

Art Foundations (Proficient: Grades 9-12) Curriculum

Note: The proficient level of achievement for students in grades nine through twelve can be attained at the end of two years of high school study within the discipline of visual arts, but preferably not before grade ten. Students must meet the requirements for achievement at the proficient level before being admitted into the advanced classes.

Unit of Study: Artistic Perception

Curriculum Standards	Learner Outcomes
<p>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts</p> <p>Students perceive and respond to works of art, objects in nature, events (personal and public), and the environment. They also use the vocabulary of the visual arts to express their observations</p>	<p>Develop Perceptual Skills and Visual Arts Vocabulary/Terminology</p> <ul style="list-style-type: none"> • Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own. • Describe the principles of design as used in works of art, focusing on dominance and subordination. • Demonstrate an understanding of the topic by applying theoretical knowledge and subject specific terminology to identify the themes and issues studied. Articulate the theoretical basis of the art form(s) studied to show aesthetic and critical awareness when discussing work. <p>Analyze Art Elements and Principles of Design</p> <ul style="list-style-type: none"> • Research, analyze, write and creatively respond to the work of artists and art movements. • Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design. <p>Impact of Media Choice</p> <ul style="list-style-type: none"> • Analyze the material used by a given artist and describe how its use influences the meaning of the work. • Compare and contrast similar styles of works of art done in digital media with those done with materials traditionally used in the visual arts.

Unit of Study: Creative Expression

Curriculum Standards	Learner Outcomes
<p>Creating, Performing, and Participating in the Visual Arts</p> <p>Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p>	<p>Exploring and developing ideas:</p> <ul style="list-style-type: none">• Respond to a range of starting points from a range of Primary and Secondary sources in order to explore or develop their own personal ideas for independent work.• Demonstrate an understanding of the components and stages of the design/composition cycle. The process of exploration is clearly demonstrated in the process journal. <p>Reflection and modification</p> <ul style="list-style-type: none">• Identify through reflection and feedback the need to revise work and develop strategies to further develop and elaborate on ideas, themes or compositions. <p>Problem solving skills</p> <ul style="list-style-type: none">• Demonstrate the ability to research ideas, experiment through both spontaneous and structured activities and evaluate the appropriateness of their findings. Plan and effectively set goals respond to feedback and make informed decisions for the realization of work. <p>Sequential studies data / Visual Journal (Sketchbook)</p> <ul style="list-style-type: none">• Provide evidence that one insight has led to another in the development of ideas, themes and compositions. The Visual Journal documents processes, conceptual thinking, resolution of ideas, technical proficiency and the capacity to reflect and evaluate knowledge and understanding of the forms and theories under consideration. <p>Skills, Processes, Materials, and Tools</p> <ul style="list-style-type: none">• Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.• Prepare a portfolio of original two, three, and four- dimensional works of art that reflects refined craftsmanship and technical skills.• Develop and refine skill in the manipulation of clay and other 3D modeling materials• Develop and refine skill in the manipulation of digital imagery (either still or video).• Review and refine observational drawing skills.

	<p>Communication and Expression Through Original Works of Art</p> <ul style="list-style-type: none"> • Create a two, three, or four-dimensional work of art that addresses a social issue. • Research community based artists with intention of learning how artists work to sustain and build community through creativity • Demonstrate role artist plays in society by developing art project that serves an underprivileged sector of their community
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Unit of Study: Historical and Cultural Context

Curriculum Standards	Learner Outcomes
<p>Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts</p> <p>Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p>	<p>Role and Development of the Visual Arts</p> <ul style="list-style-type: none"> • Identify similarities and differences in the purposes of art created in selected cultures. • Identify and describe the role and influence of new technologies on contemporary works of art. <p>Diversity of the Visual Arts</p> <ul style="list-style-type: none"> • Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art. • Discuss the purposes of art in selected contemporary cultures.

Unit of Study: Aesthetic Valuing

Curriculum Standards	Learner Outcomes
<p>Responding to, Analyzing, and Making Judgments About Works in the Visual Arts</p> <p>Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.</p>	<p>Derive Meaning</p> <ul style="list-style-type: none"> • Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art. • Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context. <p>Make Informed Judgments</p> <ul style="list-style-type: none"> • Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others. • Articulate the process and rationale for refining and reworking one of their own works of art. • Employ the conventions of art criticism in writing and speaking about works of art.

Unit of Study: Connections, Relationships, Applications

Curriculum Standards	Learner Outcomes
<p data-bbox="176 326 758 423">Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers</p> <p data-bbox="176 456 758 691">Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.</p>	<ul data-bbox="758 326 1898 756" style="list-style-type: none"><li data-bbox="758 326 1898 391">• Study and research the music and other cultural artifacts of a selected historical era and respond creatively.<li data-bbox="758 391 1898 521">• Examine art, photography, and other two, three, and four dimensional works of art, comparing how different visual representations of the same object lead to different interpretations of its meaning, and describe or illustrate the results.<li data-bbox="758 521 1898 586">• Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.<li data-bbox="758 586 1898 651">• Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.<li data-bbox="758 651 1898 756">• Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).