

Visual Art: Ninth - Twelfth Grades

Standards, Learning Expectations, and Performance Indicators

Course Description:

Students in high school visual art courses will create, evaluate, and research the historical context of works of art. Three levels of instruction are included in the following framework. This plan allows for a total of four years of visual art classes. The students will apply various media, techniques, and processes in the creation and analysis of artworks. Students, through practice and sequential study, will strive to achieve technical mastery in the areas of art production, art criticism, aesthetics, and art history. As the students progress through courses in the area of visual art, they will develop problem-solving and critical-thinking skills. These skills are gleaned from the study of ideas, concepts, issues, and knowledge related to the visual arts.

Content Standard 1.0: Media, Techniques, and Processes

Students will understand and apply media, techniques, and processes.

Learning Expectations:

The student will:

- 1.1 Demonstrate the use of knowledge and technical skills in at least one specific medium.
- 1.2 Produce visual art that exhibits a communication of ideas through the use of media, tools, techniques, and processes.
- 1.3 Analyze, synthesize and evaluate the application of media, techniques and processes used to solve visual art problems.

Performance Indicators:

At Level 1, the student is able to

- utilize different types of media, techniques, and processes used to create various art forms;
- recognize the relationship between various media, techniques, and processes and their effects when used to communicate specific ideas in works of art;
- examine the application of media, techniques and processes used to solve visual art problems;
- use media and tools in a safe and responsible manner.

At Level 2, the student is able to

- analyze and utilize different types of media, techniques, and processes used to create various art forms;

- demonstrate the relationship between various media, techniques, and processes and their effects when used to communicate specific ideas in works of art;
- compare and contrast the application of media, techniques and processes used to solve various visual art problems;
- use media and tools in a safe and responsible manner

At Level 3, the student is able to

- refine skills in the use of media, techniques, and processes to create art forms in a specific medium;
- analyze and demonstrate the relationship between various media, techniques, and processes and their effects when used to communicate specific ideas in works of art;
- evaluate the effectiveness of the application of media, techniques and processes used to solve visual art problems;
- use media and tools in a safe and responsible manner.

Sample Performance Task:

Linoleum Prints: Students will discuss and research the history of printmaking with an emphasis on block and relief prints. Students will create black and white drawings using positive and negative space. Students will transfer image to the linoleum block and fill the positive space with a marker to indicate the positive space to remain raised. They will use the linoleum tools in a safe and skillful manner to cut away the negative areas of the design. Students will ink and print the images. Students and teacher will critique the prints. They will evaluate safety and technical procedures using a teacher-created rubric.

Integration/Linkages:

History, Current Events, Science, Health and Safety, Design Technology, Careers, Research and Writing, Mathematics, Ethics, Legal Issues.

Content Standard 2.0: Structures and Functions

Students will use knowledge of both structures and functions.

Learning Expectations:

The student will:

- 2.1 Demonstrate an understanding of art elements and design principles.
- 2.2 Analyze and critique organizational components and expressive qualities of artworks.
- 2.3 Evaluate the function of artworks as to utilitarian or intrinsic purposes.
- 2.4 Apply problem-solving skills to create solutions to specific visual art tasks.

Performance Indicators:

At Level 1, the student is able to

- explore and identify how art elements and design principles applied through various media, techniques, and processes produce different effects;
- recognize expressive features, functions, and purposes of works of art in terms of the use of the organizational components of art and design;
- recognize the differences between utilitarian and intrinsic purposes of art works;
- identify problem-solving skills needed to solve visual art tasks.

At Level 2, the student is able to

- create works that use art elements and design principles to solve specific visual art problems;
- apply organizational components of art and design to create expressive features, functions, and purposes in works of art;
- create works of art that demonstrate utilitarian and/or intrinsic qualities;
- utilize relationships among the visual and organizational components to solve specific visual arts problems.

At Level 3, the student is able to

- evaluate the use of art elements and design principles in solving visual art problems;
- evaluate works of art in terms of the use of the organizational components of art and design, expressive features, functions, and purposes;
- interpret the purpose of art works as to its utilitarian and/or intrinsic value;
- integrate visual concepts with subjects, themes, or symbols to improve communication of intended meaning in their works of art.

Sample Performance Task:

The students will design a hand-built vessel in clay utilizing the principles of composition and the idea that form follows function. Students will do concept sketches to emphasize the structure and form of the piece. The students will make paper patterns and roll out slabs to create the forms to be used. The slabs will be cut and allowed to dry to leatherhard. The student will score and slip the slabs to construct the form of the piece. Once completed, the students will follow normal procedures for finishing, drying, glazing and firing the piece. The students and teacher will analyze and critique the works as to the sensory and expressive qualities of the form and evaluate the function (utilitarian or intrinsic) of the piece.

Integration/Linkages:

History, Current Events, Science, Health and Safety, Design Technology, Careers, Research and Writing, Mathematics

Content Standard 3.0: Evaluation

Students will choose and evaluate a range of subject matter, symbols, and ideas.

Learning Expectations:

The student will:

- 3.1 Demonstrate critical thinking in the selection of content in works of art.
- 3.2 Evaluate meaningful images that reflect personal experiences and environments.
- 3.3 Analyze and interpret symbols and their origins.
- 3.4 Research and create a series of related works in a particular subject matter.

Performance Indicators:

At Level 1, the student is able to

- explore prospective content for works of art;
- identify images that reflect personal experiences and environments;
- recognize common symbols and their meanings;
- create art works that communicate ideas with the use of symbols.

At Level 2, the student is able to

- recognize that subjects, symbols, and ideas are used to communicate meaning in works of art;
- compare sources of subject matter in their own work and the work of others;
- choose and apply subject matter and symbols to communicate ideas;
- research works created as a series.

At Level 3, the student is able to

- choose and apply subject matter, symbols, and ideas to communicate meaning in works of art;
- evaluate the effectiveness of subject matter used in personal artwork and the work of others;
- research and analyze the origins and significance of specific images and ideas;
- create a series of work based on a particular subject matter.

Sample Performance Task:

After discussing and analyzing historical examples of post-impressionism and expressionism, the students will choose an artist as the subject of their project (i.e. van Gogh, Cezanne, Gauguin, Munch, Kirchner, Gabriele Munch, etc.). The students will research the artist's life, work, and

surroundings. The students will compose a short paper that describes the artist's work, themes and images. The students will apply their findings in an artwork that embodies the artist's artistic style, life, personality, etc. Students must choose imagery and symbols that will depict their artist (life and work) in a visual manner.

The teacher and students will critique the works in terms of how successfully the students interpreted the chosen symbols and images in both the research paper and the artwork.

Integration/Linkages:

History, Current Events, Science, Health and Safety, Design Technology, Careers, Research and Writing, Mathematics

Content Standard 4.0: Historical and Cultural Relationships

Students will understand the visual arts in relation to history and cultures.

Learning Expectations:

The student will:

- 4.1 Demonstrate an understanding of how historical and contemporary works of art reflect and influence societies and cultures.
- 4.2 Interpret the function and explore the meaning of specific art objects within varied cultures.
- 4.3 Demonstrate how history and culture influence the production of art

Performance Indicators:

At Level 1, the student is able to

- recognize how historical and contemporary works of art reflect and influence societies and cultures;
- examine the function and explore the meaning of specific works of art within varied cultures, times, and places;
- create a work of art that reflects historical and/or cultural context.

At Level 2, the student is able to

- compare and contrast the characteristics of historical and contemporary works of art and how they reflect and influence societies and cultures;
- compare and contrast the characteristics and purposes of works of art from a variety of cultures, times, and places;

- create a work of art that reflects an understanding of how history or culture influences a work of art.

At Level 3, the student is able to

- analyze and explain how historical and contemporary works of art reflect and influence societies and cultures;
- analyze the functional and meaning of specific art objects across various cultures and times;
- identify and differentiate among the variety of historical and cultural contexts in terms of functions and purposes of works of art.

Sample Performance Task:

Students will compare and contrast the subject matter and techniques of Monet and van Gogh to Janet Fish. They will concentrate on the relationship of the culture of 19th Century France with that of late 20th century America. Students will work in small groups to research the beginnings of Impressionism as compared to the beginning of the Photo-Realism. They will create two still life paintings to demonstrate the differences of the two places in history and culture. One work will focus on the impressionistic effects of light and the other will be planned around the realistic depiction of the still life. The students will exercise the understanding gained from their research of the two times and cultures. The teacher and students will evaluate the paintings in terms of how successfully and effectively they depict each particular focus.

Integration/Linkages:

History, Current Events, Science, Health and Safety, Design Technology, Careers, Research and Writing, Mathematics, Ethics, Legal Issues.

Content Standard 5.0: Reflection and Assessment

Students will reflect upon and assess the characteristics and merits of their work and the work of others.

Learning Expectations:

The student will:

- 5.1 Assess visual artworks and their meanings by using a variety of criteria and techniques.
- 5.2 Reflect on and evaluate artworks in order to understand various interpretations.

Performance Indicators::

At Level 1, the student is able to

- utilize visual art vocabulary to assess the characteristics of an artwork;
- explore the intentions of an artist in creating a particular work of art.

At Level 2, the student is able to

- apply specific visual art criteria when observing, describing, and evaluating works of art;
- compare various interpretations of specific artworks.

At Level 3, the student is able to

- interpret possible meanings of works of art by analyzing how specific works are created and how they relate to historical and cultural contexts;
- determine the intentions of an artist in creating a particular work of art and evaluate the artist's effectiveness in communicating ideas and emotions or fulfilling a particular purpose.

Sample Performance Task:

Aesthetic Scanning. Students will view, discuss and debate different opinions and perspectives concerning a particular art piece. After viewing the art reproduction, the students will share their opinions as to 1) how the artist employed the elements of art and the principles of design in the work, 2) the message, story, or meaning the students derived from the artwork and 3) what merit or aesthetic value they would place on the artwork. Evaluation is based on the student's use of appropriate vocabulary, active involvement in the sharing of ideas and opinions, and written responses to the questions posed.

Integration/Linkages:

History, Current Events, Science, Health and Safety, Design Technology, Careers, Research and Writing, Mathematics

Content Standard 6.0: Interdisciplinary Connections

Students will make connections between visual arts and other disciplines.

Learning Expectations:

The student will:

- 6.1 Examine the materials, technologies, processes, and terminology used in the visual and performing arts.
- 6.2 Integrate ideas, issues, and themes in the visual arts with other subject areas.

Performance Indicators:

At Level 1, the student is able to

- identify connections among materials, technology, processes and terminology between visual and performing arts.
- identify concepts that are common to visual arts and other disciplines.

At Level 2, the student is able to

- compare the use of technologies, media, and processes of the visual arts with those of other arts disciplines.
- create projects that integrate visual arts and other subject areas.

At Level 3, the student is able to

- integrate the visual and performing arts using technological and traditional media.
- analyze and compare the characteristics of the visual arts with ideas, issues, or themes in humanities, sciences, or other areas.

Sample Performance Task:

Gesture drawing. The students will be introduced to examples of gesture and contour drawing by Matisse, Picasso and Dali. Students will also be shown demonstrations of contour and gesture drawing by the teacher. The class will set up in a physical education class and produce gesture drawings of figures in action. This will allow the students to encounter the figure in motion and attempt to record this motion in gesture. This lesson can also be integrated with a study of the skeletal and muscular systems of the human body. The works will be evaluated on the basis of the successfulness of the gesture drawing in recording the movement.

Integration/Linkages:

History, Current Events, Science, Health and Safety, Design Technology, Careers, Research and Writing, Mathematics