

# West Linn–Wilsonville School District

## The Arts – Course Statement

<b><u>Course Title: Art IIIA-Watercolor Painting</u></b>	
<b>Length of Course:</b>	Semester
<b>Number of Credits:</b>	1
<b>Grade Level:</b>	10, 11, 12
<b>Prerequisites:</b>	Art II
<b>CIM Work Samples</b>	
<b>Offered in Course:</b>	Speaking work sample
<b>Date of Description/Revision:</b> July 2006	
<b>Course Overview</b>	
<p>This course is designed to introduce the art student to the specific painting media of watercolor. Included in the course is the study of color theory, the use of appropriate brushes and painting surfaces, color mixing, and compositions involving landscape, portraiture, seascape, still life, and non-representational or abstract subject matter. Students will create, critique, evaluate, and appreciate works of art. Art history will be infused into the course throughout the term. Written and practical application tests will be given throughout the term.</p>	
<b>Essential Questions</b>	<b>Concepts providing focus for student learning</b>
<ul style="list-style-type: none"><li>• What is art?</li><li>• How do I know what “good” art is?</li><li>• Why do we create?</li><li>• What do I find beautiful?</li><li>• What is an Artist?</li><li>• How do artists come up with original ideas?</li><li>• How can I best use materials, and elements and principles of design to visually depict my ideas?</li></ul>	
<b>Proficiency Statements</b>	
<p>Upon completion of course, students will be able to:</p> <ul style="list-style-type: none"><li>• Demonstrate the techniques involved in the particular medium including: color mixing, creating washes, creating various textures, etc.</li><li>• Conceive and create original works of art that solve challenging visual arts problems using intellectual skills such as analysis, synthesis, and evaluation.</li><li>• Demonstrate the ability to formulate written analyses of ones own work and to explain to others the motivations, goals, and self-evaluation of the work.</li><li>• Analyze relationships of works of art to one another in terms of history, aesthetics, and culture; justifying conclusions made and using these conclusions in the creation of their own work.</li><li>• Reflect analytically on various interpretations as a means for understanding and critiquing works</li></ul>	

# West Linn–Wilsonville School District

## The Arts – Course Statement

	<p>of art (one’s own and others’).</p> <ul style="list-style-type: none"> <li>• Come up with original ideas for compositions using the students’ own sketchbooks, photographs, or methods that the teacher has shown incorporating writing and the visual arts.</li> <li>• Write a thoughtful paper on a particular artist, style, or period in art, including an art piece created in the style of the artist and a critique of one of their works.</li> </ul>
<b>General Course Topics/Units &amp; Timeframes</b>	
<p>A. Creation of Art Using the elements and principles of art - line, shape, form, space, value, color, texture, rhythm, balance, pattern, emphasis, unity, movement, and contrast.</p> <p>B. Art History Presentations and reports to include: critique of work, art historical context, influences on and by the artist, and a piece of artwork in the style of the artist.</p> <p>C. Critique Students’ own works and those of famous artists, both written and oral critiques.</p> <p>D. Aesthetics Discussion and written work, focused on the students’ personal views of where they find beauty in the world.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<b>Resources</b>	
	<ul style="list-style-type: none"> <li>• Text: <i>Art Talk</i>, Rosalind Ragans, Glencoe/McGraw-Hill.</li> <li>• Text: <i>Themes and Foundations of Art</i>, Katz, E., Lankford, E., and Plank, J., West Publishing Company.</li> <li>• Text: <i>The Art Book</i>, Phaidon Press.</li> <li>• Text: <i>New American Paintings</i>, Open Studio Press.</li> <li>• Text: <i>The Watercolor Book: Materials and Techniques for Today’s Artists</i>, David Dewey, Watson-Guption Publications.</li> </ul>