effects in digital formats- shoe design
 8. Form- Understanding shape and form and using it in composing design - product design
 9. Pattern- developing a pattern for textile use
 10. Filtered effects - use of Photoshop, Procreate app, 2d studio app as Illustration by scanning original art or importing original photo
 - 11 . Developing , Revising and following through with a concept based on the student's own interest, from thumbnail to model
 - 12.Using Juxtaposition and Visual Culture to create a design with a message (billboard style or print ad)

Sample of Unit Activities:

Daily Drawing Exercises: Students complete daily exercises that promote the study of quality of line and shape include upside-down drawings and gestural drawing exercises. In the upside-down drawing exercise, students complete master copies of drawings, working with the image upside down, focusing on the size and direction of line. The goal of this exercise is to completely take away preconceived notions the student may have of what they think should be drawing, shifting into a mode of focusing on drawing what lines they actually see. *Gesture Drawings:* From direct observation, the students complete gesture drawings of the figure, simple still life objects including crumpled paper, and interior scenes; these drawings are completed in timed segments ranging from fifteen seconds to three minutes. Constant focus on the subject matter and constant movement of the drawing arm are skills needed to train oneself to draw what they brain has already seen. *Continuous Line Wire Self-Portrait:* As an extension to the continuous line graphite drawings, student form continuous line self-portraits from wire, relating back to the question of what two-dimensional artwork can encompass. Students become familiar with new materials and processes as they must bend, twist, and join wire pieces with tools to complete a successful "line drawing". Consideration as to how the artwork will be displayed becomes imperative. Students must consider the effect of light and shadow on the artwork as well as physical balance. Students make decisions on the final display including whether the piece will hang as a mobile, balance on a flat surface, or be tacked to the wall. *Creating Compositions: Metallic and Reflective Objects:* Students set up a still life with the challenge of using only metallic and reflective objects. Students must consider the rule of thirds as they work together in small groups to choose

objects and the placement of objects considering the principles of design. Students must also establish their viewpoint, keeping a consistency throughout the duration of the project. Principles covered in the value scale come into play as students must look past local color and discover the value range in their still life, conveying it on an 11" x 14" paper surface with graphite and ebony pencil. *Creating neutral colors through mixing complements*: Students create three grids (one for each set of complementary colors: red and green, yellow and purple, and orange and blue) with a total of twelve squares in each grid (three by four units each; using watercolor paints, students create warm, cool, and evenly mixed neutrals while decreasing the value in four steps. This exercise promotes color-mixing skills as students discover the range of value and hue they are capable of mixing with two colors. This is also an exercise in craft, as students must make decisions on the size of the grid while keeping the page organized and clean. *Portfolio Creation*: Students are tasked to photograph their work; compiling a CD of 15 images of their best work as well as sketches or work in progress. Students must make an image list with titles and descriptions of their piece.

- Mid term: Develop an original concept with a theme using a personal interest and chosen medium. Create 2 portfolio pieces showing development of idea and technique. Write reflective essay on idea and informative essay on technique.
- Final: Continue development of midterm original concept with a theme using a personal interest and chosen medium. Create 2 additional portfolio pieces showing development of idea and technique to complete the 4 required portfolio pieces. Powerpoint, research report or print with text explaining concept for exhibition/presentation

21. Instructional Materials:

Board approved required text: *The Visual Experience*, Davis, 3rd Edition
(already in use) *Exploring Visual Design*, Davis (already in use)

Supplementary materials: ipad cart, drawing tablets, stylus tools, sketchbooks, paper, paint, markers, sharpies etc., Color Printer/scanner/copier, USB or bluetooth speakers. Instructional videos and "HOW TO" videos on websites. Purchase relevant apps, software, accessories.

23. Instructional Methods and/or Strategies

Formative and Summative, Differentiation, collaborative and individual works. Emphasis on Project Based Learning, Teacher Demonstrations, Student Inquiry. Studio Habits of Mind, and Scaffolding.

- *Discussions*: Discussions allow students to defend their position on a topic while also practicing the verbal communication of art topics. Discussions occur throughout the course.

- *Setting Objectives and Providing Feedback:* Personal goals and objectives are set on the onset of a project; these goals may be reassessed and redefined at the midpoint of the project. At the same time, short term goals are often set on a daily basis to provide students direction and attainable checkpoints as the progress through an assignment.
- *In class demonstrations:* Demonstrations of art processes and techniques are a valuable visual techniques to fully explain topics and use of materials. Each media taught includes an instructor demonstration. Student involvement in the demonstrations further sets in this knowledge.
- *Cues and Questions:* Using cues and strategic analytical questions, as a new topic is being introduced, help students recall and verbalize information they may already know.
- *Lectures:* Lectures are used to engage and create student interest in a topic while promoting understanding of new ideas throughout the course. Lectures are used in each unit.
- *Writing:* Writing assignments promote creative thinking as students provide relationships between ideas and gain experience communicating ideas within the Visual Arts.
- *Sketchbook Exercises:* Sketchbook exercises allow students to get ideas onto paper, plan long-term assignments, improve technique, experiment, and maintain a record of their progress. Students are expected to draw in their sketchbook weekly.
- *Group Projects:* Group Projects promote respect, teamwork, and creative thinking as students solve problems including the display of artwork. Students work in groups to create displays of their work.

24. Assessment Methods and/or Tools

- Rubrics aligned with Advanced Placement Studio Art 2D design portfolio Rubrics for formative work on a 1-4 scale
- Check for Understanding, Self and Peer Reflection

25. Grading Policy

Grading will follow the San Leandro Unified School District's policy. It is expected that assignments will be turned in on time. Late assignments will be accepted if student has communicated to teacher the reasons and actions taken to complete the work in a timely manner.

History of Course Development

Studio Art is being revised to Studio Art 2D in alignment with Laney College and Chabot 2d design. This course is honors level, and meets the a-g requirement. The main changes are the infusion of digital media, and specific portfolio goals through 2 dimensional design. This course will support the career pathway of Design, Visual and Media Arts.

