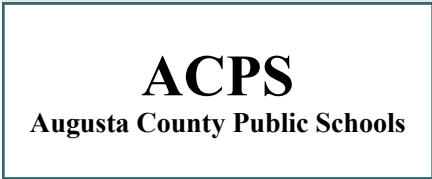


STUDENT LEARNING GOALS for ART



The Student Will:

- Develop artistic and cultural awareness, imagination, perception and skill.
 - Maintain a sketchbook and portfolios (standard and/or digital).
 - Foster creativity, self expression, confidence, and discipline.
 - Utilize a strong work ethic and proper safety procedures.
 - Improve craftsmanship and problem solving abilities.
 - Prepare for advanced levels of art.

The Art I curriculum will introduce students to studio experiences, art history & cultural connections, art vocabulary, aesthetics and the process of art criticism. It is a foundations course and is mandatory to advance to other art courses

ART I



Learning Skills in a 21st Century Art Class

Art students will utilize the following skills while incorporating the technological changes of the 21st century.

KNOWLEDGE - (Remembers)

Describes
Discovers
Identifies
Recognizes
Uses

COMPREHENSION - (Understands)

Classifies
Compares
Contrasts
Defines
Describes
Explains
Responds

APPLICATION—(Applies)

Articulates
Constructs
Differentiates
Demonstrates
Discusses
Engages
Examines
Explores

ANALYZSIS—(Analyzes)

Distinguishes
Gathers
Plans
Reflects
Researches
Revises
Speculates

EVALUATION—(Evaluates)

Critiques
Justifies
Judges
Refines

CREATION—(Creates)

Arranges
Assembles
Designs
Expresses
Synthesizes

Essentials of the Curriculum

Art SOL Connections

Visual Communication and Production	Cultural Context and Art History	Judgment and Criticism	Aesthetics
<p><input type="checkbox"/> Maintain a sketchbook/visual journal (1.1)</p> <p><input type="checkbox"/> Maintain a portfolio (1.2)</p> <p><input type="checkbox"/> Understand and use Elements and Principles of Design (1.3)</p> <p><input type="checkbox"/> Create Effective Compositions</p> <p><input type="checkbox"/> Use technology as an artistic tool (1.5)</p> <p><input type="checkbox"/> Demonstrate an understanding of drawing, painting, printmaking sculpture (1.6):</p> <ul style="list-style-type: none"> *basic color theory (1.3) *gesture and contour drawing *observational drawing & still life *positive/negative space *shading and illusions of 3-dimensions *linear and atmospheric perspective *proportions of the human body *portraits *methods of enlargement *personal expression (1.8) *craftsmanship (1.8) *originality (1.8) <p><input type="checkbox"/> Use ethical procedures and adhere to copyright laws (1.9)</p> <p><input type="checkbox"/> Use variety of subject matter and symbols to express ideas (1.7)</p> <p><input type="checkbox"/> Prepare and display works of art (1.10)</p>	<p><input type="checkbox"/> Identify technological developments in art (1.4)</p> <p><input type="checkbox"/> Describe and discuss art related careers (1.11)</p> <p><input type="checkbox"/> Identify, discuss, and describe connections between art from different cultures and periods in history (1.12, 1.14)</p> <p><input type="checkbox"/> Use appropriate vocabulary to discuss works of art (1.13)</p> <p><input type="checkbox"/> Discuss works of art in terms of (1.15, 1.17):</p> <ul style="list-style-type: none"> *meaning *subject matter *media and formal choices *cultural connections *function/purpose *perceived meaning *symbolism (1.18) <p><input type="checkbox"/> Describe mass media influence on (1.16):</p> <ul style="list-style-type: none"> *preference *perception *communication <p><input type="checkbox"/> Utilize a variety of research tools and resources</p>	<p><input type="checkbox"/> Employ critical evaluation skills, orally and in writing (1.19):</p> <ul style="list-style-type: none"> *use expanded art vocabulary when evaluating and interpreting art *reference elements and principles of design (1.20) *differentiate between personal preference and informed judgment (1.22) *include concept, composition, technical skills, realization of perceived intentions (1.24) <p><input type="checkbox"/> Describe, respond, analyze, interpret, judge, and evaluate original works of art (1.21)</p> <p><input type="checkbox"/> Participate in student and teacher led critiques (1.23)</p> <p><input type="checkbox"/> Classify art works as representational, abstract, nonobjective, illustrative, and conceptual (1.25)</p> <p><input type="checkbox"/> Recognize cultural influences and origins in art work; include in critique</p>	<p><input type="checkbox"/> Discuss how aesthetics are:</p> <ul style="list-style-type: none"> *reflected in everyday life (1.26) *different from judgments (1.27) *reflections of intentions and choices of an artist (1.31) *reflected in a variety of stances, including formalism, expressionism, contextualism, and imitationalism (1.32) <p><input type="checkbox"/> Support personal aesthetic judgments in writing (1.28)</p> <p><input type="checkbox"/> Discuss current issues and interests in the art world (1.29)</p> <p><input type="checkbox"/> Study and describe ideas about the aesthetic properties found in art (1.30)</p> <p><input type="checkbox"/> Formulate and defend definitions of "art" and "aesthetics" (1.33)</p>

Art Across the Curriculum: The following are examples of how art will connect knowledge within and across the disciplines.

- **Foreign Language**— Global artists, cultural awareness, vocabulary/pronunciation.
- **Language Arts**— Written/oral communication, sketchbook/journal, research, literature, verbal critiques.
- **Math**— Use of measuring tools, proportion/ratio, geometric shapes/forms, tessellations, architectural forms.
- **Performing Arts**— Music, drama, dance, film.
- **Science**—Color theory, anatomy (people, plants, animals), chemistry.
- **Social Studies**— Correlation between art and history, political art.

Ethical Procedures

Augusta County Public School art students are expected to perform honestly through the production of their own work and adhere to the ACPS Code of Conduct. All artwork should be original. Use images from the internet with caution. Ideally, work from life or use personal photographs. Carefully read the use requirements on any web site. Pictures from the Internet should be fully cited. Permission from the website owner/administrator to use a picture may be necessary. Copying images is plagiarism and instructors will determine if it is beyond duplication.

*Note: These essentials are aligned with, but not limited to, the Virginia Visual Arts Standards of Learning.

ART I

COLOR WHEEL

Color Relationships:

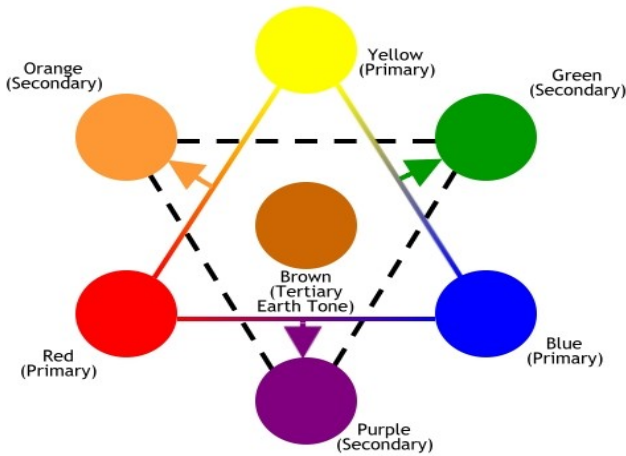
Monochromatic— values of one color (a hue plus it's tints and shades)

Complementary— opposite colors on the color wheel

Analogous— any 3 colors next to each other on the color wheel

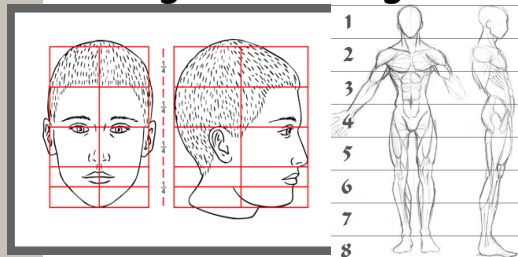
Triadic— any 3 colors equal distance from each other on the color wheel

A Basic "Color Wheel"



Black to White and "Grays"

Average Human Figure



ART CRITICISM:

The Process of discussing and evaluating visual art.

Description – *What do you see?* List everything. Be objective, give only the facts. Include size, media, title & artist's name.

Analysis – *How is the work organized?* Explain how the artist used the Principles of Design to organize the Elements of Art.

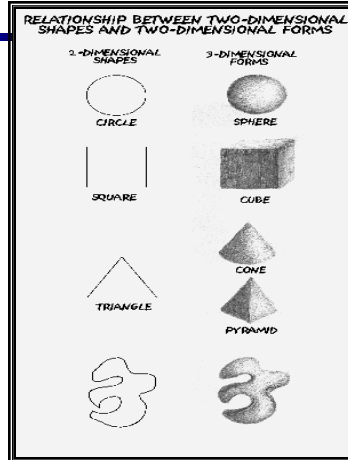
Interpretation – *What is the message?* Give your thoughts on what the artist is trying to say. What makes you think this way?

Judgment – *Is the work successful?* Use personal preference and aesthetic reasoning to make this determination.

Aesthetics - A branch of philosophy concerned with the nature and value of art.

Aesthetic theories: How will you judge the success of a work of art?

- **Imitationalism** – Focus on realistic presentation.
- **Formalism** – Focus on formal qualities; Elements and Principles of Design.
- **Expressionism** – Focus on emotional responses, feelings, or moods.
- **Contextualism** – Focus on the content in which the artwork was created, or in which it is displayed.



DESIGN

Elements

- line
- shape
- form
- space
- value
- color
- texture

Principles

- rythm
- movement
- contrast
- balance
- proportion
- variety
- emphasis
- unity

PERSPECTIVE:

Creating the illusion of depth on a 2-D surface.

Basic Perspective Techniques:

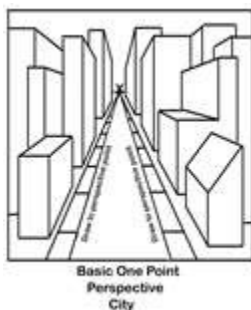
Overlap – objects in foreground cover part of objects in middle & background

Placement – objects in distance are closer to the horizon line

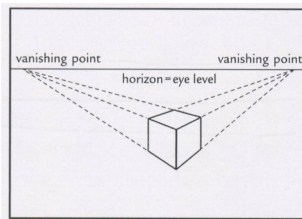
Size – objects in front are larger than those farther away

Spacing – objects appear closer together in the distance

Shading on the side away from the light gives form to shapes



Basic One Point Perspective City



Basic Two Point

COMPOSITION:

Using the Principles of Design

to effectively arrange the Elements in a work of art.

Mentally plan how to use your space.

- Sketch your plan to establish placement and **proportion**.
- **Emphasize** a particular part of the picture to establish a focal point.
- Create **movement** by planning a path that leads the viewer's eye throughout the composition.
- Use the entire **space**: draw large, fill the paper, let objects extend off the picture plane.
- Let the negative **space** become interesting shapes.