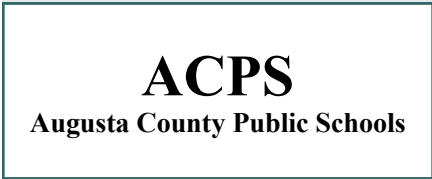


STUDENT LEARNING GOALS for ART



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 II curriculum will strengthen basic art skills by providing additional studio experiences, in-depth cultural information, and increased vocabulary. Art II students will be expected to exhibit greater proficiency in all skills and technical ability.

ART II



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 (2.1)</p> <p><input type="checkbox"/> Maintain a portfolio (2.2)</p> <p><input type="checkbox"/> Understand and use Elements and Principles of Design (2.3)</p> <p><input type="checkbox"/> Create Effective Compositions</p> <p><input type="checkbox"/> Use technology as an artistic tool (2.4)</p> <p><input type="checkbox"/> Increase proficiency and craftsmanship in an expanded range of art media (2.5):</p> <ul style="list-style-type: none"> *color theory (2.5) *originality (2.7) *visual problem solving (2.7) *characteristics of a series or sequence (2.10) *composition *abstract and non-objective art *gesture and contour drawing *observational drawing *landscape *still life *positive/negative space *shading and illusion of three dimensions *one & two point linear and atmospheric perspective *illusion of depth *proportions of the human body *portrait *personal expression <p><input type="checkbox"/> Use historical subject matter and symbols as inspiration (2.6)</p> <p><input type="checkbox"/> Use ethical procedures and adhere to copyright laws (2.8)</p> <p><input type="checkbox"/> Prepare and display works of art (2.9)</p>	<p><input type="checkbox"/> Identify artists and visual art resources within the community (2.11)</p> <p><input type="checkbox"/> Describe and discuss, in writing and orally, art related careers (2.12)</p> <p><input type="checkbox"/> Identify specific developments in art history (2.13)</p> <p><input type="checkbox"/> Use appropriate art vocabulary to discuss works of art (2.14)</p> <p><input type="checkbox"/> Use historical context to identify and differentiate art from a variety of cultures and periods in history (2.15, 2.16)</p> <p><input type="checkbox"/> Discuss works of art in terms of:</p> <ul style="list-style-type: none"> *societal influences (2.17) *context/meaning (2.18) *symbolism (2.19) *media and formal choices *cultural connections *subject matter *communication <p><input type="checkbox"/> Further describe mass media influence on:</p> <ul style="list-style-type: none"> *preference *perception *communication 	<p><input type="checkbox"/> Employ expanded art vocabulary in art criticism (2.20)</p> <p><input type="checkbox"/> Use expanded vocabulary to assess personal artwork (2.21)</p> <p><input type="checkbox"/> Interpret and compare historical references in art, orally and in writing (2.22)</p> <p><input type="checkbox"/> Identify and analyze characteristics of art (2.23)</p> <p><input type="checkbox"/> Participate in oral and written critiques (2.24)</p> <p><input type="checkbox"/> Describe how the perception of quality in works of art has changed over time (2.25)</p>	<p><input type="checkbox"/> Compare and contrast aesthetic ideals throughout history (2.26)</p> <p><input type="checkbox"/> Discuss how responses to the natural environment differ from the man-made (2.27)</p> <p><input type="checkbox"/> Reflect on and analyze personal responses to works of art (2.28)</p> <p><input type="checkbox"/> Use expanded vocabulary to support personal opinions (2.29)</p> <p><input type="checkbox"/> Describe, refine and organize personal ideas about aesthetic qualities (2.30)</p> <p><input type="checkbox"/> Research and investigate intentions of specific works (2.31)</p> <p><input type="checkbox"/> View art from a variety of aesthetic points of view (2.32)</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.

COLOR WHEEL

Color Relationships:

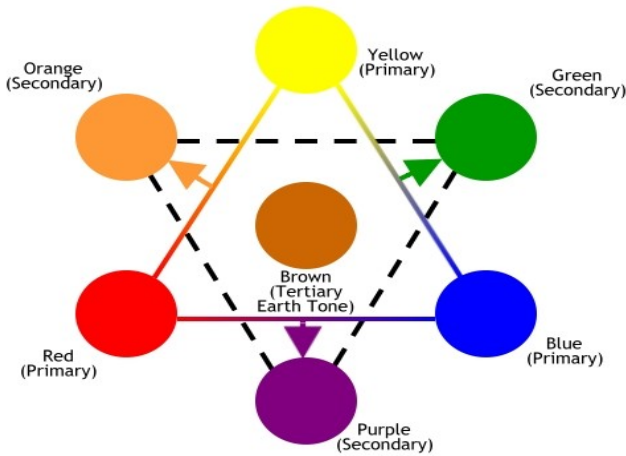
Monochromatic— values of one color (a hue plus its tints and shades)

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"

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.

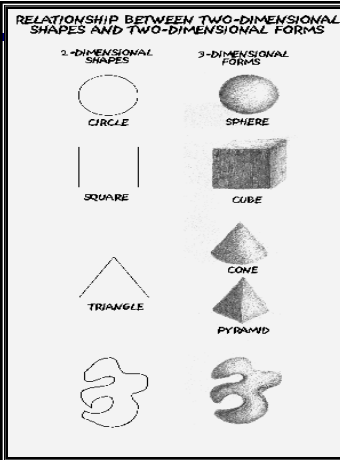
Interpretation – *What is the message?* Give your thoughts on what the artist is trying to say. What makes you think this way?

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

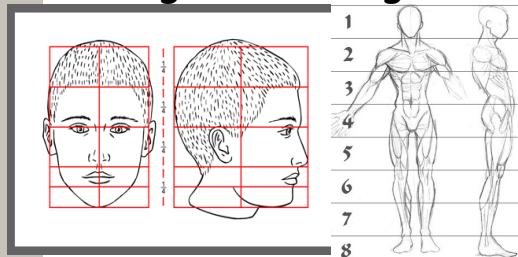
Aesthetics - A branch of philosophy concerned with the nature and value of art.

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.



Average Human Figure



PERSPECTIVE:

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

Basic Perspective Techniques:

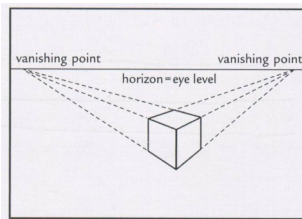
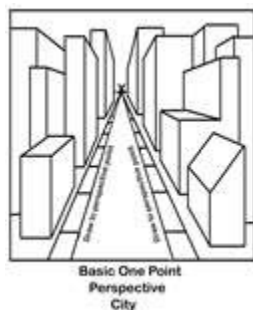
Overlap – objects in foreground cover part of objects in middle & background

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 Two Point

DESIGN

Elements

line
shape
form
space
value
color
texture

Principles

rythm
movement
contrast
balance
proportion
variety
emphasis
unity

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.