

**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT: Art
COURSE TITLE: Advanced Drawing and Painting
GRADE LEVEL: 10-12
PREREQUISITES: 2 Art Classes (Art Exploration, 2D Art) (C or above)

COURSE DESCRIPTION:

Advanced Drawing and Painting will build on the skills and concepts emphasized in 2D Art. The emphasis is on practical application of processes and skills in drawing, rendering, and painting at an advanced level. A wide range of subject matter will be addressed and creative use of skills will be encouraged. Historical and cultural examples will be infused throughout the class to encourage inspiration and depth in student artwork.

CONTENT STANDARDS AND COURSE BENCHMARKS:

In order that our students may achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's Advanced Drawing and Painting should be able to . . .

Content Standard I. Understand and apply media, techniques, and processes.

Benchmarks: Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
Conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Content Standard II. Use knowledge of structures and functions.

Benchmarks: Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
Evaluate the effectiveness of artworks in terms of organizational structures and functions.
Create artworks that use organizational principles and functions to solve specific visual arts problems.

Content Standard III. Choose and evaluate a range of subject matter, symbols, and ideas.

Benchmarks: Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Content Standard IV. Understand the visual arts in relation to history and cultures.

Benchmarks: Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
Describe the function and explore the meaning of specific art objects within varied cultures, times, and places.
Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Content Standard V. Reflect upon and assess the characteristics and merits of their work and the work of others.

Benchmarks: Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Content Standard VI. Make connections between visual arts and other disciplines.

Benchmarks: Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Content Standard VII. Understand and apply current digital technology.

Benchmarks: Utilize technology as a creative tool to create an artwork.
Utilize technology in order to conduct visual research.

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CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS:

Standard I: Understand and apply media, techniques, and processes. The students in Advanced Drawing and Painting should be able to . . .

Benchmark: Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

Indicators: Create various pieces of art that visually communicate a specific intention.

Assessments: Rubric
Informal Assessment
Peer Evaluation
Self-Assessment

Benchmark: Conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Indicators: Create various works of art in which the purpose of the pieces are enhanced by the media and techniques they use to create them.

Assessments: Rubric
Informal Assessment
Student Self-Evaluation
Critique

Standard II. Use knowledge of structures and functions. The students in Advanced Drawing and Painting should be able to . . .

Benchmark: Demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.

Indicators: Defend judgments about the characteristics and structures of their work during in process and/or finished product instructor critique.

Assessments: Peer Critique
Instructor Critique
Informal Assessment

Benchmark: Evaluate the effectiveness of artworks in terms of organizational structures and functions.

Indicators: Evaluate the effectiveness of peer products during peer evaluation.
Evaluate the effectiveness of their own produced artwork.

Assessments: Peer Verbal Critique
Self-Assessment
Student Reflection

Benchmark: Create artworks that use organizational principles and functions to solve specific visual arts problems.

Indicators: Effectively apply the topics covered in class to create works of art that solve visual problems such as showing visual depth in landscape paintings.

Assessments: Rubric
Product Assessment
Self-Assessment
Informal Assessment

Standard III. Choose and evaluate a range of subject matter, symbols, and ideas. The students in Advanced Drawing and Painting should be able to . . .

Benchmark: Reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Indicators: Analyze and compare examples of art from different historical periods and cultures.
Identify differences, or similarities, found in examples of Advanced Drawing and Painting from different historical periods and/or cultures.

Assessments: Student Reflection
Class Discussion
Informal Assessment
Written or Verbal Assessment

Benchmarks: Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Indicators: Apply the skills gained in class to complete works of art in which the student has either defined, or contributed to the definition, of the visual problem.
Explain how they will use the skills learned in class in their daily life.

Assessments: Product Assessment
Rubric
Self-Assessment
Verbal Student Reflection
Class Discussion

Standard IV. Understand the visual arts in relation to history and cultures. The students in Advanced Drawing and Painting should be able to . . .

Benchmark: Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.

Indicators: Recognize different characteristics and purposes of various historical/ cultural works of art and use this information to choose a style to influence the creation of their personal art.

Assessments: Student Reflection
Critique
Informal Assessment
Verbal Assessment
Student Planning Document

Benchmark: Describe the function and explore the meaning of specific art objects within varied cultures, times, and places.

Indicators: Identify, and discuss, the function and meaning of art from different historical periods and/or cultures.

Assessments: Student Reflection
Class Discussion
Informal Assessment

Benchmark: Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Indicators: Analyze examples of art from different historical periods and/or cultures, form conclusions from the comparison, and use this information make decisions during the production of their own artwork.
Reflect, and identify, the historical and/or cultural influences that influenced the decisions made in creating their art.

Assessments: Class Discussion
Student Written Reflection
Verbal Reflection
Student Planning Document
Critique
Self-Assessment
Class Critique

Standard V. Reflect upon and assess the characteristics and merits of their work and the work of others. The students in Advanced Drawing and Painting should be able to . . .

Benchmark: Identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Indicators: Recognize the purpose for peer Advanced Drawing and Painting artwork and consider how different decisions would enhance, or hinder, the communication of their purpose.
Recognize the purpose for their individual work and consider how different decisions would enhance, or hinder, the communication of its purpose.

Assessments: Peer Critique
Self-Assessment
Critique
Self-Reflection
Verbal Reflection

Benchmark: Describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Indicators: Consider, and describe, the meaning of artworks they have researched and how this relates to the historical period and culture in which it was created.

Assessments: Class Discussion
Critique
Written Reflection

Benchmark: Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Indicators: Analyze various works of art created by their peers and reflect on whether the interpretation was successful in communicating the meaning of the artwork.
Reflect analytically on their own artwork to make sure their work's purposes are being achieved-- or if unintentional meanings are being expressed.

Assessments: Peer Assessment
Peer Critique
Self-Reflection
In-Process Critique

Standard VI. Make connections between visual arts and other disciplines. The students in Advanced Drawing and Painting should be able to . . .

Benchmark: Compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Indicators: Identify and compare how visual art principles are related to other disciplines (e.g., the principle of rhythm in visual art versus auditory art).
Make connections to the comparisons, given by instructor, to other disciplines during class instruction.

Assessments: Class Discussion
Informal Assessment
Critique
Product

Benchmark: Compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Indicators: Understand how different works of art relate to the environment of the historical period in which it was created.

Assessments: Class Discussion
Informal Assessment

Standard VII. Understand and apply current digital technology. The students in Advanced Drawing and Painting should be able to . . .

Benchmark: Utilize technology as a creative tool to create an artwork.

Indicators: Use the school's available digital technology to create finished works of art.
Use the school's available technology (art supplies) to create finished works of art.

Assessments: Product
Rubric
Informal Assessment
Verbal Assessment

Benchmark: Utilize technology in order to conduct visual research.

Indicators: Show proficiency in finding quality digital examples of visual art, that will be used as inspiration their own products.

Assessments: Product
Informal Assessment
Critique
Process Documentation

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

