CBE

Competency-Based Education

COURSE OUTLINE

COURSE NO.: 52-07-54

REVISED: November/2002

TITLE: FINE AND APPLIED ARTS/FUNDAMENTALS

DEPARTMENT: Programs for Older Adults

CREDITS: 0*

HOURS: 60

APPORTIONMENT NO.: 08.082.201

COURSE DESCRIPTION:
This competency-based course presents the fundamentals of drawing, painting, and mixed media compositions. This course explores methods of depicting form and space by means of line, shape, color, perspective and design in a variety of media. Media employed includes pencil, charcoal, pastel, watercolor, oil, and/or acrylic, collage, mixed-media, and watercolor crayons. The student will be introduced to a variety of technical applications with each media. Personal interpretation and individual creative ability are emphasized. The course outline integrates the competency-based components with SCANS skills and competencies. Classroom activities that incorporate SCANS are included.

PREREQUISITES:
None

*This is a non-credit course and may be repeated to learn specific competencies.

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 CBE COURSE OUTLINE USERS

This competency-based course outline is for use by students, teachers, counselors and school administrators, advisory committees, and all others having an 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 text book 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 a 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 a course.

Competencies fall on a continuum between goals and performance objectives and denote the 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.
 COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [s]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components

GOALS AND PURPOSES

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against prestated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

INSTRUCTIONAL STRATEGIES

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

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Course Outline Components

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructor's monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.
ACKNOWLEDGMENTS

Special thanks are extended to PAUL CARMICHAEL, CYNTHIA EBIN-TAUB, SYBIL GONZALES, HELENE JUKOFF, and MIDGE LYNN for their assistance in the revision of this course outline.

Thanks also to TOM CALDERON for editing and preparing this course outline as competency based.

BARBARA LEVIN
Specialist
Programs for Older Adults

DOLORES DIAZ-CARREY
Director
Instructional Services

APPROVED:

SANTIAGO JACKSON
Assistant Superintendent
Division of Adult and Career Education
<table>
<thead>
<tr>
<th>COMPETENCY AREAS AND STATEMENTS</th>
<th>MINIMAL COMPETENCIES</th>
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<tbody>
<tr>
<td><strong>A. INTRODUCTION</strong></td>
<td>1. Explain course objectives.</td>
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<tr>
<td>Understand objectives of the course, basic art terms, equipment, and materials.</td>
<td>2. Discuss art genres of drawing, painting and mixed compositions, and define terms related to them.</td>
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<tr>
<td></td>
<td>3. Identify equipment and materials.</td>
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<td></td>
<td><strong>COMPETENCIES</strong></td>
</tr>
<tr>
<td></td>
<td>Information: Acquires and Evaluates Information</td>
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<td></td>
<td>Systems: Understands Systems</td>
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<td></td>
<td>Technology: Selects Technology</td>
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<td><strong>FOUNDATION</strong></td>
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<tr>
<td></td>
<td>Basic Skills: Listening/ Speaking</td>
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<td>Thinking Skills: Decision Making</td>
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<td>Personal Qualities: Responsibility</td>
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| **B. HISTORICAL BACKGROUND** | 1. Survey a number of style periods in art history. |
| Review styles, master artists, and their works throughout the history of art. | 2. Survey the works of a number of master artists throughout history of art. |
|                               | 3. Discuss styles of master artists. |
|                               | 4. Describe techniques of master artists. |
|                               | 5. Discuss current art styles and techniques |
|                               | 6. Present and discuss current articles about artists and exhibitions. |
|                               | 7. Discuss use of materials throughout history and their permanence/impermanence. |
|                               | **COMPETENCIES**     |
|                               | Information: Acquires and Evaluates Information/ Organizes and Maintains information |
|                               | Systems: Understands Systems |
|                               | **FOUNDATION**       |
|                               | Basic Skills: Listening/ Speaking |
|                               | Thinking Skills: Knowing How to Learn |
|                               | Personal Qualities: Responsibility |
|                               | (6 hours)            |

| **C. FUNDAMENTALS OF DRAWING** | 1. Discuss the various drawing surfaces. |
| Understand how to draw basic shapes using line and value. | 2. Identify a variety of monochrome media, such as: pencil, charcoal, conté crayon, and ink. |
|                               | 3. Discuss the use of line in drawing. |
|                               | 4. Make a line drawing. |
|                               | 5. Discuss the various drawing surfaces. |
|                               | (52-07-54)           |
6. Identify a variety of monochrome media, such as: pencil, charcoal, conté crayon, and ink.
7. Discuss the use of line in drawing.
8. Make a line drawing.
9. Define three-dimensional objects as having mass.
10. Describe techniques to create the illusion of mass in drawing.
11. Draw shapes with mass.
12. Observe contour of objects.
13. Make a contour drawing.
14. Observe light and shadow.
15. Use contour, light, and shadow in a drawing.
16. Describe one-point perspective drawing.
17. Make a drawing using perspective.
18. Discuss tonality and techniques to create it.
19. Make a tonal drawing.

COMPETENCIES
Resources: Allocates Material and Facilities
Information: Acquires and Evaluates Information
Systems: Understands Systems/ Monitors and Corrects Performance
Technology: Selects Technology/ Applies Technology to Task

FOUNDATION
Basic Skills: Listening/ Speaking
Thinking Skills: Decision Making/ Knowing How to Learn
Personal Qualities: Responsibility

(D 0 hours)

D. DESIGN/COMPOSITION
Understand how to compose subject elements, using a variety of design elements.

1. Compare/contrast geometric shapes.
2. Draw a composition of geometric shapes.
3. Define symmetrical and asymmetrical compositions.
4. Draw a symmetrical composition.
5. Draw an asymmetrical composition.
6. Describe and compose a diagonal arrangement.
7. Observe negative and positive space.
8. Make a drawing with negative and positive space.
9. Use above design elements in a drawing.

COMPETENCIES
Resources: Allocates Material and Facilities
Information: Acquires and Evaluates Information
Systems: Understands Systems/ Monitors and Corrects Performance
Technology: Selects Technology/ Applies Technology to Task

FOUNDATION
Basic Skills: Listening/ Speaking
Thinking Skills: Decision Making/ Knowing How to Learn
Personal Qualities: Responsibility

(10 hours)

E. INTRODUCTION TO COLOR
Understand the principles of color theory and application

1. Discuss color theory.
2. Identify primary colors.
3. Identify secondary colors.
4. Discuss color theory.
5. Identify primary colors.
6. Identify secondary colors.
7. Discuss theory of color mixing.
8. Construct and use a color wheel.

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9. Discuss selection of a color combination/color idea in painting and drawing.

**COMPETENCIES**
- Information: Acquires and Evaluates Information
- Systems: Understands Systems
- Technology: Applies Technology to Task

**FOUNDATION**
- Basic Skills: Listening/ Speaking
- Thinking Skills: Knowing How to Learn

(F 6 hours)

<table>
<thead>
<tr>
<th>F. PAINTING TECHNIQUES</th>
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<tbody>
<tr>
<td>Understand techniques of paint and color application by completing one or more paintings.</td>
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</table>

1. Identify a variety of color painting media: oil, acrylic, watercolor, gouache.
2. Describe color mixing techniques for selected painting medium.
3. Describe how to prepare a painting surface for selected painting medium.
4. Prepare a painting surface.
5. Discuss the use of under painting.
6. Discuss color selection and color application techniques for selected painting medium.
7. Apply under painting if appropriate for medium being used.
8. Complete paintings using a variety of color application techniques.

**COMPETENCIES**
- Resources: Allocates Material and Facilities
- Information: Acquires and Evaluates Information
- Systems: Understands Systems/Monitors and Corrects Performance
- Technology: Applies Technology to Task

**FOUNDATION**
- Basic Skills: Listening/ Speaking
- Thinking Skills: Decision Making/ Knowing How to Learn
- Personal Qualities: Responsibility

(5 hours)

<table>
<thead>
<tr>
<th>G. MIXED MEDIA COMPOSITIONS</th>
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<tbody>
<tr>
<td>Understand how to apply a variety of techniques and combine media to create works of art.</td>
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</table>

1. Define mixed media compositions as combining a variety of media to create an art work.
2. Review drawing techniques to include introduction of color media, such as colored pencils and pastels.
3. Apply drawing media to enhance a painting and vice versa.
4. Discuss texture.
5. Identify a variety of media that can add texture to a work of art.
6. Define mixed media compositions as combining a variety of media to create an art work.
7. Review drawing techniques to include introduction of color media, such as colored pencils and pastels.
8. Define mixed media compositions as combining a variety of media to create an art work.
9. Review drawing techniques to include introduction of color media, such as colored pencils and pastels.
10. Apply drawing media to enhance a painting and vice versa.
11. Discuss texture.
12. Identify a variety of media that can add texture to a work of art.
13. Identify a variety of nontraditional media that can be incorporated into an art work, including: cloth and sewing techniques; wood, metal, and construction media; plastic; materials from nature; printed images.
14. Create an art work using a variety of media and techniques.

**COMPETENCIES**
- Resources: Allocates Material and Facilities
- Information: Acquires and Evaluates Information
- Systems: Understands Systems/ Monitors and Corrects Performance
- Technology: Applies Technology to Task

**FOUNDATION**
- Basic Skills: Listening/ Speaking
- Thinking Skills: Decision Making/ Knowing How to Learn
- Personal Qualities: Responsibility

<table>
<thead>
<tr>
<th>H. HISTORICAL PROJECTS</th>
<th>1. Review and discuss historical concepts, styles and techniques.</th>
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<tbody>
<tr>
<td></td>
<td>2. Create art work incorporating concepts, style and techniques of a particular historical period.</td>
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**COMPETENCIES**
- Information: Acquires and Evaluates Information/ Organizes and Maintains Information
- Systems: Understands Systems/ Monitors and Corrects Performance
- Technology: Selects Technology/ Applies Technology to Task

**FOUNDATION**
- Basic Skills: Listening/ Speaking/ Reading/ Writing
- Thinking Skills: Creative Thinking/ Decision Making/ Knowing How to Learn
- Personal Qualities: Self-Management

<table>
<thead>
<tr>
<th>I. TECHNICAL REVIEW AND EVALUATION</th>
<th>1. Differentiate among line, tone and perspective drawings.</th>
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<tbody>
<tr>
<td></td>
<td>2. Discuss design and composition skills.</td>
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<td>3. Discuss interpretational skills.</td>
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<td>4. Demonstrate technical use of media.</td>
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<td>5. Analyze interpretation of subject matter.</td>
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<td>6. Analyze design and composition.</td>
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<td>7. Analyze use of color.</td>
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<td>8. Analyze media manipulation.</td>
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<td>9. Give opinion of other's work in a constructive manner.</td>
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<td>10. Accept constructive criticism of own work.</td>
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<td>11. Discuss artist intention and evaluate work in terms of their intention.</td>
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**COMPETENCIES**
- Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information
- Interpersonal: Participates as Member of a Team/ Negotiates
- Systems: Understands Systems/ Monitors and Corrects Performance
- Technology: Selects Technology/ Applies Technology to Task
<table>
<thead>
<tr>
<th>FOUNDATION</th>
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</thead>
<tbody>
<tr>
<td>Basic Skills: Listening/ Speaking</td>
<td>Drinking/ Reading/ Writing</td>
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<tr>
<td>Thinking Skills: Creative Thinking</td>
<td>Decision Making/ Knowing How to Learn</td>
</tr>
<tr>
<td>Personal Qualities: Sociability/</td>
<td>Self-Management/ Integrity/Honesty</td>
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(5 hours)

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<tr>
<th>J. FIELD TRIPS</th>
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<tbody>
<tr>
<td>Gain exposure to galleries,</td>
<td>1. Visit local galleries, museums and local artists' studios.</td>
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<td>museums and local artists.</td>
<td>2. Identify exhibition venues to exhibit work.</td>
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<td></td>
<td>3. Exhibit work where and when appropriate.</td>
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</tbody>
</table>

COMPETENCIES
Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information
Interpersonal: Participates as Member of a Team/ Negotiates
Systems: Understands Systems/ Monitors and Corrects Performance

(5 hours)
Definitions of SCANS Competencies

Resources

- Allocates Time: Selects goal-related tasks; prioritizes tasks; schedules work to meet deadlines.
- Allocates Money: Uses or prepares budgets; forecasts costs; keeps records to track budget performance.
- Allocates Material and Facility Resources: Acquires, stores, and distributes materials, supplies, equipment, parts, or products.
- Allocates Human Resources: Assesses knowledge and skills and distributes work accordingly; evaluates performance; provides feedback.

Information

- Acquires and Evaluates Information: Identifies need for data, acquires data or creates data sources, and evaluates relevance of information.
- Organizes and Maintains Information: Organizes, processes, and maintains written or computerized records; sorts, classifies, or formats information.
- Interprets and Communicates Information: Selects and analyzes information; communicates the results to others using oral, written, graphic, or multi-media.
- Uses Computers to Process Information: Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving, and verifying data.

Interpersonal

- Participates as a Member of a Team: Works cooperatively with others; contributes ideas, suggestions and effort; encourages team members; listens and responds to contributions of others; resolves differences for the benefit of the team; takes responsibility for achieving goals and for doing one's share of the work.
- Teaches Others: Helps others learn by coaching or other means; conveys job information to others; provides constructive feedback.
- Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations; listens actively to determine needs; communicates in a positive manner; obtains additional resources to satisfy client or customer needs.
- Exercises Leadership: Communicates to justify a position; encourages, persuades or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.
- Negotiates to Arrive at a Decision: Works toward agreement; clarifies problems and resolves conflicts; proposes and examines options; sets realistic goals; resolves divergent interests.
- Works with Cultural Diversity: Works well with men and women and with a variety of ethnic and social groups; respects the rights of others; bases impressions on individual performance, not on stereotypes.

Systems

- Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them; knows who to ask for information and how to get resources.
- Monitors and Corrects Performance: Monitors how procedures are working; predicts trends; diagnoses problems; takes action to maintain system performance.
- Improves and Designs Systems: Makes suggestions for improving products or services; recommends alternatives; responsibly challenges the status quo.
Definitions of SCANS Foundation Skills

**Technology**
- Selects Technology: Chooses procedures, equipment, or computer programs to produce desired results.
- Applies Technology to Task: Understands purpose and procedures for setting up and operating machines, including computers and their programs.
- Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers, and other technologies.

**Basic Skills**
- Reading: Locates, understands, and interprets written information in prose and documents — including manuals, graphs, and schedules — to perform tasks.
- Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; checks, edits, and revises written material.
- Arithmetic: Performs computations; uses numerical concepts in practical situations; uses tables, graphs, and diagrams to obtain or convey numerical information.
- Mathematics: Approaches practical problems by choosing from a variety of mathematical techniques.
- Listening: Receives, attends to, interprets, and responds to verbal and non-verbal messages.
- Speaking: Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed.

**Thinking Skills**
- Creative Thinking: Uses imagination; combines ideas or information in new ways; reshapes goals in ways that that reveal new possibilities.
- Decision Making: Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
- Problem Solving: Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed.
- Seeing Things in the Mind's Eye: Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc.
- Knowing How to Learn: Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.
- Reasoning: Uses underlying principles to solve problems; uses logic to draw conclusions.

**Personal Qualities**
- Responsibility: Works hard to be excellent; sets high standards of attendance, punctuality, enthusiasm, and optimism in approaching tasks.
- Self-Esteem: Has a positive view of self; knows own skills and abilities; is aware of impact on others.
- Social: Demonstrates friendliness, adaptability, empathy and politeness; relates well to others; asserts self appropriately; takes an interest in others.
- Self-Management: Assesses own knowledge, skills, and abilities accurately; sets personal goals; responds to feedback unemotionally; is a "self-starter."
- Integrity/Honesty: Can be trusted; recognizes personal and societal values; chooses ethical courses of action.
### Career Preparation Standards/Scans Skills

**CBE Competency-Based Education**

**Career Preparation Standards/Scans Skills for the Fine and Applied Arts/Fundamentals Course**

<table>
<thead>
<tr>
<th>Career Preparation Standards</th>
<th>Expected Student Proficiencies</th>
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<tbody>
<tr>
<td>1. PERSONAL SKILLS</td>
<td>1. Demonstrate an understanding of classroom policies and procedures.</td>
</tr>
<tr>
<td>Understand how personal skill development— including positive attitude, honesty, self-confidence, time management, and other positive traits— affect employability.</td>
<td>2. Discuss importance of the following personal skills in the child care occupations environment:</td>
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<tr>
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<td>b. positive attitude</td>
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<td>c. self-confidence</td>
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<td>d. honesty</td>
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<td>e. perseverance</td>
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<td>f. self-management/work ethic</td>
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<td>g. pride in product/work</td>
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<td>h. dependability</td>
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<td>3. Identify acceptable occupation attire.</td>
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<td>4. Establish goals for self-improvement and further education/training.</td>
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<td>5. Prioritize tasks and meet deadlines.</td>
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<td>6. Understand the importance of initiative and leadership.</td>
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<td>7. Understand the importance of lifelong learning in a world of constantly changing technology.</td>
</tr>
<tr>
<td>2. INTERPERSONAL SKILLS</td>
<td>1. Identify and discuss behaviors of an effective team.</td>
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<tr>
<td>Understand principles of effective interpersonal skills, including group dynamics, conflict resolution and negotiation.</td>
<td>2. Explain the central importance of mutual respect in workplace relations.</td>
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<td>3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the workplace environment.</td>
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<td>4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.</td>
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<td>5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.</td>
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<td>6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.</td>
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### 3. THINKING and PROBLEM-SOLVING

Understand the importance of good academic skills, critical thinking, and problem solving skills in the workplace.

1. Recognize the importance of good academic skills in information technology and implement a plan for self-improvement as needed.
2. Use mathematical concepts in application of skills, techniques and operations.
3. Use scientific concepts in application of skills, techniques, and operations:
   a. general science concepts
   b. physical science concepts
   c. additional science concepts (biology, physics, and chemistry, as applicable)
4. Read, write, and give directions.
5. Demonstrate skills in technical reading and writing.
6. Locate information from written and electronic sources, and identify strategies for evaluating their reliability.
7. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
   a. Work as a team member in solving problems.
   b. Diagnose the problem, its urgency, and its causes.
   c. Identify alternatives and their consequences.
   d. Explore possible solutions.
   e. Compare/contrast the advantages and disadvantages of alternatives.
   f. Determine appropriate action(s).
   g. Implement action(s).
   h. Evaluate results of action(s) taken.

### 4. COMMUNICATION SKILLS

Understand principles of effective communication.

1. Use communication concepts in application of skills, techniques, and operations:
   a. Prepare written material.
   b. Analyze written material.
2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
4. Demonstrate active listening through oral and written feedback.
5. Give and receive feedback.
6. Demonstrate assertive communications (both oral and written).
7. Demonstrate proper etiquette in business communications, including an awareness of requisites for international countries (languages, customs, time zones, currency and exchange rates).
8. Demonstrate writing/editing skills as follows:
   a. Write, proofread, and edit business correspondence.
   b. Use correct grammar, punctuation, capitalization, vocabulary and spelling.
9. Select and use appropriate forms of technology for communication.
### Sample Lesson Plan

**Competency Area and Topic**

<table>
<thead>
<tr>
<th>Minimal Competency</th>
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<tbody>
<tr>
<td>1. Learn fundamentals of color theory, color application, color relationships, color composition, and use of various media, such as painting and drawing, as relating to color</td>
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#### Sample Lesson Plan

**Length of Lesson:** 3 hours

**Lesson Objective:** Students will participate in a lecture, discussion and art-making activities that will assist in developing their knowledge of the color theory, color application and techniques available. Additionally, students will understand the historical background of color and how various artists used color.

**Materials Needed:**
- Containers for water and solvents
- Scissors and Exacto knife (#1 knife with #11 blades)
- Roll masking tape
- Rags
- 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 protected oil set (13 studio size tubes); number 342 Liquitex painting set, size 10" x 13" x 2"; and Grumbacher Brilliant Watercolor sets (24 colors)
- 4-ounce can gesso
- Linseed oil (for oil painting); paint thinner or Gum liquid (for oil painting)
- Grumbacher Transparentizer for oil colors (1 tube)
- Gloss and matte medium and 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
- Colored pencil set and pastel set
- Color Wheel

**Scans Focus**

**Competencies**
- Resources: Time/Human Resources
- Interpersonal: Participates as a Member of a Team
- Information: Acquires and Evaluates
- Information/Interprets and Communicates Information
- Systems: Understands systems/Monitors and Corrects Performance

**Foundation**
- Basic Skills: Listening/Speaking/Reading
- Thinking Skills: Decision Making
- Personal Qualities: Sociability/Self-Management
<table>
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<tr>
<th>STAGE OF LESSON</th>
<th>LESSON PLAN</th>
</tr>
</thead>
</table>
| WARM UP/INTRODUCTION | 1. Instructor students will review previous class session.  
2. Students will discuss questions or comments they might have regarding the work done in the previous session.  
3. Instructor will discuss introduction to color as locus of today's class. |
| (10 minutes) | |
| PRESENTATION | 1. Instructor will identify equipment and materials required for today's class.  
2. Instructor will discuss the principles of color theory, historical uses of color, color application and use of color wheel.  
3. Instructor will explain exercises and materials covered in today's lesson.  
4. Instructor will guide students to identify primary, secondary and tertiary colors, as well as the definition and position of hues on color wheel.  
5. Instructor will discuss theory of color mixing and guide students in mixing colors. |
| (40 minutes) | |
| GUIDED PRACTICE | 1. Instructor will guide students in creating their own color wheel.  
2. Instructor will guide students in carrying out exercises in which they explore and experiment with various color relationships, ideas/combinations and their effectiveness.  
3. Instructor will guide students in using color in a variety of media, helping them decide on the medium or media they are interested in using. |
| (1 hour, 40 minutes) | |
| EVALUATION | 1. Instructor will guide students to share, compare and discuss their results from color exercises.  
2. Instructor will guide students to discuss possible applications of color ideas/combinations in their paintings and drawings.  
3. Instructor will answer any questions students pose about the lecture and/or exercises.  
4. Instructor will acknowledge students for their work. |
| (20 minutes) | |
| WRAP-UP | 1. Instructor will preview what is ahead for the next class and explain how today's topic will be applied in the next class. |
| (10 minutes) | |
SUGGESTED INSTRUCTIONAL MATERIALS

RESOURCES


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 and matt medium and 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

Colored pencil set and pastel set
METHODS AND PROCEDURES
A. Demonstrations
B. Drawing and painting exercises
C. Illustrated lectures and slide presentations
D. Field trip
E. Guest artists presenting work
E. Group critiques facilitated by instructor

EVALUATION
A. Class participation
B. Self-evaluation of paintings and drawings
C. Group-evaluation of individual's paintings and drawings
D. Teacher evaluation of paintings and drawings

Statement For Civil Rights
All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.