

Interdisciplinary Advanced Projects (Advanced: Grades 11-12) 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</p> <ul style="list-style-type: none">• Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.• Discuss a series of their original works of art, using the appropriate vocabulary of art.• Analyze their works of art as to personal direction and style. <p>Analyze Art Elements and Principles of Design</p> <ul style="list-style-type: none">• Research periods of painting, sculpture, film, or other media and discuss their similarities and differences, using the language of the visual arts.• Compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture.• Describe the use of the elements of art to express mood in one or more of their works of art. <p>Impact of Media Choice</p> <ul style="list-style-type: none">• Select three works of art from their art portfolio and discuss the intent of the work and the use of the media.• Analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist's style.

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/compositional 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">• Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.• Assemble and display objects or works of art as a part of a public exhibition. <p>Communication and Expression Through Original Works of Art</p> <ul style="list-style-type: none">• Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.• Use innovative visual metaphors in creating works of art.• Present a universal concept in a multimedia work of art that demonstrates knowledge of technology 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 contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined • Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture. <p>Diversity of the Visual Arts</p> <ul style="list-style-type: none"> • Investigate and discuss universal concepts expressed in works of art from diverse cultures. • Research the methods art historians use to determine the time, place, context, value, and culture that produced a given work of art.

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"> • Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer. • Identify the intentions of artists creating contemporary works of art and explore the implications of those intentions. • Analyze and articulate how society influences the interpretation and message of a work of art. <p>Make Informed Judgments</p> <ul style="list-style-type: none"> • Apply various art-related theoretical perspectives to their own works of art and the work of others in classroom critiques.

	<ul style="list-style-type: none"> • Construct a rationale for the validity of a specific work of art that falls outside of their own conceptions of art. • Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.
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Unit of Study: Connections, Relationships, Applications

Curriculum Standards	Learner Outcomes
<p>Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers</p> <p>Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving and communication, demonstrating connections between creativity and all disciplines thus reinforcing learning in core subjects. They develop competencies in 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>	<p>Connections and Applications</p> <ul style="list-style-type: none"> • Prepare for core exhibitions using knowledge of design and creative strategies for public presentations • Speculate on how advances in technology might change the definition and function of the visual arts. <p>Visual Literacy</p> <ul style="list-style-type: none"> • Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images making connections to both high and low culture as well as connecting it to cultural and or social theory. <p>Careers and Career-Related Skills</p> <ul style="list-style-type: none"> • Prepare portfolios of their original works of art for a variety of purposes (e.g., review for post secondary application, exhibition, job application, and personal collection). • Investigate and report on the essential features of modern or emerging technologies that affect or will affect visual arts.