



Course Title:	Visual Arts
Head of Department:	Farah Omar
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Cycle/Division:	High School
Grade Level:	10
Credit Unit:	0.5
Duration:	1 Year/2 Semester: 5 periods per week

Department's Vision:	<i>To create leaders in a world that requires a unique combination of creativity, conceptual abilities and technical skills while contributing to the quality of artistic and creative life regionally, nationally and globally.</i>
Department's Mission:	<i>Enrich the lives of students by providing opportunities to actively engage in visual art activities using a variety of approaches to develop both creativity and critical thinking skills: integrate their artistic experiences with other academic subjects and different cultures, improve communication and problem solving skills, and learn craftsmanship and teamwork through sustained effort.</i>

<p style="text-align: center;"><u>COURSE DESCRIPTION:</u></p> <p>The Visual Art program is designed to give students the opportunity to gain confidence in producing art, to reinforce artistic skills and to produce how art can be a great way for self-expression. In 10th grade the concepts of the art elements and the principles of design are studied throughout the year. Students also focus on art history, appreciation, production, and criticism. Subjects of study include color scheme, cultural dimensions and contributions, drawing and painting, Portrait, abstract Sculpture and architectural drawing. Throughout year</p>

each student obtain knowledge through vocabulary, artists, history, processes, and multiple other methods depending on units.

GENERAL COURSE LEARNING OBJECTIVES:

- Use creative processes and language of art to communicate through a variety of media and techniques.
- Use observations and experiences, both spontaneously and deliberately to plan and create art.
- Understand and use the language of art, the elements of art and principles of design.
- Apply visual awareness to the creative process.
- Create art that reflects personal observation and experience.
- Develop skills and craftsmanship with materials and purposefully experiment techniques to produce a range of artwork.
- Understand historical and cultural context and how art has shaped and preserved history and culture.
- Recognize that all cultures produce art and that art transcends time.
- Learn how art has influenced, defined history, culture and identify and compare them in cultural celebrations.
- Using the language of art, students critically analyze, derive meaning from and evaluate artwork.
- Use the senses to make observations about works of art and use basic concepts and vocabulary when making observations.
- Use basic concepts and art vocabulary to interpret and communicate ideas and feelings about artworks.

I.

STANDARDS/BENCHMARKS:

Michigan Standards and Benchmarks for Visual Arts.

❖ **PERFORM**

Standard 1: Apply skills and knowledge to perform in the arts.

Benchmark:

ART.VA.I.HS.1 Apply acquired knowledge and skills to the creative problem solving process. (21st Century Skills: I.4, II.2)

ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas. (21st Century Skills: I.6, III.3, III.6)

ART.VA.I.HS.3 Demonstrate understanding of organizational principles and methods to solve specific visual arts problems. (21st Century Skills: I.4, II.5, III.3)

ART.VA.I.HS.4 Exhibit, present, and publish quality works of art. (21st Century Skills: I.4, I.6, III.3, III.6)

ART.VA.I.HS.5 Responsibly and safely manage materials and tools. (21st Century Skills: III.4, III.6, III.8)

❖ **CREATE**

Standard 2: Apply skills and knowledge to create in the arts.

Benchmark:

ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions. (21st Century Skills: I.2, I.3, I.4)

ART.VA.II.HS.2 Create artwork using materials and techniques with skill so that personal intentions are carried out. (21st Century Skills: I.1, I.2, II.7, III.3)

ART.VA.II.HS.3 Apply organizational principles and methods to create innovative works of art and design products. (21st Century Skills: I.1, I.2, III.3)

ART.VA.II.HS.4 Apply knowledge and skill to symbolize the essence of an idea. (21st Century

Skills: I.1, I.6)

ART.VA.II.HS.5 Reflect, articulate, and edit the development of artwork throughout the creative process. *(21st Century Skills: I.4, II.7, III.3, III.4)*

ART.VA.II.HS.6 Use emergent technologies and materials to create artistic products that demonstrate knowledge of context, values, and aesthetics. *(21st Century Skills: I.1, II.1, II.2, II.3, III.2, III.7)*

ART.VA.II.HS.7 Create collaboratively to resolve visual problems. *(21st Century Skills: I.1, I.4, I.5, III.1)*

ART.VA.II.HS.8 Explore social and global issues through the application of the creative process. *(21st Century Skills: III.7, III.8, III.9, III.10)*

❖ **ANALYZE**

Standard 3: Analyze, describe, and evaluate works of art.

Benchmark:

ART.VA.III.HS.1 Analyze and describe the formal characteristics of a work of art or design. *(21st Century Skills: I.3, II.1, III.1)*

ART.VA.III.HS.2 Describe how organizational principles are used to elicit emotional responses. *(21st Century Skills: I.3, II.1, III.1)*

ART.VA.III.HS.3 Critically observe a work of art to evaluate and respond to the artist's intent using art vocabulary and terminology. *(21st Century Skills: I.2, I.3, I.6, II.1)*

ART.VA.III.HS.4 Evaluate the quality and effectiveness of one's artwork. *(21st Century Skills: I.3, II.1, III.4)*

ART.VA.III.HS.5 Recognize and understand the relationships between personal experiences and the development of artwork. *(21st Century Skills: I.3)*

❖ **ANALYZE in context**

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

Benchmark:

ART.VA.IV.HS.1 Observe and describe artwork with respect to history and culture. (21st Century Skills: I.6, II.1, III.1, III.2, III.7, III.8, III.9, III.10)

ART.VA.IV.HS.2 Describe the functions and explore the meaning of specific art objects within varied cultures, times, and places. (21st Century Skills: I.3, I.6, III.2, III.7)

ART.VA.IV.HS.3 Analyze the correlation between art, history, and culture throughout time. (21st Century Skills: I.6, III.1, III.2, III.7, III.8, III.9, III.10)

ART.VA.IV.HS.4 Use knowledge of art and design history to inform personal artwork. (21st Century Skills: I.1, I.3, II.5, II.7, III.3, III.7)

❖ **ANALYZE AND MAKE CONNECTIONS**

Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

Benchmark:

ART.VA.V.HS.1 Design creative solutions that impact everyday life. (21st Century Skills: I.1, I.2, I.4, III.3, III.4, III.6)

ART.VA.V.HS.2 Explore and understand the variety of art and design careers. (21st Century Skills: II.2, II.3, II.5, III.7)

ART.VA.V.HS.3 Explore and understand the application of the creative process throughout career pathways. (21st Century Skills: II.1, II.2, II.3, II.5, III.2, III.7, III.8, III.9, III.10)

ART.VA.V.HS.4 Identify commonalities, differences, and connections between the art disciplines. (21st Century Skills: I.3)

ART.VA.V.HS.5 Recognize the role of art across the academic curriculum. (21st Century Skills: I.3)

ART.VA.V.HS.6 Understand artistic knowledge as an important tool for successful living in the 21st century. (21st Century Skills: II.1, II.5, III.7)

ART.VA.V.HS.7 Analyze the impact of visual culture on society. (21st Century Skills: I.3, III.2, III.7)

ART.VA.V.HS.8 Identify the role visual arts play in enhancing civic responsibility and community. (21st Century Skills: I.3, I.6, III.2, III.4, III.7, III.9)

II.

RESOURCES:

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List of Supplies

<p>Drawing Consumables</p> <ul style="list-style-type: none"> • Range of drawing pencils – HB, 2B, 4B, 6B Charcoal • Assorted colored markers • Black permanent markers (e.g. Sharpie) Pencil 	<p>Paper</p> <ul style="list-style-type: none"> • Sketch book A3 • Tissue Paper • Newsprint • Assorted construction paper • Watercolor paper
<p>Painting Consumables</p> <ul style="list-style-type: none"> • Watercolor sets – 8 colors minimum. • Tempera paint (e.g. red, yellow, blue, green, black, white, etc. 	<p>Painting Tools</p> <ul style="list-style-type: none"> • Watercolor brushes in 2-3 sizes • Hog hair brushes in various sizes • Containers for water



<ul style="list-style-type: none"> • Acrylic paints 	<ul style="list-style-type: none"> • Containers for paint (muffin tins, egg cartons, paper plates, plastic trays, etc.)
<p>Sculpture Consumables</p> <ul style="list-style-type: none"> • Plaster of Paris • Modeling clay 	<p>General Tools</p> <ul style="list-style-type: none"> • Rulers (metric and standard) • Meter stick • Scissor • X-acto knives • Manual pencil sharpeners
<p>Technology</p> <ul style="list-style-type: none"> • Computer • Projector • Projection screen • Smart board • Memory stick 	<p>General Consumables</p> <ul style="list-style-type: none"> • White glue • Glue sticks • Tape: masking, scotch, packing, duct
<p>Classroom Equipment:</p> <ul style="list-style-type: none"> ✓ Access to running water and paper towels ✓ Paper cutter that can accommodate A4" paper ✓ Drying racks for paintings and prints ✓ Storage shelves for student work, paper and supplies ✓ Locked storage area for knives and other tools ✓ Ventilation appropriate for materials being used ✓ Access to computers for research and design assignments 	

COURSE OUTLINE:

Semester 1:

Topic #	Topic	Lesson(s)
1	Design cover page	<ul style="list-style-type: none"> Portfolio cover page Element of ART
2	Character drawing	<ul style="list-style-type: none"> Portrait drawing Creative drawing
3	Architectural Drawing	<ul style="list-style-type: none"> 1 Point perspective 2 point perspective Futuristic city
4	Pop Art	<ul style="list-style-type: none"> Artist Study Art Moment
5	Sculpture	<ul style="list-style-type: none"> 3d Art

Semester 2:

Topic #	Topic	Lesson(s)
6	Master's painting	<ul style="list-style-type: none"> Acrylic Painting
7	Environmental drawing	<ul style="list-style-type: none"> Drawing or painting on a social issue
8	Optical illusion	<ul style="list-style-type: none"> Art Movement
9	Cultural Art	<ul style="list-style-type: none"> "Farida Kahlo" Painting in style of Farida Kahlo
10	Landscape	<ul style="list-style-type: none"> Drawing and painting Positive and Negative Space Emphasis

III.

GRADING:

Grading Policy/ Assessment Tools:

- Formal and informal assessment
- Assessed on following Performance areas

- Creating design
- Presentation of work
- Group and individual performance

- Recognizing connections
- Improving drawing and painting skill
- Forming opinions through visual art

- **Quiz:**
 In each semester 1 Quiz will be given
 Quizzes may consist of multiple-choice, short answers and drawings
- **Exam:**
 In each semester 1 exam will be given
 Exam may consist of multiple-choice, short answers and drawing.

Grade Distribution:

<u>Semester -1-</u>		<u>Semester -2-</u>	
<i>Assessment</i>	<i>Points/Weight</i>	<i>Assessment</i>	<i>Points/Weight</i>
Design cover page	10	Master's painting	20
Character drawing	10	Environmental drawing	10
Perspective drawing	10	Optical illusion	10
Futuristic city	10	Painting in style of "Farida Kahlo"	10
Quiz	10	Quiz	10
Pop Art movement	10	Landscape	10
Sculpture	10	Final Exam	30
Mid year Exam	30		
<u>Total</u>	<u>100</u>	<u>Total</u>	<u>100</u>

Cross-Curricular Project(s):



- Character Drawing: Integrated with English short writing & creative writing.
- Futuristic City: Integrated theme about “FUTURE” across all disciplines.
- Master’s painting: Integrated with English literature
- Environmental Drawing & Painting: Integrated with ECO club.
- Optical illusion: Integrated with science.