

# High School Visual Arts

## Art 3 (Honors)

This is a full year course that builds upon skills and concepts introduced during the students previous art classes. A continued exploration of a variety of traditional art making, techniques, tools, and concepts form the foundation of Art III. Extensive drawing exercises lead to mature explorations of the elements and principles of design in the production of both 2-D and 3-D work. Students are expected to be fluent in a basic artistic vocabulary that they can use when responding to artwork. An analytical and open -minded approaches to artistic problem solving is greatly encouraged, as well as solid craftsmanship in the completion of projects. Students are asked to consider the timeless and universal / global nature of human image making as they seek personal solutions in their work. Appropriate and safe studio behavior is a given.

### Learning Opportunities

Introduction and project overview; student exemplars; group instruction; small group work; skill building exercises; short- term projects; culminating projects; handouts; vocabulary lists; critiques; Internet web sites for research of ideas and images; videos; posters; student displays; creative writing

### Standards

#### Vital Results: Communication

##### *Expression*

- 1.16 Artistic dimensions: Students use a variety of forms, such as dance, music, theater, **visual arts**, to create projects that are appropriate in terms of the following dimensions:
- *Skill development* (Projects exhibit elements and techniques of the art form, including expression, that are appropriate to the intent of the product or performance.)
  - *Reflection and critique* (Students improve upon products through self-reflection and outside critique, using detailed comments that employ the technical vocabulary of the art form.)

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- *Making connections* (Students relate various types of arts knowledge and skills within and across the disciplines.
- *Approach to work* (Students safely approach their media, solve technical problems as they arise, and creatively generate ideas)

(National Standards: *Art as Language*)

### Fields of Knowledge: Arts, Language, Literature

#### *Artistic Process*

- 5.22 Intent: Students convey artistic intent from creator to viewer or listener  
(National Standards: *Aesthetics and Art Appreciation*)
- 5.23 Critique: Students critique their own and others' works in progress, both individually and in groups, to improve upon intent. (National Standards: *Aesthetics and Art Appreciation*)
- 5.24 Artistic Problem Solving: Students solve visual, spatial, kinesthetic, aural, and other problems in the arts. (National Standards: *Aesthetics and Art Appreciation*)
- 5.25 Exemplary Works: Students demonstrate knowledge of exemplary works in the arts from a variety of cultures and historical periods.  
(National Standards: *Aesthetics and Art Appreciation; Multicultural Perspectives*)
- 5.27 Perspectives: Students combine perspectives to develop and present basic analysis of works in the arts, and they convey the ability to evaluate work in the various arts disciplines (National Standards: *Art as language; Multicultural perspectives*)

#### *Elements, Forms, Techniques in the Arts*

- 5.28 Artistic proficiency: Students use art forms to communicate, showing  
the ability to define and solve artistic problems with insight, reason, and technical proficiency (National Standards: *Concepts and Skills; Art as Language*)
- 5.29 Visual Arts: Students use the elements and principles of two-and three-dimensional design in the visual arts, including line, color, shape, and texture, in creating, viewing and critiquing. (National Standards: *Elements and Principles*)

## Content Knowledge and Skills

### Drawing:

- Exploring multiple drawing media
- Sketching (for recording and decision making)

### Painting

- Transparent media (watercolor)
- Opaque media (tempera and acrylic)

### Collage

- Image making with cut or torn pieces of paper and fabric

### Sculpture

- Creating 3-D forms with armature wire, papier mâché, plaster, and found objects

### Art History:

- Deepening appreciation for the art of previous time periods

### Art Criticism

- Developing a full artistic vocabulary for responding to; and interpreting art work
- Improving the clarity of ideas through self-reflection and group critiques

### Aesthetics

- Deeper development of an informed personal artistic opinion
- Developing mature perspectives that embrace a wide range of views
- Deeper development of the global nature of human artistic expression

## Assessment criteria

### Content and skills:

*Students are able to:*

- *conceive of, and design individual responses to a wide variety of artistic assignments*
- *fabricate artwork*
- *evaluate personal growth*

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- *demonstrate appropriate respect for the studio and fellow classmates*

**Elements and Principles:**

*Students are able to:*

- *demonstrate conceptual understanding and use of the formal elements and principles of design*
- *apply formal understanding to the fabrication of personal artwork*

**Art as Language:**

*Students are able to:*

- *design and fabricate artwork that uses visual language to express and communicate their ideas and emotions*

**Aesthetics and Art Appreciation:**

*Students are able to:*

- *formulate and express an informed interpretation of artwork and its value both personally and culturally*
- *critique artwork with confidence*

**Multicultural Perspectives:**

*Students are able to:*

- *express an informed personal response to the art of other cultures and time periods*

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**Resources**