Art Production High School AB
(Annual Course for grades 9-12, High School)
Prerequisite: Department Permission

20-03-05 Art Pro HS A
20-03-06 Art Pro HS B

Course Description

The purpose of this course is to provide a balanced visual arts program which guides students to achieve the standards in the visual arts. In Art Production, students are provided with art experiences congruent with the visual communication needs of the school. Through meeting school needs, opportunities are provided for students to develop individual initiative and responsibility as well as to work in design teams. Arts activities require both knowledge of the design elements and principles and of the historical and aesthetic traditions of graphic design. Students may develop portfolios and explore career opportunities.

Standards: Visual Arts

Content knowledge and skills gained during this course will support student achievement of grade level Student Learning Standards in the Visual Arts.

Upon graduation from the LAUSD, students will be able to:
1. Process, analyze, and respond to sensory information through the language and skills unique to the visual arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. **Artistic Perception**
2. Create, perform, and participate in the visual arts. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. **Creative Expression**
3. Understand the historical contributions and cultural dimensions of the visual arts. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. **Historical and Cultural Context**
4. Respond to, analyze, and make judgments about works in the visual arts. Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities. **Aesthetic Valuing**
5. Connect and apply what is learned in the visual arts to other art forms and subject areas and to careers. Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts. **Connections, Relationships, Applications**

Representative Objectives

Student will be able to:
- Create original works of art to communicate an idea of increasing complexity and with increased skill.
- Explore a variety of visual arts media (traditional and contemporary technologies), techniques, and processes, making choices as to what to apply in his or her work in serving the visual communication needs of the school.
- Demonstrate an understanding of how to solve artistic problems in unique and expressive ways working alone and as part of a design team.
- Integrate what he or she learns in art production to learning in other subject areas.
- Learn skills in art production that translate to careers in the fields of arts, media, and communication.
- Explore the role of the graphic arts to persuade and or to entertain in human history.
- Learn to manage time and to use visual arts materials efficiently.
- Identify, record, and use the elements of art and principles of design as he or she explores, analyzes, and talks about what he or she sees in the physical world and in what he or she creates in art production.
- Make informed judgments by applying the four steps of art criticism to his or her artwork and the work of others.
- Discuss and describe various purposes for creating visual images.

Representative Performance Skills

In accordance with their individual capacity, students will grow in the ability to:

- Produce a work of art effectively using the elements and principles of design in drawing, painting, photography, or other media or emerging technology.
- Demonstrate the ability to synthesize different subjects, themes, images, and visual metaphors in creating artworks in serving the visual communication needs of the school.
- Locate, organize, maintain, interpret, and communicate information (oral and written, creation of a visual image and or display of artwork).
- Research arts and art-related careers for those skilled in using traditional and contemporary technologies.
- Discuss complex issues for graphic artists, such as distortion of shapes/form, space, advanced color theory, simplified and actual texture, scale, expressive content, real vs. virtual.
- Discuss and make choices about using media and materials and as they relate to intent.
- Identify some trends or styles of contemporary graphic design in America and discuss the diverse cultural developments reflected in the artworks she or he has examined.
- Discuss (compare and contrast) the purposes of art from major time periods and cultures with those created in the present time.
- Develop chains of reasoning for his or her judgments about works of art that link the elements of art and principles of design, expressive characteristics, and technical qualities to the interpretation of meaning.
- Use criteria for making judgments and identify the difference between preference and judgment.
- Produce a work of art that effectively communicates an idea individually or as part of a design team.

Samples of Classroom Activities for Standard 5

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Students will be able to:

List careers in the visual and performing arts and arts-related jobs available in California in historical and contemporary times.

Describe the desirable qualities and skills for an employee in a contemporary arts or arts-related job.

Discuss how knowledge gained in this visual arts course will be of value in such a job.

Instructional Topics*

Historical Foundations of Graphic Design
Elements of Art
Color Theory
Lettering
Production Techniques
Contemporary Technologies in Graphic Design
Careers in the Visual Arts

Making Aesthetic Decisions and Personal Judgments the Principles of Design
Layout and Design
Calligraphy
Display Techniques
Portfolio Development and Career Opportunities

*Topics should be presented in an integrated manner where possible; time spent on each topic is to be based upon the needs of the student, the instructional program, and the scheduling needs of the school.

How Parents Can Help

- List, and discuss with your child careers in the visual arts and arts-related fields.
- Ask your child to discuss activities they are involved in and things they are learning about that might be valuable in a future job.