

**Santa Rosa City Schools
Office of Educational Services
2025-2026 New Course Proposal**

(Must be submitted to the- Office of Educational Services)

(Please type)

Course Title: Art Quest Honors Art Lab

School: Santa Rosa High School Department: VAPA Grade Level(s): 10-12

Credits: 10

Graduation Requirement Area Visual and Performing Arts and Elective
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D**

A-G Admission Requirement (HS only) UC Admissions Requirement: Honors Visual and Performing Arts (F)

Length of Course: 1 year 2 semesters

Course Designations: *Check all other designations that apply.*

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| <ul style="list-style-type: none">• Career Technical Education• Proposition 98 Arts | <ul style="list-style-type: none">• Advanced Placement (AP)• International Baccalaureate (IB)• Honors |
|--|---|

Attach a response to the following issues, referring to the standards (where applicable) and frame-work for this course’s subject area. Incomplete proposals will be returned. Be sure to include the appropriate item number and title (if an attachment is being provided).

NEEDS ASSESSMENT STATEMENT: Provide a rationale with specific evidence to support this course’s inclusion in SRCS’ Course Catalog.

Within the ArtQuest program, students need an upper-level course that allows them to move beyond skill-building and into sustained artistic production, conceptual development, critique, exhibition, rehearsal, and performance and portfolio preparation. AQ Honors Art Lab meets that need by giving advanced students a structured setting in which to develop full performances and a cohesive body of work while practicing habits expected in college visual and performing arts programs and creative professional settings.

Course Overview: Provide a one- to two-paragraph description of the course, including learning objectives, description of units.

AQ Honors Art Lab is an advanced studio and rehearsal art course for ArtQuest students who are committed to developing their skills in the visual and performing arts through sustained practice and conceptual exploration. Students work at an honors level and pace to create a body of original artwork and/or create, rehearse and perform extensive works while strengthening creativity, problem-solving, research, critique, and time management skills.

The course emphasizes advanced artmaking, collaborative and cohesive performance works, portfolio development, conceptual approaches to studio work, technical studio training, rehearsal and participation in formal and informal critiques. Students engage in independent and collaborative work, research historical and contemporary artists, prepare work for exhibition and performance and complete presentations, mentorship experiences, and other advanced projects connected to the ArtQuest VAPA pathway.

Course Content List Lesson unit activity should include the objectives, activities, assessments, and standards to be addressed in this course. Also list labs for each unit if applicable.

Standards:

- California Visual Arts Standards, Proficient and Advanced levels
- California Performing Arts Standards, Proficient and Advanced levels
- California Career Technical Education Standards, Arts, Media, and Entertainment Sector
- Design, Visual, and Media Arts Pathway Standards
- Performing Arts Pathway Standards
- Production and Managerial Arts Pathway Standards
- Common Career Technical Core-aligned practices, including communication, collaboration, project management, and portfolio development

Unit One: Studio Practice, Artistic Identity, and Creative Habits

Unit One Description:

This introductory unit establishes the expectations, routines, and habits of AQ Honors Art Lab. Students examine what it means to work as an advanced studio artist by setting artistic goals, reviewing portfolios, studying exemplars, and establishing note-taking, sketchbook, and critique routines. Students begin exploring personal themes, interests, and influences that will guide their work throughout the year.

Unit 1 Key Assignments:

A. Artistic Goals and Studio Practice Reflection

Students assess their strengths, areas for growth, media interests, and artistic goals in a written reflection and planning document.

B. Portfolio Review

Students review prior work, identify patterns in their artistic development, and select pieces that represent their current strengths and interests.

C. Artist Influence Research

Students research selected historical or contemporary artists and present how those artists' methods, themes, or materials may inform their own work.

D. Sketchbook and Concept Development

Students begin a sustained sketchbook practice focused on idea generation, visual research, composition studies, and reflective notes.

E. Students read and reflect on plays, both historical and contemporary as well as monologues and one-acts.

Unit Two: Technical Growth and Media Investigation

Unit 2 Description:

Students expand technical skill and material fluency through focused studio investigations in selected media such as drawing, painting, mixed media, sculpture, installation, or digital processes. Emphasis is placed on experimentation, revision, craftsmanship, and intentional use of materials.

Unit 2 Key Assignments:

A. Media Investigation Series

Students complete a sequence of short and extended studies using one or more media to explore technique, composition, and process.

B. Elements and Principles Analysis

Students analyze how artists use the elements and principles of design and apply those concepts in their own work.

C. Process Reflection

Students document their process, challenges, revisions, and decisions in a reflective written or visual format.

Unit Three: Concept Development and Sustained Inquiry

Unit 3 Description:

Students move from technical studies into more sustained conceptual work. They identify personal, social, cultural, or aesthetic themes and begin developing projects that reflect deeper meaning and intentional artistic choices. Students learn to support their artmaking with research, planning, and revision.

Unit 3 Key Assignments:

A. Theme Proposal

Students write and present a proposal for a sustained investigation centered on a theme, question, or concept they want to explore through art.

B. Visual Research Board

Students create a research board or digital collection that includes artists, artworks, images, texts, and references to support their conceptual direction.

C. Sustained Project I

Students complete a major original artwork that demonstrates both conceptual purpose and technical development.

D. Critique Response

Students participate in critique and revise work based on peer and teacher feedback.

Unit Four: Critique, Revision, and Artistic Communication

Unit 4 Description:

Students strengthen their ability to analyze artwork, receive and offer critique, and communicate artistic intent. This unit emphasizes discussion, revision, artist statements, and presentation skills.

Unit 4 Key Assignments:

A. Formal Critique

Students present work-in-progress or completed work to the class and participate in a structured critique process.

B. Artist Statement Draft

Students write an artist statement explaining the concept, process, influences, and intended meaning of a selected piece or body of work.

C. Revision Study

Students revise or rework an existing piece using critique feedback and reflective analysis.

D. Comparative Art Analysis

Students compare their own artistic decisions to those of researched artists in a written or visual response.

Unit Five: Portfolio Development and Exhibition Practices

Unit 5 Description:

Students learn how to document, organize, curate, and present artwork in professional formats. They also study the practical responsibilities involved in preparing artwork for display and public presentation.

Unit 5 Key Assignments:

A. Portfolio Documentation

Students photograph, label, and organize their artwork for digital or physical portfolio use.

B. Exhibition Planning

Students participate in selecting, matting, labeling, preparing, and installing work for exhibition.

C. Portfolio Review

Students complete an interim portfolio review with reflection on growth, goals, and next steps.

D. Professional Practices Presentation

Students examine how artists present work for galleries, schools, portfolios, competitions, and public audiences, then apply those practices to their own work.

Unit Six: Collaboration, Mentorship, and Community Engagement

Unit 6 Description:

Students explore the role of artists as collaborators, mentors, and contributors to an artistic community. This unit may include peer mentoring, collaborative projects, teaching demonstrations, or support for ArtQuest exhibitions and events.

Unit 6 Key Assignments:

A. Mentorship or Teaching Project

Students design and complete a peer support, demonstration, or mentorship experience related to a visual arts skill or process.

B. Collaborative Art Experience

Students participate in a collaborative or interdisciplinary project that requires planning, communication, and shared decision-making.

C. Reflection on Artistic Leadership

Students reflect on how artists contribute to community, collaboration, and shared creative spaces.

Unit Seven: Advanced Studio Production

Unit 7 Description:

Students continue sustained independent work, applying the full range of technical, conceptual, and reflective skills developed throughout the course. Emphasis is placed on independence, quality, consistency, and artistic voice.

Unit 7 Key Assignments:

A. Sustained Project II

Students complete an advanced, self-directed studio work or series that demonstrates deepening conceptual and technical growth.

B. Mid-Process Conference

Students participate in a one-on-one conference to assess progress, set goals, and decide on the final portfolio direction.

C. Research Presentation

Students complete a presentation on an artist, movement, issue, or process connected to their own body of work.

Unit Eight: Culminating Portfolio and Exhibition Presentation

Unit 8 Description:

In the final unit, students synthesize their learning through a culminating portfolio and presentation of work. Students reflect on growth over time and demonstrate readiness for further study or creative opportunities beyond the course.

Unit 8 Key Assignments:

A. Final Portfolio

Students submit a curated portfolio of completed work demonstrating technical skill, conceptual development, revision, and a range of sustained investigation.

B. Final Artist Statement

Students compose a polished artist statement describing their body of work, influences, intentions, and growth.

C. Exhibition or Presentation of Work

Students prepare and present selected work in a final review, exhibition, showcase, or portfolio presentation.

D. Final Reflection

Students analyze their artistic growth, challenges, accomplishments, and next steps in visual art.

Daily Assignments:

Daily assignments may include sketchbook entries, concept development, media studies, in-progress studio work, critiques, written reflections, artist research, exhibition preparation, and portfolio documentation. Students are expected to maintain steady progress on long-term projects and use class time productively in a studio setting.

Key Assignments:

Major assignments include sustained studio projects, artist research presentations, sketchbook and process journals, formal critiques, written artist statements, exhibition preparation, collaborative or mentorship experiences, and a final portfolio presentation.

PREREQUISITES: List the prerequisites that must be met for entrance into the course (*must be aligned with district policy relating to prerequisites*)

FUTURE EXPANSION PROGRAM NEEDS: What problems would be encountered in replicating this course at another school
It is unique to the Art Quest signature program.

ADVANCED, HONORS, ADVANCED PLACEMENT, or INTERNATIONAL BACCALAUREATE: This item must be completed, if the course is identified with the distinction of Advanced, Honors, AP, or IB.

How does this course exceed the requirements of a college preparatory course of its kind?

It provides a capstone style course that is for advanced students allowing students to move beyond skill building into sustained artistic production, conceptual development, critique, exhibition, rehearsal, performance, and portfolio preparation.

Describe the end-of-course assessment

Students will develop and present outcomes through performing works in the form of full productions, small scale one-acts, monologues, ensembles, shows and other performances, as well as the technical depth and breadth of sound, stage, lighting, and costumes or a sustained body of original artworks that demonstrates advanced technical skills, conceptual thinking, and a clear artistic point of view. Students will apply the elements and principles of design in increasingly sophisticated ways across a range of media and approaches. Students will analyze and discuss historical and contemporary artwork using appropriate arts vocabulary and will incorporate research into their own creative process.

Students will also demonstrate effective time management, project planning, revision, and critique skills through long-term studio assignments and rehearsal. They will write, reflect, analyse and critique their work as well as that of their peers. They will prepare artwork for exhibition or performance, and organize portfolios and auditions suitable for college, scholarship, competition, or career-connected use.

CAREER PATHWAY COURSES: Please identify the industry certification that students will be preparing to take or describe the culminating experience for the pathway that students will be completing as part of the coursework.

It is not currently part of a CTE pathway, but was built with the intention of being able to align with the Arts, Media, and Entertainment sector,

Assurances			
Does the textbook and proposed course meet District-adopted content and performance standards and State curriculum frameworks?	X Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Will the scope and sequence of this course adequately prepare students to pass the exit or end-of-course exam?	X Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

Budget- budget figures must be included even if they are an estimate.

Projected Costs	Start-up	Ongoing
Personnel (Not to include classroom instructor unless a new section is needed)	90,000 Prop 28 for 0.6 FTE (three sections)	90,000 Prop 28 for 0.6 FTE
Instructional Material Supplies per student (textbooks, software, etc.)	\$100 for royalties, rights, consumables, technology and equipment.	\$100 for royalties, rights, consumables, technology and equipment.
Services (training, equipment maintenance, contracts, etc.)	N/A	N/A

Capital Outlay (remodeling, technology, etc.)	N/A	N/A
Total Projected Costs	90,000	90,000

Instructional Materials- must include estimates for new materials even if none have been selected. Place in chart above.

Type	Publisher	Title ISBN Author	Copyright	# Have/Need

Funding Source(s) for Costs and Instructional Materials

Grants (indicate specific grant and grant timeline)	Prop 28 Funding
Categorical Funds (include related programs)	LCAP, Title 1, Site Discretionary Support
Career Technical Education (must be for an approved CTE course)	
Department Funds	ArtQuest department materials budget.
Other (be specific)	Friends of ArtQuest, Panther Foundation

Appendix of Additional Documents

<i>* Required additional documents include meeting minutes where the course was discussed and approved</i>
Art Quest Department Meeting

Signatures:

Originator Dr. Kimberly Clissold and Brooke Delello Date March 25, 2026

Dept. Chair/Team Leader VAPA Dept. Chairs Date April 16, 2026

Principal Dr. Kimberly Clissold Date March 25, 2026

March 25, 2026 Route to Executive Director

District Department Chair Review and Approvals:
Steering Committee Director: April 16, 2026

Department Chair Name	Signature	Site	Approved / Not Approved
Christine Giffen	<i>Christine Giffen</i>	SRHS	Approved
Denise Elia-Yen	<i>Denise Elia-Yen</i>	MCHS	Approved
Michael Doucette	<i>Michael Doucette</i>	PHS	Approved
Stephanie Hsu	<i>Stephanie Hsu</i>	MHS	Approved
Lauren Martin	<i>Lauren Martin</i>	Elsie Allen	Approved

District Principal Review and Approvals:

Principal's Name	Signature	Site	Approved / Not Approved
Kimberly Clissold	<i>Kimberly Clissold</i>	SRHS	Approved
Amy Wiese	<i>Amy Wiese</i>	MCHS	Approved
Andrea Correia	<i>Andrea Correia</i>	PHS	Approved
April Santos	<i>April Santos</i>	MHS	Approved
Casey Cunningham	<i>Casey Cunningham</i>	Elsie Allen	Approved

District Office Use Only

District Office:

Asst. Supt.,(or Designee) Educational Services Alisa Haley Date April 16, 2026

Transcript Course ID VHQ90H	Transcript Short Title AQ Art Lab HP	Course Title Art Quest Art Lab Honors	Default Credits 5
Course Length Semester	State Course Code 9000	UC/CSU Requirement F	CTE Pathway N/A
Graduation Requirements Y / Z		Information and Evaluation Department Review Completed April 27, 2026	

