

Art for Art's Sake

EDUO 9880

3 semester units/credits

Course Overview:

This is an opportunity to create, develop art skills and learn visual arts vocabulary. Teachers will help students apply what they learn in the visual arts to other areas in their lives. 'Through the arts students will develop creative skills in problem solving, communication, and management of time and resources to contribute to lifelong learning.'

Each week participants will have the opportunity to create 6-8 different mixed media art projects. Once each art project is briefly explained, participants can begin creating.

Course Description :

Discover and explore your creative side through the visual arts. You do not have to be an artist. Develop drawing skills with oil pastels, colored pencils and permanent markers. Express ideas with tempera and watercolor paints. Create three-dimensional forms with Paper Mache and clay. Learn the Elements of Art and Principles of Design Vocabulary.

Course Objectives:

1. Create hands on art projects to use with all children.
2. Learn 'Art Vocabulary' to discuss works of art (color, shape/form, texture) to use with all children.
3. Learn how to help all children develop perseverance to complete works of art and develop creative strategies in problem solving, communication, and management.
4. Learn how to help children develop the trust in process rather than instant gratification

Location and Date

Tuesdays: February 6 –March 27, 2018, 5:30pm-10pm

Cali Calmecac Language Academy, Rm 4

9491 Starr Road, Windsor, California

Instructor: Aida Herrera-Keehan

Course Expectations

The class will involve 8 weeks of attendance, one night per week, with an additional 8 hours of independent work to be logged. Participants will choose an art project to complete with their class and the bring photos to document.

Course Assignments:

Week 1: Introduction- 4.5 hours

- * Present expectations of the class
- * Discuss and identify areas of specific art medium which are interests of the participants
- * Identify the demographics of the class and grade levels
- * Present 6 art lessons with graphics on each handout
- * Create an art journal with cardboard
- * Visit the family of lines
- * Meet the Tempera paint Color wheel- Andy Warhol Soup cans
- * Use Oil pastels-- Warm and cool colors- Heart
- * Create Collage animal
- *Use Watercolor for Geometric symmetrical designs-

Week 2: Present 6 lessons with graphics on each handout:

- * Drawing animals using numbers
- * Blind contour line drawing
- * Drawing leaves with pastels
- * Exploring Georgia O'Keefe flowers with oil pastels
- * Watercolors and oil pastels to create ocean reflections
- * Tempera paint and oil pastels to draw, color and paint apples

Week 3: Present 6 lessons with graphics on each handout

- * Drawing using alphabet letters
- * Self portraits- focus on the eyes
- * Exploring Eric Carle- mixed media and collage unicorn
- * Paper Mache maracas (three weeks)

- * Recycled robots
- * Watercolor, glue and watercolor symmetry

Week 4: Present 6 lessons with graphics on each handout

- * Drawing Perspective Landscape- Eiffel Tower
- * Self-portraits- focus on the nose
- * Paper Mache maracas (week two)
- * Collage tissue paper flowers
- * Day of the Dead Paper collage portraits
- * Pipe cleaner/ Wire Sculpture person

Week 5: Present 7 lessons with graphics on each handout

- * Drawing- the value of a doodle
- * Self-portraits- focus on the mouth
- * Paper Mache maracas- paint
- * Exploring Alexander Calder --found objects wire mobiles
- * Three dimensional art- watercolor and oil pastels
- * Rainbow in a bag- sensory
- * straw rockets

Week 6: Present 6 lessons with graphics on each handout

- * Mexican tissue paper flowers
- * pinch pots (two weeks)
- * Papel Picado- tissue paper
- * mini piñatas
- * oil pastel Aztec sun
- * Diego Rivera inspired oil pastel calla lily

Week 7: Present 6 lessons with graphics on each handout

- * Thumb print heart ornament with salt dough or clay

- * Exploring colors with Baking soda and vinegar
- * Mixing secondary colors to paint a hot air balloon drawing
- * Exploring Van Gogh- bedroom drawing perspective
- * pinch pots- paint
- * collage animal marionette

Week 8: Present 6 lessons with graphics on each handout

- * Watercolor Galaxy Cityscape
- * paper bag art journals
- * exploring Picasso-cubism watercolors & oil pastels
- * line contours- drawing your hand
- * print making with tempera and a foam paper plate
- * making trophies with recycled items

Course Relation to CCS or other Professional Standards: Artistic Perception-

Develop Perceptual Skills

1.1 Describe and replicate repeated patterns in nature, environment.

2.2 Distinguish among various media when looking at works of art

Analyze Art Elements and Principles of Design

1.3 Identify the elements of art in objects in nature

Creative Expression

Skills, processes, materials, and tools

2.1 Use texture in two-dimensional and three-dimensional works of art

2.2 Mix secondary colors from primary and describe the process

Communication and Expression through Original works of art

2.4 Plan and use variations in line, shape/form, color and texture to communicate ideas of feelings in works of art.

2.5 Create a representational sculpture based on people, animals

- 2.6 Paint a still life using secondary colors
- 2.7 Use visual and actual texture in original works of art.
- 2.8 Create artwork based on observations of actual objects

Historical and Cultural Context

All 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.

Diversity of the Visual Arts

- 3.3 View and then describe art from various cultures
- 3.4 Identify art objects from various cultures

Aesthetic Valuing

Derive Meaning

- 4.1 Discuss works of art created in the classroom
- 4.2 Identify and describe various reasons for making art

Course Assessment Rubric:

<p style="text-align: center;">EXCELLENT</p> <p>Meets or Exceeds Course Objectives: A to A-</p>	<p style="text-align: center;">ACCEPTABLE</p> <p>Majority of Work Meets Course Objectives; B+ to B-</p>	<p style="text-align: center;">NOT ACCEPTABLE</p> <p>Needs Considerable Improvement: Resubmit Work Suggested: C or below</p>
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses shows evidence of new knowledge evidenced by...submitting photos of a lesson taught to students.	Most responses shows evidence of new knowledge evidenced by... submitting limited photos of a lesson taught to students.	Responses show little to no evidence of new knowledge evidenced by... not submitting photos of lessons taught to students.
Work submitted was organized and clearly articulated.	Most work submitted was organized and clearly articulated.	Work submitted was not organized or not clearly articulated.
Assignment content and required projects were completed.	Assignment content and required projects were completed.	Evidence that not all assignment content and required projects were not completed.

Resources:

You-tube videos-

Frida Kahlo for kids- <https://youtu.be/CeCcfDAB5Gs>

Diego Rivera- <https://youtu.be/47aaDNjIDuc>

Picasso- <https://youtu.be/RINf5XZDcQs>

Books:

Kids Can Draw- Dinosaurs - by Philippe Legendre

Kids Can Draw- Monsters - by Philippe Legendre

Kids Can Draw- Fairy Tales- by Philippe Legendre

I can draw people - by Ray Gibson, Usborne books

How to Draw Amazing Animals and Incredible Insects- by Green Android Ltd.

Pinterest:

Art Projects for Kids- www.artprojectforkids.org

lessons in drawing, murals, and much more