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This is a resubmission for the course The Art and History of Floral Design P

Teacher Contact

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* Last Name: Anderson
* Position/Title: Personalized Learning Teacher

Phone Number:

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* Course Title: The Art and History of Floral Design P

* Transcript Title /Abbreviation: Course Code
a-g Environmental Horticulture & Floral Design
a-g Envir Horticulture & Floral Design

* Seeking "Honors" Distinction: No

* Subject Area: Visual & Performing Arts

* Category: Visual Arts (Intro)

* Grade Level for which this course has been designed: [x] 9 [x] 10 [x] 11 [x] 12

designed:

* Unit Value: 1.0 (one year, 2 semesters, or 3 trimesters equiv.)

*** Is this course classified as a Career Technical Education:** Yes

Name of Industry Sector: Agriculture and Natural Resources

Name of Career Pathway: Ornamental Horticulture

*** Brief Course Description**

The Art and History of Floral Design provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including tempera, pencil, flowers, tile, and a variety of papers. Students are also introduced to the elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics, and economic influence. Various assignments based on abstract two and three dimensional designs, historical culture and theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art will serve as a foundation for more complex works such as multi-part floral designs and creative expression through wedding consultations.

Pre-Requisites

Ag Biology - Recommended

Co-Requisites

*** Context for Course**

Course Goals and/or Major Student Outcomes ??? Employ senses to perceive and apply the elements and principles of visual design through works of art, objects in nature, events, and the environment ??? Explore the role of floral design in human history and culture through creative design concepts in two and three dimensional media, based on floral arranging ??? Derive meaning from artworks and floral art designs, including floral symbolism, through analyzing, interpretations, and judgment of various pieces developed by renown artists of different historical and contemporary periods ??? Demonstrate skills in utilizing the language of visual arts design as the foundation for creating and analyzing the visual structures and functions of art ??? Develop and create original artwork

based on relating visual art design concepts and processes to their own personal experiences and lifelong learning Course Objectives ARTISTIC PERCEPTION ??? Develop Perceptual Skills and Visual Arts Vocabulary o 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own. o 1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination. ??? Analyze Art Elements and Principles of Design o 1.3 Research and analyze the

1.0 ANALYZE THE ELEMENTS AND PRINCIPLES OF DESIGN o 1.1 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work. o 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design. ??? Impact of Media Choice o 1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work. o 1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts. 2.0 CREATIVE EXPRESSION ??? Skills, Processes, Materials, and Tools o 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design. o 2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills. o 2.3 Develop and refine skill in the manipulation of digital imagery (either still or video). o 2.4 Review and refine observational drawing skills. ??? Communication and Expression Through Original Works of Art o 2.5 Create an expressive composition, focusing on dominance and subordination. o 2.6 Create two or three-dimensional work of art that addresses a social issue. 3.0 HISTORICAL AND CULTURAL CONTEXT ??? Role and Development of the Visual Arts o 3.1 Identify similarities and differences in the purposes of art created in selected cultures. o 3.2 Identify and describe the role and influence of new technologies on contemporary works of art. ??? Diversity of the Visual Arts o 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art. o 3.4 Discuss the purposes of art in selected contemporary cultures. 4.0 AESTHETIC VALUING ??? Derive Meaning o 4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art. o 4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context. ??? Make Informed Judgments o 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others. 4.4 Articulate the process and rationale for refining and reworking one of their own works of art. o 4.5 Employ the conventions of art criticism in writing and speaking about works of art. 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS ??? Connections and Applications o 5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history. ??? Visual Literacy o 5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition ??? Careers and Career-Related Skills o 5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthete).

* History of Course Development

The members involved in the adaptation of this course were the ag teacher, the principal/director, the assistant director, and the school counselor.

Textbooks

TEXTBOOK 1

* **Title:** AIFD Guide to Floral Design: Terms, Techniques, and Traditions

* Edition:	2
* Publication Date:	2010
* Publisher:	The American Institute of Floral Designers
* Author(s):	The American Institute of Floral Designers
URL Resource:	
* Usage:	Primary Text
	Read in entirety or near entirety

Supplemental Instructional Materials

21. Texts & Supplemental Instructional Materials The Art of Floral Design, by Norah T. Hunter; pub Delmar Floriculture: Designing and Merchandising, by Charles Griner; pub Delmar Sunset Western Garden Book; Edited by Kathleen Norris Brenzel, pub Sunset Publishing Corp. Art Talk, by Rosalind Ragans; pub Glencoe & McGraw-Hill Art Fundamentals, by Otto Ocvirk; pub McGraw Hill Discovering Art History, by Gerald F. Bromer; pub Davis Exploring Visual Design: The Elements & Principles; pub Davis The Visual Experience; pub Delmar Essential Impressionist; pub Parragon The Natural Way to Draw, by Kimon Nicolaides Elements of Design (video); pub Crystal Productions 101 How-To Favorites, by Florists??? Review; pub Frances Dudley The A-Z of Cut Flowers, by Gilly Love; pub Penguin Group The Complete Book of Cut Flower Care, Mary Jane Vaughan; pub Timber Press The Floral Artist???s Guide: A Reference to Cut Flowers and Foliages, by Pat Diehl Scace; pub Delmar Budding Opportunities: Careers in Floriculture Production (video); pub Visual Education Productions

* Course Purpose

The Purpose of this course is to:

- Employ senses to perceive and apply the elements and principles of visual design through works of art, objects in nature, events, and the environment
- Explore the role of floral design in human history and culture through creative design concepts in two and three dimensional media, based on floral arranging
- Derive meaning from artworks and floral art designs, including floral

symbolism, through analyzing, interpretations, and judgment of various pieces developed by renown artists of different historical and contemporary periods

- Demonstrate skills in utilizing the language of visual arts design as the foundation for creating and analyzing the visual structures and functions of art
- Develop and create original artwork based on relating visual art design concepts and processes to their own personal experiences and lifelong learning

*** Course Outline**

Unit I: Introduction to Art	Standards	Key Assignments
<p>1. A. The Variety of Art</p> <p>1. Artistic perception</p>	<p><u>Aesthetic Valuing</u></p> <p>4.1, 4.3</p>	<p>• Students will write an art evaluation on one of the below:</p> <p>Ikebana Design,</p>
<p>??</p>	<p>??</p>	<p>Vincent Van Gogh,</p>
<p>1. B. When is it Art?</p> <p>1. Philosophy of Arts</p> <p>2. Aesthetic Value of Objects</p> <p>3. Artistic Inspirations</p> <p>4. Art Appreciation</p> <p>5. The Art World</p>	<p><u>Connections, Relationships, Applications</u></p> <p>5.4</p> <p><u>Artistic Perception</u></p>	<p>Pablo Picasso, Edouard Monet, Klaus Wagner,?? Gregor Lersch, Els and George Hazenberg, Georgia O'Keefe, Pierre Renoir</p> <p>??</p>

<p>C. ?? Floral Symbolism</p> <p>1. Identify flowers and foliage and their symbolism in art.</p> <p> 1. Historical and modern works of art</p> <p> 2. Cultural</p> <p> 3. Design</p> <p> 4. Ikebana</p> <p>??</p>	<p>1.5</p> <p>??</p> <p><u>Historical & Cultural Context</u></p> <p>3.1, 3.3, 3.4</p> <p><u>Aesthetic Valuing</u></p> <p><u>4.1</u></p>	<ul style="list-style-type: none"> • Students will create an <i>Interactive Notebook</i> that will contain: class notes from lectures, drawings, and class exercises.?? Students will build upon this notebook through each unit of instruction utilizing both sides of the brain. • Students will research and present to the class on the historical symbolism of specific flowers and foliage. • Add information, lecture notes, and drawings to <i>Interactive Notebook</i> on historical flower symbolism • Students will create and design an arrangement based on the meanings of flowers and foliage in comparison with important events in art history • Compile and bind a flower and
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foliage
identification
book including
ID (common and
Latin), history of
the flower, Use
(form), and
Description

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Unit of Instruction/Objectives	VPA Standards	Key Assignments
<p>Unit II: Historical Contributions and Cultural Dimensions</p> <p>A. ?? Interpretation</p> <p>1. The meaning of art</p> <p>2. Elements of Art History</p> <p>??</p> <p>B.???? History of Floral Art</p> <p>1. The Floral Art Designs of Ancient Civilizations</p> <p>2. Floral visual art design styles and their origination</p> <p>??</p>	<p><u>Artistic Perception</u></p> <p>1.3, 1.5, 1.6</p> <p>??</p> <p><u>Creative Expression</u></p> <p>2.4, 2.5, 2.6</p> <p>??</p> <p><u>Historical & Cultural Context</u></p> <p>3.1, 3.2, 3.3, 3.4</p> <p>??</p>	<ul style="list-style-type: none"> • Evaluation of art examples from various time periods and create a visual poster on history of Floral Design relating to specific artistic periods. • Floral lab demonstrating a popular design in floral art history from specific art periods including:?? European Period, Impressionistic Era, Oriental Influence, and American Styles • Create a visual display of floral art: Freeform Expression, Geometric Mass, Art Deco, Art Nouveau, and Modern Contemporary through the use of various media

<p>C.??? Research the Influences of Floral Artists of the 20th and 21st Century</p>	<p><u>Aesthetic Valuing</u></p>	<ul style="list-style-type: none"> • Practicum using a given historical theme: two dimensional layouts, three-dimensional arrangements, fresh and dry cut flower designs, head pieces, wreaths, and container arrangements
<p>1. Styles and techniques</p>	<p>4.1, 4.2, 4.3, 4.5</p>	
<p>2. Artistic Inspirations</p>	<p>??</p>	
<p>3. Visual themes used in various cultures</p>	<p><u>Connections, Relationships, Applications</u></p>	
<p>4. Artistic components of various time periods and cultures</p>		<ul style="list-style-type: none"> • Incorporate cultural design through studying and making traditional Cinco de Mayo pi??atas, Hawaiian Leis, seasonal chaplets
<p>5. Time periods in floral art history</p>	<p>5.2</p>	
<p>6. Historical style and periods</p>	<p>??</p>	
<p>7. Floral art design:?? culture, ethnicity, time periods, and media</p>		<ul style="list-style-type: none"> • Identify common containers, flowers, foliage, and accessories used in art and floral design throughout history.
<p>8. Cultural Themes: religious, holiday, funeral and wedding</p>		
<p>9. Cultural Design</p>		
<p>10.?? Design alternatives</p>		<ul style="list-style-type: none"> • Create holiday arrangements, including Thanksgiving centerpieces, holiday wreaths, spring bouquets, Mother??s day arrangement, Easter project
<p>??</p>		
<p>??</p>		
<p>??</p>		<ul style="list-style-type: none"> • Put together a wedding portfolio and create a wedding proposal with a team
<p>??</p>		
<p>??</p>		<ul style="list-style-type: none"> • Discuss the history of flowers and art in funerals,

??		weddings, and holidays, and include notes and worksheets in <i>interactive notebook</i>
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Unit of Instruction/Objectives	VPA Standards	Key Assignments
<p>Unit III: Aesthetic Valuing and Making Judgments on Individual Works of Art</p> <p>A.???? Works of Art and Aesthetic Value</p> <p>1.??????? Critique works of art using appropriate visual arts terms</p> <p>2.???? Analyze art works in terms of art elements and design principles</p> <p>3.???? Apply sensory qualities to works of floral art</p> <p>4.???? Explores various styles and periods of viewed art</p>	<p><u>Creative Expression</u></p> <p>2.2, 2.5, 2.6</p> <p>??</p> <p><u>Connections, Relationships, Applications</u></p> <p>5.3, 5.4</p> <p>??</p>	<ul style="list-style-type: none"> • Make historical chaplets and educate the student body through a fundraiser selling the chaplets for homecoming • Create various floral design arrangements with emphasis on elements and principles of design • Create verbal and written reflections for floral design projects utilizing student???'s <i>Interactive Notebook</i> • Develop a portfolio of photographs including two

5.???? Evaluate and critique art elements and art principles used in others and own works of art

including two-dimensional drawings, three-dimensional sculptures, and artworks??? critiques.?? Minimum of five pieces required.

- Demonstrate knowledge of influential art periods through a cultural and historical 3-5 page research paper, include emphasis on flowers and foliage used in art during these time periods
- Analyze and interpret student and others??? work through critiques and rubrics post-lab.

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Unit of Instruction/Objectives	VPA Standards	Key Assignments
<p>Unit IV: Art Elements of Design</p> <p>A.???? Lines</p> <p>1. Implied and expressive use of line in visual art works</p> <p>2. Vertical, horizontal, and diagonal use of line in floral art works</p> <p>??</p> <p>B.???? Shapes/Forms</p> <p>1. Shape and form in visual art works</p> <p>2. Visual art elements of shape and form in design through</p> <p>??</p>	<p><u>Creative Expression</u></p> <p>2.3, 2.6</p> <p>??</p> <p><u>Aesthetic Valuing</u></p> <p>4.2, 4.3</p> <p>??</p>	<ul style="list-style-type: none"> • Complete worksheet and text questions for elements of design • Create a design project on paper utilizing all elements and principles of design • Emotions and color meanings activity as applied to an arrangement???'s overall meaning • Create a Color Wheel with Playdough, making each color from red, yellow, and blue playdough • Additions to <i>Interactive Notebook</i> with notes and design examples:?? application using triangular, circular, vertical, and horizontal floral art designs and applying hue, primary, secondary

C.???? Colors

1. The origin of color through visual art
2. Color harmony in various art works
3. Use of monochromatic, analogous, complementary, and triadic schemes in student and other visual art works

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D.???? Textures

1. Visual and tactile components in floral art using fine, medium, and course-textured media
2. Container and material components of floral art
3. Flower and foliage use through arrangements

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E.???? Value

1. Light and dark in visual art designs
2. Light and dark change in floral art

secondary, tertiary, warm, cool, value, tint, tone, and shades to floral artworks

- Create a boutonniere using one of the color schemes and present to partner explaining the terms and schemes used
- Add information, notes, and drawing to *Interactive Notebook* on color harmony, value, and schemes
- Students form groups and demonstrate the application of gray, white, and black to a primary color showing tint, tone, and shade. Describe in words in *Interactive Notebook*
- Take a walking field trip to observe local window displays, noting space, depth, light, texture, and value.

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<p>??</p> <p>F.???? Space and Depth</p> <ol style="list-style-type: none"> 1. The use of space in two and three-dimensional visual art designs 2. Interpret space in our environment 3. The use of space in visual designs by applying angling and overlapping media in floral art designs 4. Significance of size and color of media in Floral Art <p>??</p>		<p>??</p> <p>??</p> <p>??</p> <p>??</p> <p>??</p> <p>??</p>
<p>Unit of Instruction/Objectives</p>	<p>VPA Standards</p>	<p>Key Assignments</p>
<p>Unit V: Principles of Art Design</p> <p>A.???? Balance</p> <ol style="list-style-type: none"> 1. Symmetrical and asymmetrical balance in floral art 	<p><u>Artistic Perception</u></p> <p>1.1, 1.2, 1.3, 1.4</p> <p>??</p>	<ul style="list-style-type: none"> • Complete worksheet and textbook questions for principles of design • Create a design project utilizing all elements and principles of design • Emotions and color

<p>2. Asymmetrical or symmetrical balance through developing floral art works</p> <p>3. Radial and open balance in visual art designs</p> <p>??</p>	<p><u>Creative Expression</u></p> <p>2.3</p> <p>??</p>	<p>influence project</p> <ul style="list-style-type: none"> • Create a Color Wheel using paper and colored pencils to add to <i>Interactive Notebook</i> • Add information, notes, and drawing to <i>Interactive Notebook</i> on color harmony, value, and schemes
<p>B.???? Proportion/Scale</p> <p>1. Proportion and scale through application of floral art designs using the following techniques: flower to container, flower to flower, and flower to foliage, and arrangement to environment</p> <p>2. Geometrical techniques in floral art and visual art designs</p> <p>??</p>	<p><u>Aesthetic Valuing</u></p> <p>4.2, 4.3</p> <p>??</p>	<ul style="list-style-type: none"> • Coloring activity demonstrating • Practice boutonnières again, grading on proportion and scale with flowers, foliage, and accessories. • Additions to student art and floral Portfolio Projects:?? applying focal point to student works
<p>C.???? Emphasis</p> <p>1. Visual floral art works</p> <p>2. Other visual art works:?? convey understanding of location, size, pattern, framing, and isolation in floral art designs</p> <p>3. Emphasis in floral designs by using line direction and directional facing</p> <p>??</p>		<ul style="list-style-type: none"> • Create five separate arrangements according to criteria for all five Western Designs: Symmetrical, Asymmetrical, Linear, Horizontal, and L-Shaped. Peer and teacher critique. • Display work in school library for peers and administration

D.???? Rhythm

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1. Floral art using repetition and eye movement

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2. Transition and radiating line in floral art works

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E.???? Harmony and Unity

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1. Harmony and unity through applying color combinations to visual designs

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2. Placement, transition, and proximity in visual art works and critique student works in floral design

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F.???? Contrast

1. Color schemes in floral art design using various media

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Unit of Instruction/Objectives	VPA Standards	Key Assignments
<p>Unit VI: Creative Expression Through Applying Artistic Processes and Skills to Original Works of Art</p> <p>A.???? Two-Dimensional Media</p> <p>1. Basic drawing and layout: simple</p>	<p><u>Creative Expression</u></p> <p>2.1, 2.3, 2.6</p> <p>??</p> <p><u>Historical & Cultural</u></p>	<ul style="list-style-type: none"> • Create a presentation board displaying basic drawing and layout skills • Create mosaic art designs for floral art using paper and tile. • Create and display

<p>1. Basic drawing and layout: simple perspective drawing, sketching original art works, and project layout</p>	<p><u>Context</u></p>	<p>flower and foliage media techniques for specific floral art:?? Mass Flower and Foliage, Filler Flower and Foliage, Line Flower and Foliage, Form Flower and Foliage, Fresh Flower and Foliage, Dry Flower and Foliage, and Artificial Flower and Foliage.</p>
<p>2. Painting techniques for floral art through developing a color wheel and still life floral artwork</p>	<p>3.1, 3.4, 3.5 ??</p>	
<p>3. Mosaic art designs for floral art using paper and tile</p>		
<p>4. Printmaking to floral art using pressed flowers</p>	<p><u>Aesthetic Valuing</u></p>	
<p>5. Photographic and graphic design through computer art</p>	<p>4.1, 4.2, 4.3, 4.4 ??</p>	<ul style="list-style-type: none"> • Create a floral project applying mechanics, materials, and media through an introduction to proper care, proper usage, equipment and media in a PowerPoint presentation to the class
<p>??</p>	<p>??</p>	
<p>B.???? Three-Dimensional Sculptures</p>	<p>??</p>	
<p>1. Display flower and foliage media techniques for specific floral art: mass flower and foliage, filler flower and foliage, line flower and foliage, form flower and foliage, fresh flower and foliage, dry flower and foliage, and artificial flower and foliage</p>	<p>?? ?? ??</p>	<ul style="list-style-type: none"> • Create a floral project displaying specific artists??? styles and techniques using Oriental, European, and Exhibition Styles, and present to class
<p>2. Mechanics, materials, and media through an introduction to proper care and proper usage of floral equipment and media</p>	<p>??</p>	<ul style="list-style-type: none"> • Student will evaluate his/her floral art project and support a position regarding the aesthetic value of the project and either change or defend position after considering views of others
<p>3. Specific artist styles and techniques using Oriental, European, and Exhibition Styles: Chinese, Japanese, Vertical, Circular, Triangular, and Wear and Carry Designs</p>	<p>?? ??</p>	
<p>4. Demonstrate the process of evaluation and refining floral art projects</p>	<p>?? ??</p>	<ul style="list-style-type: none"> • Design an arrangement using

??	?? ?? ?? ?? ?? ?? ?? ?? ?? ?? ?? ?? ?? ?? ?? ?? ?? ??	Ikebana techniques. <ul style="list-style-type: none">• Make a poster portraying the meanings of Ikebana Floral Design using color pens, pencils, or paints.• Blowing eggs and painting with theme of expressing feelings of spring• Create greeting cards with pressed flowers to sell at a local fundraising event ??
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Unit of Instruction/Objectives	VPA Standards	Key Assignments
<p>Unit VII: Connections, Relationships, and Applications Learned in Visual Art</p> <p>A.???? Relationships to Other Disciplines</p> <p>1.???? Compare and contrast works of art to other discipline areas</p> <p>??</p>	<p><u>Creative Expression</u></p> <p>2.3</p> <p>??</p> <p><u>Historical & Cultural Context</u></p> <p>3.4</p> <p>??</p>	<ul style="list-style-type: none"> • Create a mosaic art design utilizing geometric shapes • Emotional poetic, color influenced project designed visually for floral art • Historical time periods and artistic works written three page report and class presentation • Design a floral advertisement using art elements, principles, and techniques to display student???'s work at an art exhibition. • Create a two-dimensional or three-dimensional design incorporating elements and principles as applied to a specific theme and culture. • Create a display for

the library based
on a children's
book
portraying the
theme of the book
through floral
design and
arrangement(s)

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*** Key Assignments**

Please see above "key assignments" as they are included in the course outline

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*** Instructional Methods and/or Strategies**

College Model of Education: Personalized Learning Model emphasizes independent??study while attending Resource Center classes two to three times weekly (once??weekly for science labs).

Classroom Instruction

Direct Instruction

Project group work

Independent Study

Interactive online instruction

Lab assignments/experiments

Work individually with Personalized Learning Teacher/Highly Qualified Teacher

If not enrolled in a class - meet with Highly Qualified Teacher weekly for one?? hour/week.

Student will use the text as a primary resource. ??Lecture, laboratory experiments,??

group projects, individual and group research, oral and written presentation will be used to reinforce learning. Students will summarize each unit and answer questions about each unit, and respond to critical thinking challenges. Students will write well-developed essays that indicate mastery of topics/concepts and to demonstrate college preparatory writing ability. Student will meet weekly with Personalized Learning Teacher/Highly Qualified Teacher to discuss material covered in the course, review work and to take tests, which include comprehensive midterm/final.

* **Assessment Methods and/or Tools**

Attendance at Resource Center Lab Class weekly

Written assignments evaluated by provided writing rubrics

Oral presentations

Discussions: classroom participation and small group work.

Weekly homework assignments

Chapter/Unit tests

Comprehensive midterm/final

Assessment tools may also include the following:

Participation in weekly lab activity with graded lab manual (science courses)

Student demonstrations

Student work samples

Research Projects (individual/group)

Projects: Power Point Presentation, brochures, community service, etc.

* Lab Notebook

Exams, homework assignments, discussions, oral presentations, and writing assignments are used to assess student progress. Exams for each unit consist of short essay format or extensive essay. Essays emphasize critical thinking skills and demonstrate analysis and synthesis of ideas. All work is corrected by the course instructor and/or Personalized Learning Teacher/Highly Qualified Teacher. Feedback is provided on all written work with student revision and rewrite completed when appropriate.

* **Artistic Perception**

ARTISTIC PERCEPTION

- Develop Perceptual Skills and Visual Arts Vocabulary
- o 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
- o 1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.
- o 1.3 Analyze Art Elements and Principles of Design
- o 1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.
- o 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.
- o 1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.
- o 1.6 Compare

and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

* Creative Expression

??? Skills, Processes, Materials, and Tools o 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design. o 2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills. o 2.3 Develop and refine skill in the manipulation of digital imagery (either still or video). o 2.4 Review and refine observational drawing skills. ??? Communication and Expression Through Original Works of Art o 2.5 Create an expressive composition, focusing on dominance and subordination. o 2.6 Create two or three-dimensional work of art that addresses a social issue.

* Historical and Cultural Context

??? Role and Development of the Visual Arts o 3.1 Identify similarities and differences in the purposes of art created in selected cultures. o 3.2 Identify and describe the role and influence of new technologies on contemporary works of art. ??? Diversity of the Visual Arts o 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art. o 3.4 Discuss the purposes of art in selected contemporary cultures.

* Aesthetic Valuing

??? Derive Meaning o 4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art. o 4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context. ??? Make Informed Judgments o 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others. 4.4 Articulate the process and rationale for refining and reworking one of their own works of art. o 4.5 Employ the conventions of art criticism in writing and speaking about works of art.

* Connections, Relationships, and Applications

??? Connections and Applications o 5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history. ??? Visual Literacy o 5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition ??? Careers and Career-Related Skills o 5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

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