World of Art
(Semester Course in the 9-12 High School)
No Prerequisite. Submitted for transitional semester UC/CSU Credit

20-01 -09 Wld of Art

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 World of Art, students deepen knowledge of a wide range of visual arts of the present time through the study of their historical foundations. Emphasis is placed on developing students aesthetic literacy and of visual discrimination skills. Career opportunities in the visual arts and arts-related fields will be discussed. This course satisfies one semester of the high school fine arts graduation requirement and is recommended as a foundation course in the visual arts.

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. Student 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 works of art from a variety of cultures, worldwide; objects in nature; events; and the environment.
- Explore a variety of visual art media, techniques, and processes, making choices as to what to apply in his or her work.
- Compare, contrast, and analyze styles of art from a variety of times, places, and cultures, worldwide.
- Acknowledge that the visual arts and artists reflect, play a role in, and influence culture, worldwide.
- Make informed judgments by applying the four steps of art criticism to his or her artwork and the work of others (describe the work, analyze the work in terms of the elements of art and principles of design, interpret the work in terms of ideas and emotions, and judge the work as to its success both technically and in terms of communicating an idea or emotion).
- Respond to a variety of works of art and talk about his or her interpretations of the artists' intentions.
- Integrate what he or she learns in art 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 arts, styles, and periods of art, worldwide.
- Communicate his or her perceptions of the world of art and his or her environment, using the elements of art, the principles of design, and art vocabulary.
- Discuss and make choices about materials as they relate to function.
- Produce a work of art effectively using the elements and principles of design in drawing, painting, sculpture, industrial design, world crafts, or emerging technology.
- Demonstrate the ability to synthesize different subjects, themes, images, and visual metaphors in creating artworks.
- Identify some trends of contemporary styles in American art and discuss the diverse cultural developments reflected in the artworks she or he has examined.
- Identify artists who have achieved regional, national, or international recognition and recognize ways that their work reflects, plays a role in, and influences culture.
- View artworks from major time periods and cultures and describe their various purposes.
- Use criteria for making judgments and identify the difference between preference and judgment.
- Demonstrate an understanding of the varied functions of an artist, art critic, art historian, art collector, and art philosopher (aesthete).
- Research and describe art and art-related careers in California.

*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.

Samples of Classroom Activities for Standard 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.

Students will be able to:
- Visit a museum or art exhibition or community arts performance.
- Write a critique about their favorite works, including:
  - their interpretation of the meaning of the work, the qualities that the artist used to develop the work's meaning, how successful the artist was in using these qualities, and the importance of the meaning of the work in general and to the student.

Instructional Topics

- Historical Foundations of the Visual Arts
- Elements of Visual Literacy
- Contemporary Architecture and Sculpture
- Exploration of Media and Techniques
- Industrial Design and Utilitarian Objects
- Development of Aesthetic Criteria
- Nature and Design
- Contemporary Painting
- Visual Arts and Multimedia
- Careers in the Visual Arts

How Parents Can Help

- Be involved. Know what is expected of your child in the World of Art class. Help generate ideas for assignments. Proofread drafts of written assignments.
- Read about some of the artists, or periods of art your child is studying.
- Visit together and discuss arts events and exhibits; and ask questions to help them extend, clarify and support their own opinions.