

*Included in this sample is a single course overview, unit, and assignment; this is not a sample of a complete course, nor are all disciplines/courses represented in this sample. The purpose of these pieces is to give course authors a basic sample of how to construct strong course overviews, units, and assignments. Often, when a course is not approved by the UC High School Articulation Team, it is because the UC A-G Subject Area Specific Criteria is not explicitly written into a course submission. We encourage all course authors to consistently review the criteria specific to the subject/discipline under which they are submitting their courses.*

**Course Title:** Introduction to Drawing and Painting / **Subject:** Visual and Performing Arts / **Discipline:** Visual Arts

### **Sample Course Overview:**

In this course, students will design individual artworks based on design elements and principles as well as responses to historical, philosophical and cultural prompts, learn and use art vocabulary in verbal and written analysis and in descriptions of their work and the work of others, participate in discussions of the philosophical, cultural and historical place of art in society, and create artwork of quality using the techniques of graphite, colored pencil, chalk, ink, marker and charcoal drawing and include watercolor, tempera, acrylic, mixed media- collage and gouache in painting. The goals of this course are for students to demonstrate an understanding of processes and techniques used in drawing and painting, illustrate basic skill building in drawing and painting on a 2-D surface, recognize and identify media to create drawings, paintings, prints, mixed media, and ultimately create artwork that that effectively shows individual creativity and problem solving abilities. Students who wish to move on to Advanced Drawing and Painting will be required to complete a portfolio assignment, showcasing their work from this course. All students will select and present a piece they created during this course to be displayed at the school's Gallery Night during the final week of the year.

### **This course overview demonstrates the following strengths:**

- Uses concise language which gives a global view of the course without sacrificing meaning
- Includes a balance of skills and content (merely listing standards to be covered is not sufficient)
- Previews how the course will integrate the following [UC visual and performing arts "f" subject area requirements](#):
  - **Artistic Perception:** Students will engage in processing, analyzing and responding to sensory information through the skills, methods and language appropriate to the specific arts discipline

- **Creative Expression:** Students will develop confidence and fluency in working within an art form by acquiring the skills required to create, produce, perform and present works of art
- **Historical and Cultural Context:** Students gain an understanding of the historical contributions and cultural dimensions of the arts
- **Aesthetic Valuing:** Students emerge from high school with fluency in responding to, analyzing and making judgments about works in the various arts disciplines through appropriate behavioral and linguistic responses
- **Connections, Relationships, Applications:** Students will be able to apply understandings developed within an art form to the other arts and academic disciplines and should develop enduring artistic values allowing them to relate knowledge acquired in the arts to understanding the world around them

### **Sample Unit: *Drawing with Color***

Students will learn and use color theory introduction: a teacher-created PowerPoint covering color theory, color wheel, spectrum, properties of color, philosophy of color, warm and cool colors, colors that advance and colors that recede. They will also examine the impressionist paintings of Seurat and Monet and critique a painting by each of the artists comparing and contrasting their styles and techniques in an extended compare/contrast paragraph. They will work with different color schemes and blending of colors to create pieces demonstrating inventiveness and creativity in the media. Media includes ink, color pencils, oil pastels. Students will complete 5 observation drawings: a still life, a hand, a foot, a portrait, and a master study; these drawings will be based on either actual objects or photographs of real objects with the exception of master studies. Other skills and content covered in this unit include: radial balance tile design (explain in the assignment below), understanding and evaluating rhythm and movement in art (abstract vs. nonrepresentational art) completed through student generated PowerPoints, and two-dimensional representations of music using line and color completed through student generated sketches and final color composition of a song accompanied by a written artistic statement.

### **Sample Unit Assignment: *Drawing with Color***

For our chapter covering radial balance tile design, students will select a color scheme and create a tile design in the style of Islamic art. They will view and distinguish various examples of art from the Islamic world, the highly intricate and geometric designs used in the architecture, the interior structures, and the decorative tile designs. Then students will research designs and construct four thumbnails sketches before working on final design. The final design must be in color pencil with blank ink as an option, and be accompanied by a written reflection of artist statement. There will be an in-class gallery walk and critique at the end of project.

While these single unit and assignment samples do not, nor are designed to, demonstrate all of the UC subject area “f” course criteria, they clearly and concisely exhibit the components of the criteria listed below, are well-written, and ultimately answer the question: ***How do this single unit and assignment meet the UC criteria for a college-preparatory visual/performing arts course?***

**This sample course unit and assignment demonstrate the following strengths & course criteria:**

- Regardless of the artistic discipline, all approved VPA (“f”) courses are expected to satisfy these criteria:
  - address the major components of the National Core Arts Standards [PDF], which include Philosophical Foundations and Lifelong Goals; Artistic Processes; Enduring Understandings and Essential Questions; and Model Cornerstone Assessments
  - afford students opportunities to participate in all aspects of the artistic process, including creation, presenting, producing, performing, responding, critiquing and connecting
  - teaching a specific set of skills that must be developed outside of class time (e.g., portfolio/performance preparation, reading, writing, instrument practice, research projects and/or critical listening/viewing) will have students document and summarize their work in an appropriate written format
  - include a variety of assessments of conceptual artistic understanding as well as mastery of creative practices, skills and artistic literacies, and describe corresponding parameters to measure the course learning objectives
  - include culturally relevant topics and activities, real-world problems and applications that are appropriate for the context of the school community and the course content while maintaining a balance of theoretical and historical/cultural context