20-02-17 Folk Art HS

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 Folk Arts and Contemporary Crafts, students explore ways in which objects have provided for the practical, religious, and spiritual needs of cultures, past and present. These may include North, Central and South American Indians and other cultures residing on the continents of the Americas; and those of Asian, African, Middle Eastern, and European cultures. Students investigate issues of cultural diversity and their effects on folk arts in contemporary times. Emphasis is placed on connections among and between arts and other subject areas.

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:
- Recognize, describe, analyze, discuss, and write about the visual characteristics of folk, traditional and outsider art; objects in nature; events; and the environment.
- 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 the style of a folk art.
- Create original works of art, extending a folk art tradition, of increasing complexity and with increased skill.
- Explore a variety of visual art media, techniques, and processes, making choices as to what to apply in his or her work.
- Demonstrate an understanding of how to solve artistic problems in unique and expressive ways.
- Compare, contrast, and analyze styles of folk and traditional art from a variety of times, places, and cultures.
- Recognize that the visual arts and folk arts reflect, play a role in, and influence culture.
- Respond to a variety of works of folk, traditional and outsider art and talk about his or her interpretations of the artists' intentions.
• Integrate what he or she learns in folk arts to learning in other subject areas.
• Learn skills in art that translate to careers.

Representative Performance Skills

In accordance with their individual capacity, students will grow in the ability to:
• Describe the use of the elements of art and principles of design as they relate to specific purposes for and styles of folk art, past and present.
• Discuss complex issues, such as distortion of shapes/form, space, balance, simplified and actual texture, scale, and expressive content in folk art.
• Discuss and make choices about materials and constructive techniques as they relate to function.
• Produce an artwork extending a folk art tradition, effectively using the elements and principles of design.
• Demonstrate the ability to synthesize different subjects, themes, images, and visual metaphors in creating an artwork which extends a folk art tradition.
• Identify some trends in folk art in America, past and present, and discuss the diverse cultural influences reflected in the artworks she or he has examined.
• Discuss (compare and contrast) the purposes of folk art from major time periods and cultures.
• Develop chains of reasoning for his or her judgments about works of folk art that link the elements of art and the principles of design, expressive characteristics, and technical qualities to the interpretation of meaning.
• Demonstrate an understanding of the varied functions of a folk artist, art critic, art historian, art collector, anthropologist, and art philosopher (aesthetician).
• Organize, maintain, interpret, and communicate information about folk, traditional and outsider art (oral and written, creation of a visual image and display of artwork).
• Research art and arts-related careers.

Samples of Classroom Activities for Standard 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.

Students will be able to:
• Derive meaning from a work of folk art through interpreting symbols and the artist’s uses of metaphor.
• Reflect upon the meaning of that artwork in the time and place of its creation.
• Write about (compare and contrast) the meaning of that artwork, past and present.

Instructional Topics
Historical/Cultural Context of Folk Art Traditions
Relationship of Geography to Folk Art
Relationship of Function to Folk Art
Utilitarian and Nonutilitarian Folk Art
Universal Symbols
Development of Personal Content and Style
Careers in the Visual Arts
Aesthetic Valuing and Personal Judgment
Relationship of Technology to Folk Art
Exploration of Materials
Traditional and Nontraditional Constructive Techniques
Celebration, Ritual, Ceremony
Documentation and Portfolio Development

*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
• Be involved. Know what is expected of your child. Help generate ideas for assignments.
• Read about and discuss some of the artists, folk art forms and cultures your child is studying about.
• Visit together and discuss arts events and exhibits of folk arts provided by local cultural groups; and ask questions to help them extend, clarify, and support their own opinions.

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