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High School Visual Arts

Art 1

This is a full year course that introduces students to a variety of traditional art making tools, techniques, and concepts. Extensive drawing exercises lead to exploration of the elements and principles of design in the production of both 2-D and 3-D work. Students are taught a basic artistic vocabulary that they are expected to use when responding to art. Students are encouraged to think about the global nature of visual expression, to approach artistic problem solving analytically and with an open mind. Students are expected to demonstrate appropriate and safe studio behavior.

Learning Opportunities

Introduction and project overview; group instruction; small group work; skill building exercises; short-term projects; culminating projects; handouts; vocabulary lists, critiques, student displays; student exemplars; handouts; Internet web sites, videos, posters, 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.
 - *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

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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

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- Sketching (for recording and decision making)

Painting

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

Collage

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

Sculpture

- Creating 3-D forms with papier-mâché

Art Criticism

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

Aesthetics

- developing an informed personal opinion
- developing perspectives that encompass a wide range of view points
- developing a global sense of human artistic expression

Assessment criteria

Content and Skills:

Students are able to:

- show evidence of a strong and diverse skill base when using drawing, painting and sculpting materials.
- approach visual problem solving with an open mind and a willingness to take artistic risks;
- demonstrate solid work habits and responsible studio conduct;
- demonstrate respect for the work of others.

Elements and Principles of Design:

Students are able to:

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- show evidence of insight, reason, and technical proficiency in their design solutions;
- show evidence of unique and creative problem solving in their finished work.

Art as Language:

Students are able to:

- demonstrate an understanding and use of a substantial artistic vocabulary;
- express ideas using visual formats.

Aesthetics and Art Appreciation:

Students are:

- developing an informed artistic opinion as well as an educated personal aesthetic;
- employing artistic analysis when responding to art;
- improving work through self-reflection and group critiques.

Multicultural Perspectives:

Students are able to:

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

Resources