

Arts Department Curriculum Guide

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Visual Arts at Gateway

What are the guiding principles or goals of the program?

Students will explore a wide range of 2-D and 3-D art materials, methods and processes and develop their own artistic language to build meaning through the creation of form. Inspiration and guidance is found among artists across time and cultures, from antiquity to the contemporary. All students build portfolios as a document of their media, aesthetic, conceptual explorations.

What are the power standards emphasized in all grades?

Engage in constructive critique with peers, then reflect on, re-engage, revise and refine works of art and design in response to personal artistic vision.

What are the key practices across all grades?

1. Exploration of the Materials
2. Developing Projects and Ideas
3. Daily Studio Practices
4. Responding to & Analyzing Artworks

Performing Arts at Gateway

What are the guiding principles or goals of the program?

- Everyone has something valuable to contribute to the creative process.
- Curiosity, creative thinking and an open mind are essential to quality problem solving.
- Relatable stories are a powerful and effective way to educate, enlighten and inspire.

What are the power standards emphasized in all grades?

Engage in collaboration and constructive critique with peers, then reflect on, re-engage, revise and refine works of performing art in response to personal artistic vision and adjustments given by the director.

What are the key practices across all grades?

- Reading
- Speaking
- Ensemble/trust building
- Collaboration
- Rehearsing/Revising
- Research/Investigation of social and historical contexts of stories

Creative Writing at Gateway

What are the guiding principles or goals of the program?

Creative Writing is an elective course for students who are motivated to write. Students will write poetry, short stories, and creative non-fiction. Students will use class time to hone writing skills, to develop polished pieces and to critique each other's work. Students will read and analyze a wide range of fiction, poetry, non-fiction and essays. In addition, students will work on publication through a variety of venues, including designing and publishing the 2nd annual school arts 'zine (which includes creative writing and visual art).

What are the power standards emphasized in all grades?

Engage in constructive critique with peers, then reflect on, re-engage, revise and refine works of art and design in response to personal artistic vision.

What are the key practices across all grades?

In each unit, students will gain skills in creative expression with originality, creativity, and clarity in stories, poetry and memoir/personal essays. They will engage in analytical discussions of a broad range of literary texts, including classical and contemporary American and international prose and poetry. To better support the quality of their work, students will understand how to give and receive constructive feedback on their writing. Students will create portfolios of their best work in each quarter, demonstrating their growth as writers and editors.

Visual Art 1

Key Learning Goals

By the end of the school year, all Visual Art 1 students should be able to ...

- ☑ Manipulate the unique qualities of a variety of media to create a range of visual effects.
- ☑ Select and combine a variety of forms to communicate and/or explore an idea.
- ☑ Engage in a variety of aesthetic methods and processes including representation and abstraction.
- ☑ Respond to works of art using personal experience; analyze works of art using cultural knowledge.

Essential Questions

- How can materials, methods, processes and form be manipulated to express experiences, feelings and ideas?
- How can art be a way to explore ourselves and the world around us?

Units of Study

Week 1	Intro, Syllabus, Sketchbooks and Portfolios
Week 2	Line and Gesture: graphite, ink & charcoal
Week 3	Color, shape & composition: oil pastel
Week 4	Sketchbook Review #1
Week 5	Texture: graphite, transfer & ink
Week 6	Space & structure: paper, cardboard & string
Week 7	Portfolio Review #1
Week 8	Critique (in partners): paper sculpture
Week 9	Edges: collage & charcoal
Week 10	Pattern: tempera paint
Week 11	Light & tonal value: graphite & charcoal
Week 12	Sketchbook Review #2; Online Exhibition
Week 13	Form and Surface: clay
Week 14	Transparency & opacity: watercolor & ceramic glaze
Week 15	Portfolio Review #2
Week 16	Critique (in small groups): ceramic sculpture

Resources, Texts, Approaches

Students will draw from the following to develop their own artistic repertoire:

- Teacher demonstration
- Materials exploration
- Viewing works of art by diverse artists across time and space
- Video documentation of diverse artistic processes
- Reflective writing, and various forms of critique
- Development of an artist portfolio
- Drawing from memory and imagination
- Observing the world around us
- Field Trips
- Collaborations with local arts organizations and working artists

Visual Art 2

Key Learning Goals

By the end of the school year, all Visual Art 2 students should be able to ...

- ☑ Manipulate the unique qualities of a variety of media to create a range of visual effects and develop new techniques that give personal meaning to their work.
- ☑ Manipulate form to explore or express ideas, feelings or experiences.
- ☑ Engage in a variety of aesthetic methods and processes including scale, juxtaposition, narrative, sequence and symbolism.
- ☑ Respond to works of art using personal experience and analyze works of art using cultural knowledge.
- ☑ Explore individual visual language.
- ☑ Develop an individual project and execute it independently.

Essential Questions

- How can materials, methods, processes and form be manipulated to express experiences, feelings and ideas?
- How can art be a way to explore ourselves and the world around us?
- How does an artist develop a unique visual language to engage the viewer in an aesthetic, emotional or conceptual experience?

Units of Study

Week 1	Intro, Sketchbooks and Portfolios	Week 8	Critique (in partners): printmaking
Week 2	Line & movement: graphite, charcoal and ink	Week 9	Figure: wire & clay
Week 3	Space & structure: collage & drawing	Week 10	Figure: charcoal
Week 4	Sketchbook Review #1; Online Exhibition Review	Week 11	Figure: painting
Week 5	Gesture & contour: printmaking	Week 12	Sketchbook Review #2; Exhibition Review #1
Week 6	Color: printmaking	Week 13	Metaphor & narrative: assemblage
Week 7	Portfolio Review #1	Week 14	Independent Project
		Week 15	Portfolio Review #2
		Week 16	Critique: Independent Project

Resources, Texts, Approaches

Students will draw from the following to develop their own artistic repertoire:

- Teacher demonstration
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- Video documentation of diverse artistic processes
- Reflective writing, and various forms of critique
- Development of an artist portfolio
- Drawing from memory and imagination
- Observing the world around us
- Field Trips
- Collaborations with local arts organizations and working artists

Visual Art 3 Honors

Key Learning Goals

By the end of the school year, all Visual Art 3 Honors students should be able to present a completed portfolio of work that encompasses a variety of approaches to art making and demonstrates an ability to work independently as a visual artist.

Essential Questions

- Why continue to make art?
- What are the artworks I am drawn to as an artist?
- What process of art making is most effective for my voice?
- How do I keep my process new, engaging and challenging for myself?

Units of study

Challenge One - "Foreground, Middleground, Background"

Challenge Two - "Expressing Emotion/Mood"

Challenge Three - "Conceptual / Statement based art"

Challenge Four - "Abstraction"

Resources, Texts, Approaches

Visual Arts 3 is a year long elective that embraces a diversity of art-making practices as it supports the continued exploration and development of the artist's voice. Examples of modern art related to quarterly challenges will be presented throughout the year along with semester field trips to city museums. Quarterly group critiques will allow students to critically engage work as they develop their art vocabulary. Representatives from art colleges and universities will visit the class and introduce students to options for continuing their arts education.

Video

Key Learning Goals

By the end of the school year, all Video students should be able to ...

- ☑ Examine contemporary approaches to time-based work while connecting process and conceptual concerns to major art movements in modern art.
- ☑ Expose students to the evolution of film language in an attempt to break with traditional modes of filmmaking.
- ☑ Build a formal and critical vocabulary for discussing and engaging works of time-based media.
- ☑ Develop the aesthetic, conceptual, and technical skills needed for the creation of time-based works of art.
- ☑ Create original time-based works that exist outside traditional forms of film/movie making.

Essential Questions

- How has the language of film evolved over time?
- What are the basic shot types and camera-subject relationships in film?
- How is time used as an expressive medium in moving image arts?
- How is editing used as an expressive medium in the moving image arts?
- What is the recipe for creating suspense in commercial cinema?
- How are we manipulated by commercial cinema making?
- What is experimental film/video?

Units of study

Project one - "Moments" - studies in time / shot length

Project two - "Appropriation" - experimental approaches to re-editing

Project three - "Suspense" - the ingredients that keep us coming back

Project four - "Animation" - claymation & collage

Project five - "Independent Proposals"

Resources, Texts, Approaches

Intro to Video Arts presents students a variety of approaches to time-based arts while identifying historical links to traditional practices of modern art and the evolution of film language. Historical and contemporary time-based works will be screened as we examine how artists engage dimensions of time and address the particular challenges presented to artists using time-based mediums.

Historical filmmakers and vocabulary discussed in the evolution of film language: Lumiere Brothers, the invention of film; Edwin Porter, parallel action; DW Griffith, perspective & continuity; George Meliese, jump cut edit, cross dissolve, double exposure; Vertov & Kuleshov, montage and abstraction.

Drama 1

Key Learning Goals

- ☑ To develop a free and creative mind.
- ☑ To deepen curiosity and empathy for characters (and therefore people) who are different from themselves.
- ☑ To stretch and increase student's range of vocal and physical expression.
- ☑ To write and speak intelligently using the language of Theatre and Film.
- ☑ To learn basic acting technique. To write, direct and perform original plays.

Essential Questions

- What is the role of art in general and theater in particular in society?
- How does my individual experience connect me to the collective human experience?
- How can we leverage our diversity in a way that serves the greater good?
- How can we inspire curiosity rather than fear when faced with differences?

Units of study

- Vocal production/ Physical presentation
- Improv
- Scene Study/ Drama & Comedy
- Style and Genre: Commercials, Fairy Tales, Horror, Science Fiction, Period Pieces

Resources, Texts, Approaches

Through “hands on” and “minds on” work, students will be immersed in a variety of independent, small group, and whole class activities that develop students’ understanding of performing arts practices. The Drama curriculum seeks to promote self-awareness, curiosity about and empathy for others, appreciation for variety and differences of experiences and perspectives. Students will gain experience and skills in creating characters that are both similar to and different from themselves drawing from observation and imagination as well self-exploration. We will use a variety of books, plays, video clips, the evening news, collective experience, etc. to inform and develop the work.

Drama 2

Key Learning Goals

By the end of the school year, all Drama 2 students should be able to ...

- ☑ Speak and write intelligently using the language of theatre and film.
- ☑ Speak about the role of the arts and theatre in society.
- ☑ Pick up a script and make choices about how to convey a simple character answering the questions as the character: Who am I? What do I want? What am I willing to do to get it?
- ☑ Examine contemporary approaches to time-based work while connecting process and conceptual concerns to major art movements in modern art.
- ☑ Know how to take focus and give focus on stage.
- ☑ Work individually and collaboratively on a project, bring it to completion, and perform the work

Essential Questions

- What is the role of art in general and theater in particular in society?
- How does my individual experience connect me to the collective human experience?
- How can we leverage our diversity in a way that serves the greater good?
- How can we inspire curiosity rather than fear when faced with differences?

Units of study

- Improv
- Drama
- Comedy
- Horror
- Hero's Journey/ Science Fiction/ Playwriting & Performance
- Documentary
- Mocumentary

Resources, Texts, Approaches

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Creative Writing

Key Learning Goals

By the end of the school year, all Creative Writing students should be able to ...

- ☑ Create a writing portfolio that displays their best, edited work.
- ☑ Construct a completed short story, a series of poems, a spoken word poem, and a creative non-fiction piece (that includes memoir and personal essay).
- ☑ Critique other students' work, published authors' work, and their own work.
- ☑ Learn the art form of spoken word, and perform a poem or story in front of an audience.
- ☑ Participate in class discussions, offering perspectives and insight on the work we are reading and analyzing.
- ☑ Contribute thoughtful feedback to their peers in quarterly writers' workshops.
- ☑ Publish their own work through a variety of venues, including our own student-produced arts magazine ('zine), designed and published by our Visual Arts students.

Essential Questions

- Why do people write?
- How can we use writing to better understand our world?
- How do we include our personal experiences in our writing?
- How does our identity shape our writing?
- How can we use our knowledge of genre, character, structure, setting, plot, conflict, etc. to reach our readers?
- How do we express ourselves in a creative and original way?

Units of Study

Unit 1: The Craft of Fiction: exploring plot, character, story arc, dialogue and experimental fiction

Unit 2: Poetry & Spoken Word (and oral storytelling), begin work on the Gateway literary 'zine

Unit 3: Creative Nonfiction: Memoir and personal essays

Unit 4: Independent Projects: including screen play, play writing, blogging, and video.

Resources, Texts, Approaches

Through analyzing both contemporary and classical literature, students will utilize skills in form and structure from published authors. We will read, reflect and revise our work in workshops, using peer feedback and conferences to hone our writing skills.

A Sample of Texts:

Making Shapely Fiction by Jerome Stern

On Writing Well by William Zinsser

Writing Down the Bones by Natalie Goldberg

Flash Fiction Forward: 80 Very Short Stories by James Thomas and Robert Shapard

On Writing: A Memoir of Craft by Stephen King

The Story and Its Writer: An Introduction to Short Fiction, edited by Ann Charters

The Glass Castle by Jeannette Walls

This Boy's Life: A Memoir by Tobias Wolff

Creative Writing Honors

Key Learning Goals

By the end of the school year, all Creative Writing Honors students should be able to ...

- ☑ Deepen their craft of writing creatively within different structures.
- ☑ Enjoy the process of writing, and to find their own voice and writing style.
- ☑ Gain deeper awareness and understanding of the contemporary genres of fiction, poetry, and creative non-fiction.
- ☑ Stretch existing skills as writers in new directions.
- ☑ Feel comfortable bringing in their own exercises and prompts, and in leading workshops.
- ☑ Be comfortable and at ease with sharing their writing in a peer review workshop format and with the whole class.

Essential Questions

- How does creative writing help my critical thinking skills?
- How do I continue to use my writing to explore different aspects about myself and the world?
- How do I use my personal experiences to inform and shape my writing?
- How do I continue to grow as a writer by deepening my craft, language choice, and experimenting with structure?
- How do I keep my writing process new, engaging and challenging for myself?

Units of Study

Unit 1: Poetry and deepening our writers toolbox

Unit 2: Short fiction, experimental fiction

Unit 3: Creative Nonfiction, memoir and personal essays

Unit 4: Independent Projects and publishing

Resources, Texts, Approaches

Through writing workshops, classroom discussions, and student-led workshops, Honors Creative Writing students will develop their writing skills and work towards publication. Students will gain experience in new vocabulary acquisition, learn new structures and genres, and understand how their own personal experiences in life shape their writing and their perspectives. We will read and analyze many published works from contemporary and classical authors, and listen to authors and poets read their work, as well as explore the rich literary traditions that exist in San Francisco, outside of the walls of our school.