

June 2004

# High School Visual Arts

## Art 2 (Honors)

This full year art course is for motivated students who want to advance their skills and create more personal work. Both semesters include drawing, painting, and collage assignments interspersed with art history. Understanding art history will not only give students a sense of where art trends have come from but also an option to incorporate the ideas and concepts from art history into their own work. A self-portrait project will require students to investigate some of art's major movements or individual artists as students create portraits "in the style of" earlier artists, while allowing them ample freedom for personal interpretation and expression. In addition, during first quarter, students will create handmade visual journals (sketchbook/journal.) Second semester, students will each create a unique handmade book. Time permitting, students will work on an 'independent project: allowing them time to further explore an area or medium in art that especially appealed to them. Students will be required to maintain a visual journal throughout the year.

### Learning Opportunities

Introduction and project overview; class instruction; small group work; skill building exercises; culminating projects; handouts; critiques, student displays; student exemplars; handouts; Internet web sites, videos, slides, posters, resource books

### 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

June 2004

through self-reflection and outside critique, using detailed comments that employ the technical vocabulary of the art form.

- *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

June 2004

Standards: *Elements and Principles* )

## **Content Knowledge and Skills**

### Drawing:

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

### Painting

- Transparent media
- Opaque acrylic painting techniques

### Collage

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

### Printmaking

- Mono-prints using copier machine
- enhanced mono-prints

### Bookmaking

- exploring a variety of book structures
- creating and maintaining visual journal
- designing and creating unique book (with content)

### Art History

- Investigating history of image-making
- Researching and emulating stylistic approaches in art history

### Art Criticism

- self-reflection and assessment as vehicle for further growth through idea development or enhancement

June 2004

- observation of and response to (interpretation of) the work of others

### Aesthetics

- developing an informed artistic opinion in response to differing forms of visual expression
- developing a deeper understanding of the global nature of human self-expression

## Assessment Criteria

### **Concepts and Skills:**

*Students are able to:*

- demonstrate an awareness of multiple drawing techniques through effective application
- utilize a variety of acrylic painting techniques to create desired results
- demonstrate how to use color, value, linear perspective, scale and overlap to create an illusion of space on a 2-D surface
- create a unique book structure using a variety of related skills
- analyze and emulate painting techniques from art history
- use technology to reproduce art

### **Elements and Principles:**

*Students are able to:*

- show evidence of insight and reason as they manipulate design elements within a composition to suggest the principles of design through use of design *elements*.

### **Art as Language:**

June 2004

Students are able to:

- effectively use artistic vocabulary during the critique process
- express personal ideas through their art

**Aesthetics and Art Appreciation:**

*Students are able to:*

- *improve work through self-reflection and critique*
- *develop an informed artistic opinion as well as an educated personal aesthetic*
- *realize that the visual arts express many valid perspectives*

**Multicultural Perspectives:**

Students are able to:

- recognize exemplary works of art from a variety of cultures and historical periods.

**Resources**