

# Art III

**Time on Task:** 4.16 hours per week

## Course Philosophy

Fine arts demonstrate the creative aspects of created man that directly reflect that characteristic of the Creator. The study of fine arts develops in the student the ability to speak life into that which does not yet exist. The ultimate outcome is the development of the student's ability to bring glory to God as He observes His creative nature returning to Him from His creation.

## Course Description

Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

<p><b>Goals and Objectives</b> <b>Texas Essential Knowledge and Skills (TEKS)</b></p> <p><b>§117.53. Art, Level II.</b></p> <p><b>(a) General requirements.</b> Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following art courses: Drawing III, Painting III, Printmaking III, Fibers III, Ceramics III, Sculpture III, Jewelry III, Photography III, Art History III, Graphic Design III, Electronic Media III, the College Board Advanced Placement (AP) Drawing Portfolio, AP Two- Dimensional Design Portfolio, AP Three-Dimensional Design Portfolio, AP History of Art, International Baccalaureate (IB) Art/Design SL Option A, IB Art/Design SL Option B, IB Art/Design HL (one credit per course). The prerequisite for Art History III, Graphic Design III, AP Two-Dimensional Design Portfolio, AP Three-Dimensional Design Portfolio, AP History of Art, IB Art/Design SL Option A, IB Art/Design SL Option B, and IB Art/Design HL is one credit of any Art II course. The prerequisite for all other Level III art courses is one credit of Art II in the corresponding discipline.</p> <p><b>(b) Introduction.</b></p>	<p><b>Scope and Sequence</b> <b>Getting Into Painting</b></p> <ul style="list-style-type: none"><li>• Painting Is Communication</li><li>• Elements and Principles of Design</li><li>• Working with Color</li></ul> <p><b>Media and Techniques</b></p> <ul style="list-style-type: none"><li>• Tempera</li><li>• Transparent Watercolor</li><li>• Acrylic</li><li>• Oil</li><li>• Pastel</li></ul> <p><b>Subject Matter</b></p> <ul style="list-style-type: none"><li>• Natural and Everyday Objects</li><li>• The Human Figure</li><li>• Natural and Constructed Environments</li><li>• Nonobjective Art</li></ul>	<p><b>Spiritual Goals</b> <b>God's intended purpose for art:</b></p> <ol style="list-style-type: none"><li>1. To teach the child to work with others sharing a common goal.</li><li>2. To encourage love and praise of God through art.</li><li>3. To foster the child's desire to worship and celebrate God's goodness through art.</li><li>4. To aid in Scripture memorization through memorable art.</li><li>5. To appreciate art as God's gift to us for refreshing and encouragement and to provide enjoyment for artists and listeners.</li><li>6. To encourage the use of knowledge and skills in service to God.</li><li>7. To communicate to the children as well as to all who listen, the abundance of God's grace in the gift of His Son.</li></ol>
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<p>(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.</p> <p>(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.</p> <p><b>(c) Knowledge and skills.</b></p> <p><b>(1) Perception.</b> The student develops and organizes ideas from the environment. <i>The student is expected to:</i></p> <p>(A) analyze visual characteristics of natural and human-made subjects in a variety of ways, illustrating flexibility in solving problems, creating multiple solutions, and thinking imaginatively; and</p> <p>(B) analyze visual qualities to express the meaning of images and symbols, using precise art vocabulary.</p> <p><b>(2) Creative expression/performance.</b> The student expresses ideas through original artworks, using a variety of media with appropriate skill. <i>The student is expected to:</i></p> <p>(A) solve visual problems by planning and attempting a variety of solutions;</p> <p>(B) solve visual problems and develop multiple solutions for designing ideas, clarifying presentations, and evaluating consumer choices, using design skills; and</p> <p>(C) select from a variety of art media and tools to express intent in drawing, painting, printmaking, sculpture, ceramics, fiberart, jewelry, photography/filmmaking,</p>	<p><b>Correlation with TEKS</b> <b><u>Exploring Painting</u></b> Davis Publications, Inc. Student ISBN none Teacher ISBN 978-0-87192-600-5</p> <p>All Lessons are Teacher-generated Activities from the following:</p> <p>pp. 18, 19, 25, 55, 56, 62, 71, 74, 79, 88, 103, 104, 105, 107, 112, 116, 117/10, 125, 126, 129, 130/10, 133, 134, 141, 142, 144, 148/37, 162, 165, 166/127, 175</p> <p>pp. 48, 74, 104, 126, 156/25, 117, 125, 165, 175</p> <p>pp. 34, 74, 88, 104, 119/45, 126, 128/5, 166/25, 117, 119/45, 125, 165, 178</p> <p>pp. 37, 48, 74, 76, 89, 90, 91, 101, 104, 117, 125, 134/48, 137, 169/13, 37, 91, 144,</p>	<p><b>Biblical Integration Truth Statements</b></p> <p><b>1. <i>What is prime reality, the really real?</i></b> God exists and is the ultimate reality. (Psalm 90:2, Revelation 22:13)</p> <p>a. God designed, created, and sustains His creation. (Genesis 1:1-31)</p> <p>b. God is good, holy, and loving. (Luke 18:19, 1 John 4:16, 1 Peter 1:16, Psalm 145:12)</p> <p>c. God is omniscient – all knowing. (Romans 11:33-36, Psalm 147:5)</p> <p>d. God is sovereign – nothing is beyond His ultimate interest, control, and authority. (Daniel 4:25)</p> <p>e. God is personal and also triune- He is coequally and coeternally God the Father, God the Son, Jesus, and God the Holy Spirit. (Hebrews 1:3)</p> <p><b>2. <i>What is the nature of external reality, that is, the world around us?</i></b></p> <p>a. God is the source of everything and created the universe out of nothing. (Genesis 1:1)</p> <p>b. The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4)</p> <p>c. God is constantly involved in the unfolding pattern of the ongoing operation of the universe. (Psalm 24:1-2, Psalm 32:13-15)</p>
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<p>and electronic media-generated art.</p> <p><b>(3) Historical/cultural heritage.</b> The student demonstrates an understanding of art history and culture as records of human achievement.</p> <p><i>The student is expected to:</i></p> <p>(A) study a selected period, style, or movement in art;</p> <p>(B) trace influences of various cultures on contemporary artworks; and</p> <p>(C) analyze a selected career opportunity in art, identifying the training, skills, and plan of action necessary for realizing such a goal.</p> <p><b>(4) Response/evaluation.</b> The student makes informed judgments about personal artworks and the artworks of others.</p> <p><i>The student is expected to:</i></p> <p>(A) select artworks for a personal portfolio based on evaluation of developmental progress, competency in problem-solving, and a variety of visual ideas; and</p> <p>(B) analyze original artworks, portfolios, and exhibitions to form conclusions about formal qualities, historical and cultural contexts, intents, and meanings and to show innovation and provide examples of in-depth exploration of one or more themes.</p>	<p>147, 149, 165, 178, 179/69</p> <p>pp. 11, 45, 56, 58, 59, 68, 84, 95, 101, 110, 115, 124, 144, 145, 154/44, 158, 160, 176, 177/10</p> <p>pp. 60, 61, 93, 142, 145, 153, 157/39, 169</p> <p>18, 64, 106, 136, 168/18, 64, 106, 136, 168</p> <p>pp. 64, 65, 79, 137, 169/15</p> <p>pp. 4, 12, 19, 20, 25, 27, 39, 45, 46, 49, 51, 55, 59, 60, 65, 79, 83, 84, 86, 88, 93, 95, 101, 102, 107/10, 108, 109, 117, 113/21, 123, 128, 130, 137/73, 139, 147/39, 151, 154, 157, 160, 169/13, 181/9</p> <p><b>Student Activities</b> Individual projects Participation</p> <p><b>Teaching Strategies</b> Demonstration Individual instruction</p>	<p>d. The universe reflects His glory. (Psalm 8:1, Psalm 19:1)</p> <p><b>3. What is a human being?</b></p> <p>a. God created humans to know Him intimately and to have a loving relationship with Him. (Psalm 100:3)</p> <p>b. Human beings are created in the image of God with the capacity to choose. (Genesis 1:27, Proverbs 8:10)</p> <p>c. Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12)</p> <p>d. All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23)</p> <p>e. Sin is rebellion against God’s wishes and ways and this destroys our relationship with God. (Romans 8:7-8)</p> <p>f. God provides a way back to Himself through the death of His son Jesus (the second person of the Trinity), on the cross. (John 3:16, Romans 6:23)</p> <p>g. Human beings must respond to God with repentance of our sins, receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10)</p> <p><b>4. What happens to a person at death?</b></p> <p>a. For each person death is either the gate to life with God and His people or the gate to eternal separation from God.</p>
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	<p>Art critique</p> <p><b>Evaluation Procedures</b></p> <p>Projects</p> <p>Participation</p> <p><b>Other Resources and Bibliography</b></p> <p>None</p>	<p>(1 Corinthians 50:52)</p> <p>b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12)</p> <p>c. Everyone chooses to honor and love Him by accepting Jesus as our Lord and Savior or makes a choice to reject Jesus and grasp for self-fulfillment and personal glory. (Romans 6:23)</p> <p>d. Those who received Jesus as Savior will spend eternity in Heaven with God. (Philippians 4:10-21)</p> <p>e. Those who rejected Jesus as Savior will spend eternity in Hell without God. (Hebrews 10:26-27)</p> <p><b>5. <i>Why is it possible to know anything at all?</i></b></p> <p>a. Human beings can both know the world around them and God Himself because God has built within them the capacity to do so and because He takes an active role in communicating with them. (John 16:13)</p> <p>b. God's own intelligence is the basis of human intelligence. Knowledge is possible because there is something to be known (God and His creation) and someone to know (God and human beings made in His image). (Genesis 1:27)</p> <p>c. God reveals, Himself to us in two basic ways: by general</p>
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		<p>revelation and by special revelation. (Exodus 3:2, Psalm 19:1-4)</p> <p>d. In general revelation, God speaks through the creation of the universe and through His word, the Bible. (2 Samuel 22:31, Psalm 19:1)</p> <ul style="list-style-type: none"><li>➤ The Bible is internally consistent and unified in its principles and claims.</li><li>➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold.</li><li>➤ It is relevant to all the cultures of the world</li></ul> <p>e. Special revelation is God revealing Himself through supernatural ways. Jesus Christ is the ultimate special revelation. He showed us what God is like more fully than any other form of revelation can. Because Jesus was also completely human, he spoke more clearly to us than any other form of revelation can. (John 14:7)</p> <p>6. <b><i>How do we know what is right and wrong?</i></b></p> <ul style="list-style-type: none"><li>a. Ethics or the knowledge of right and wrong is based on the character of God as good (holy and loving). (Psalm 33:4)</li><li>b. There is an absolute standard by</li></ul>
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		<p>which all moral judgments are measured and God Himself – His character of goodness (holiness and love) – is the standard. (1 Samuel 2:3)</p> <p>c. As a result of sin, morally, we have become less able to discern good and evil and less able to know God as He truly is. (Proverbs 1:7)</p> <p>d. God has revealed His standard in the various laws and principles expressed in the Bible. (Psalm 111:10)</p> <ul style="list-style-type: none"> <li>➤ He has dictated absolute moral truth to us.</li> <li>➤ Every truth must conform to Biblical principles.</li> <li>➤ Every choice must reflect God’s moral truth.</li> <li>➤ We must promote, defend, and teach these truths to others.</li> </ul> <p>7. <b><i>What is the meaning of human history?</i></b></p> <p>a. History is a meaningful sequence of events leading to the fulfillment of God’s purposes for humanity. (Psalm 22:27-28, Psalm 47:3)</p> <p>b. History is going somewhere, directed toward a known end. (Matthew 25:34)</p> <p>c. History is a form of revelation, not only does God reveal Himself in history, but the very sequence of events is revelation. (Psalm 33:13-14, Psalm 47:9)</p>
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		<p>d. History has meaning because God is behind all events, not only sustaining all things by His powerful word but also in all things working for the good of those who love Him. (Psalm 40:5, Romans 8:28)</p> <p><i>What should our response be to God?</i> <i>What were we made for?</i></p> <p><b>We were made to</b> <b>Love</b> – Matthew 22:37, <b>Worship</b> – Romans 12:1, <b>Obey</b> – 2 John 6, and <b>Give Glory</b> – Psalm 96:3.</p>
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