

Livermore Valley Joint Unified School District

Course Title:	Art Skills
Grade Level(s):	9-12
Length of Course:	One Semester or Equivalent Term Two Semesters or Equivalent Term
Credit:	5 units
Prerequisite:	None
Co-requisite:	None

Course Overview:

Art Skills is designed to provide SDC Moderate and SDC Mod/Severe students with the opportunity to experience a wide variety of VAPA courses in a single trimester. Students will rotate through three different VAPA classes in a trimester, completing an entry level project in each course while engaging with peers in the general education setting.

Schools Offering:	Livermore High School Del Valle High School Granada High School Vineyard High School
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Meets University of California Entrance Requirements:	No. This course is designed to provide students who are on the certificate track more opportunities for inclusion in the general education setting.
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Board Approval:	<i>Pending Board Approval</i>
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Course Materials:	Worksheets with visual prompts, clay, ceramic tools, Photo paper, cardboard, paint, aluminum cans
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Supplemental Materials:	None
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Art Skills

COURSE CONTENT

NOTE THAT UNITS ARE NOT SEQUENTIAL AND STUDENTS MAY COMPLETE THEM IN ANY ORDER

Unit 1: Ceramics Appreciation

Ceramic Pinch Pot Monster:

This is a beginning mini project/ assignment that Ceramic 1 students practice with, before their first major project. Skills learned in the assignment are applied to all future projects. Students will practice creating pinch pots of various shapes and sizes. Pinch pots will be used to create a mouth and other facial features around that mouth. Some features will be added by means of sculpting/ modeling with tools. Additional body parts can be added to push students beyond their expectations.

Knowledge of basic human facial anatomy and symmetry will be used as reference.

Summer of Key Assignments and/or Activities

Observed Skill Development toward goals include the following:

Fine Motor Skills- Student will touch/manipulate clay, use fingertips to pinch clay, roll, press, and create figures as indicated. Student can receive modifications/accommodations per student need for motor skill differences.

Student will use two hands cooperatively to stabilize and manipulate materials.

Communication: Student will: follow visual directions, use evaluative/social comments, exhibit problem solving skills and self-advocacy, request missing or needed items, direct the actions of others

Unit 2: Photo Appreciation

Students will learn the basic Principles of Light and how it reacts with a photo sensitive material, such as photographic paper and film. Students will begin with an introduction to the darkroom. Students will use enlargers to create basic photographic compositions called Photograms. We will discuss concepts such as, Contrast, Space, and Texture. Students will learn how the photographic chemicals create a reaction and produce an image.

Students will then create their own cameras using boxes, black paint, and aluminum cans. These cameras are known as pinhole cameras, but function similar to any type of camera... whether film or digital. Students will create photographic images using their constructed cameras.

If there is time, student will learn how to use a film camera, shoot a roll of film, and develop the images.

Summer of Key Assignments and/or Activities

Observed Skill Development toward goals include the following:

Compliant behavior: Students will follow the directions of the teacher/school staff and complete the assignment with adult facilitation and prompts.

Social Skills: Students will ask at least one question per assignment about a peer's work with adult facilitation.

Fine motor/Visual motor skills: Student will participate in use of tools and materials such as paint, brushes, pens, tape, etc. to create box camera. Student will open and close containers, set up and clean up materials as able (task modification as needed per student need).

Communication: Student will: follow visual directions, use evaluative/social comments, exhibit problem solving skills and self-advocacy, request missing or needed items

Unit 3: Video Appreciation

Students will use a storyboard (student created or teacher provided) and a shot list to film a simple process in 10 steps or more. The video must include a title at the beginning and a credit slug at the end with your name.

Summer of Key Assignments and/or Activities

Observed Skill Development toward goals include the following:

Compliant behavior: Student will complete a 10 step process following visual prompts.

Fine Motor/Visual Motor Skills: Students will use the computer to adjust color tones for video editing.

Communication: Student will follow visual directions and oral directions, exhibit problem solving skills

Social Skills: Students will ask follow directions with a peer to complete a video editing task.

Instructional Methods and/or Strategies

Project based learning model with appropriate instructional support from a paraprofessional and/or a peer High School Tutor with content area teacher supervision.

Assessment Methods and/or Tools

Informal observational reports on progress toward goals as described above (summary of key assignments/activities) will be completed by the paraprofessional.

Content area teacher will provide the formal assessment on the project and report results to the special education teacher and service providers. At the end of the course, special education teachers will assign the final grade.

Assessment Criteria

Assessment criteria will be individualized based on student IEP goals and will reported as:

No observed progress toward goal

Minimal progress toward goal

Goal nearly met

Goal met