

CBE

Competency-Based Education

COURSE OUTLINE

COURSE NO.: 20-06-60

REVISED: July/1996

TITLE: ART/FUNDAMENTALS

DEPARTMENT: Adult Academic Instruction (Art)

CREDITS: 5

HOURS: 60

APPORTIONMENT NO.: 02.024.102

COURSE DESCRIPTION:

This competency-based course is designed to instruct adults in the fundamentals of drawing and painting. This course explores methods of depicting form and space by means of line, tone, color, perspective and design in a variety of media. Media employed includes pencil, charcoal, pastel, watercolor, oil, and/or acrylic. The student will be introduced to a variety of technical applications with each media. Personal interpretation and individual creative ability are emphasized.

PREREQUISITES:

None

Not recommended for concurrently enrolled students.

After a student has completed this course, he/she may not be allowed to re-enroll in the course.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Adult and Career Education
Instructional and Counseling Services Unit
Adult Curriculum Office
www.lausd.k12.ca.us/lausd/offices/dace

A MESSAGE to COMPETENCY-BASED COURSE OUTLINE USERS

This competency-based course outline is for use by students, teachers, counselors and school administrators, advisory committees, and all others having interest in the course.

Before enrolling, students can read the course competencies listed to help them decide whether or not the course will meet their needs. After enrolling, a copy of the competencies can help a student track his/her progress through the course.

Teachers can use competency-based areas and statements to gain an overview of the course. The competencies can be used to develop lesson plans and teaching strategies. The Instructional Materials and Other Resources page provides teachers with instructional support in the form of textbook titles, media and technology options, as well as the names of advisory personnel. Many course outlines provide sample lesson plans written by experienced teachers of the course.

Counselors can use the course outline to explain course purpose, goals and content to students. Sharing competency lists with students will make them aware of the minimal skills and knowledge they need to demonstrate after taking the course. This process can identify potential candidates for a course.

Principals can scan the competency-areas and statements to decide if the content of a course should be offered at their school in order to meet the needs of the community which it serves.

Competencies can be used to generate relevant questions and items for tests. The writing of individualized instructional contracts also needs to reflect the competency-based course outline components.

Clearly defined competency-based areas, statements, and minimal competencies are the points upon which curriculum, instruction, and assessment focus.

THE DEVELOPMENT of a COMPETENCY-BASED COURSE OUTLINE

Every approved CBE course outline is written by Los Angeles Unified School teachers who teach the course. All teacher/writers have been inserviced and certified by the Adult Curriculum Office to learn about competency-based education and the outline format.

New courses and course revisions are initiated by school and/or central office subject area departments. The schools and the subject area departments share the responsibility for approving the subject content, hours, credits, etc. Teacher/writers submit their first draft to the appropriate central office subject area supervisor, specialist, consultant or adviser.

Course outline draft copies are next submitted to the curriculum office. There all information required by the District and the State is verified. The outlines are edited and entered into the course outline computer data base. One formatted copy of an outline, with every page stamped "Draft Copy Only", is either approved by the curriculum office or returned for clarification or improvement.

Once signed off by the curriculum office an outline is routed back to the department that submitted it. When approved there, it is routed to the office of the Director of Instructional Services and finally to the Division's Assistant Superintendent for approval. The curriculum office then requests the required approvals by the LAUSD Board of Education.

The curriculum office sends master file copies of every approved CBE outline to principals of all Community Adult Schools and Employment Preparation Centers. These masters are used to produce copies for counselors and teachers. Students, community members, and other interested parties may also request copies. The curriculum office maintains a limited inventory of all outlines for additional distribution.

Changing needs are reflected in the constant development and revision of course outlines. It is an ongoing process designed to support the various demands of students, teachers, and the communities we serve.

TOM CALDERON
Adult Curriculum Office
Instructional and Counseling Services

CBE
COMPETENCY-BASED EDUCATION

Course Outline Competency-Based Component Definitions

Course descriptions state the major emphasis and content of the course.

Competency areas are units of instruction based on related competencies.

Competency statements are competency area goals that together define the framework and purpose of the course.

Competencies fall on a continuum between goals and performance objectives and denote outcome of instruction.

Competency-Based Philosophy Overview

Competency-based instruction tells a student before instruction what skills, or knowledge he/she will demonstrate after instruction.

A competency is stated as a minimum. This is the least a student has to demonstrate or know to be judged as competent. Stating competencies as minimums does not mean minimum instruction. Activities and opportunities should be provided for students to achieve maximum potential.

Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

CBE instruction provides immediate and continual repetition and remediation. A student repeats tasks until achieving competence.

In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies.

Curriculum, instruction and assessment in CBE are: explicit, known, agreed upon, integrated, performance-oriented, and adaptive.

ACKNOWLEDGMENTS

Special thanks are extended to CYNTHIA CONLEY, AVERY CLAYTON, and CYNTHIA PAUL for their contributions to the development of the original course outline.

Thanks also to PAT BERGER for her revision.

Thanks to PORTIA LEE and CARLYNN HUDDLESTON for editing and preparing this course outline as competency based.

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APPROVED:

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COMPETENCY-BASED COMPONENTS
for the Art/Fundamentals Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES
A. INTRODUCTION Know objectives of the course, basic art terms, equipment, and materials. (6 hours)	1. Explain course objectives. 2. Define basic art terms. 3. Identify equipment and materials.

<p>B. FUNDAMENTALS OF DRAWING</p> <p>Understand how to draw basic shapes using line and value.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> 4. Identify black and white media. 5. Define line drawing. 6. Make a line drawing. 7. Identify and use a variety of monochrome media, such as: pencil, charcoal, conte crayon, and ink. 8. Define three-dimensional objects as having mass. 9. Draw shapes with mass. 10. Recognize contour. 11. Use contour in a drawing. 12. Recognize movement. 13. Use movement in a drawing. 14. Define tonal drawing. 15. Define light. 16. Use light in a drawing. 17. Define brilliance. 18. Use brilliance in a drawing. 19. Define accent. 20. Use accent in a drawing. 21. Define reflected light. 22. Use reflected light in a drawing. 23. Define chiaroscuro. 24. Use chiaroscuro in a drawing. 25. Define cast shadow. 26. Use cast shadow in a drawing. 27. Define projected shadow. 28. Use projected shadow in a drawing. 29. Make a tonal drawing. 30. Define perspective drawing. 31. Make a drawing with perspective. 32. Define parallel or vanishing point perspective. 33. Use parallel or vanishing point perspective in a drawing. 34. Define oblique perspective. 35. Use oblique perspective in a drawing.
<p>C. HISTORICAL BACKGROUND</p> <p>Review art history and works of master artists.</p> <p>(6 hours)</p>	<ol style="list-style-type: none"> 36. Survey major style periods of art history. 37. Survey the works of a number of master artists throughout history of art. 38. Recognize styles of master artists. 39. Describe techniques of master artists. 40. Imitate a variety of masters' techniques.

<p>D. DESIGN/COMPOSITION</p> <p>Understand how to compose subject elements in a painting or drawing, using a variety of design elements.</p> <p>(7 hours)</p>	<p>41. Compare/contrast geometric shapes. 42. Draw a composition of geometric shapes. 43. Contrast symmetrical and asymmetrical compositions. 44. Draw a symmetrical composition. 45. Draw an asymmetrical composition. 46. Describe a diagonal arrangement. 47. Compose a diagonal arrangement. 48. Contrast negative and positive space. 49. Make a drawing with negative and positive space. 50. Use above design elements in a drawing. 51. Compose subject elements in a painting or drawing using design elements.</p>
<p>E. INTRODUCTION TO COLOR</p> <p>Understand the principles of color theory and application.</p> <p>(7 hours)</p>	<p>52. Discuss color theory. 53. Identify primary colors. 54. Identify secondary colors. 55. Discuss theory of color mixing. 56. Construct and use a color wheel.</p>
<p>F. PAINTING TECHNIQUES</p> <p>Understand techniques of color application by completing one or more paintings.</p> <p>(18 hours)</p>	<p>57. Describe surface preparation techniques. 58. Compare oil and acrylic. 59. Describe color mixing techniques. 60. Demonstrate color mixing technique. 61. Describe different paint consistency. 62. Identify paint additives for oils. 63. Identify paint additives for acrylics. 64. Discuss underpainting. 65. Demonstrate underpainting. 66. Discuss and use glazes. 67. Define and demonstrate impasto painting. 68. Contrast watercolor and oil painting. 69. Differentiate among transparent, opaque, and gouache paint. 70. Contrast pastel and acrylic. 71. Prepare a painting surface. 72. Stretch a canvas. 73. Discuss watercolor paper. 74. Demonstrate how to use gesso. 75. Complete paintings using a variety of color application techniques.</p>
<p>G. TECHNICAL REVIEW</p> <p>Review design elements, technical skills, and use of media.</p> <p>(3 hours)</p>	<p>76. Differentiate among line, tone and perspective drawings. 77. Discuss design and composition skills. 78. Discuss interpretational skills. 79. Demonstrate technical use of media.</p>

<p>H. CRITICAL REVIEW AND EVALUATION</p> <p>Develop a critical awareness of techniques and styles.</p> <p>(3 hours)</p>	<p>80. Critique interpretation of subject matter.</p> <p>81. Analyze design and composition.</p> <p>82. Analyze use of color.</p> <p>83. Critique media manipulation.</p> <p>84. Critique semester's work.</p>
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SUGGESTED INSTRUCTIONAL MATERIALS

RESOURCES

Brommer, Gerald. Principles of Design and Elements of Design. Crystal Productions Co., 1995.

Gair, Angela. Tonal Values: How to See Them, How to Paint Them. North Light Books, 1982.

Lewis, David. Drawing Techniques. Watson and Guptill, 1982.

Chijiwa, Hideaki. Color Harmony. North Light Publishing, 1987.

Katchen, Carole. Dramatize Your Paintings with Tonal Values. North Light Publishing, 1993.

CLASS MATERIALS

Containers for water and solvents

Scissors and Exacto knife (#1 knife with #11 blades)

3/4" roll masking tape

Rags

Easel (optional)

Erasers: Magic Rub, kneaded, gum

Strathmore drawing pads (11" x 14") and papers (for drawing)

9" x 12" Oblong Palette (for oils and acrylics)

Paints (colors for oils, acrylics and watercolors): Grumbacher pretested oil set (13 studio size tubes); number 342 Liquitex painting set, size 10" x 13" x 2 1/2"; and Grumbacher Brilliant Watercolor sets (24 colors)

4-ounce can gesso

Linseed oil (for oil painting); paint thinner or Gumtine (for oil painting)

Grumbacher Transparentizer for oil colors (1 tube)

Gloss medium and varnish (for acrylic painting), 4 ounce

Matte medium (for acrylic painting), 4 ounce

Matte varnish (for acrylic painting, 4 ounce

Palette knife (Flat, 3" and Trowel, 3")

Brushes: Windsor-Newton brand, sizes: 0,1,2,4,6,10,14; acrylic medium brushes, sizes: 1,3,4,6,8,10,12 (rounds) and 2,4,8,12,16 (flats); and common painting brushes

Artist Box

Pencils (Eagle Turquoise Brand): 6B,4B,3B,HB,F,H,2H,4H,7H; Conte drawing pencils; charcoal

TEACHING STRATEGIES AND EVALUATION

METHODS AND PROCEDURES

- A. Demonstrations
- B. Drawing and painting exercises
- C. Illustrated lectures and slide presentations
- D. Field trip
- E. Group critiques facilitated by instructor

EVALUATION

Class participation

Self-evaluation of paintings

Teacher evaluation of paintings

Statement For Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or handicap.
