

STUDENT LEARNING GOALS for ART

ACPS Augusta County Public Schools

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 III curriculum emphasizes the continued development of artistic abilities. Students will move from intermediate to advanced levels of study in all areas, including knowledge of art history, proficiency in technical skill, creative problem solving abilities, and development of personal style

ART III



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

ANALYSIS—(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

[] Maintain a sketchbook/visual journal (3.1)

[] Maintain a portfolio (3.2):
*develop an area of concentration
*prepare for Art IV/V

[] Integrate consistent knowledge of the Elements and Principles of Design (3.3)

[] Integrate technology with traditional art media (3.4)

[] Develop a sequential body of work (3.5)

[] Demonstrate a comprehensive and sophisticated understanding of:

- *skill, self-confidence and craftsmanship (3.6)
- *art styles, movements and cultures (3.7)
- *initiative, originality, fluency, task commitment, and use of new ideas (3.8)
- *integrity and work ethic
- *composition
- *color theory
- *realistic, abstract, and non-objective art
- *observational drawing
- *illusion of depth
- *figure studies
- *personal expression
- *visual problem solving

[] Use ethical procedures and adhere to copyright laws (3.9)

[] Select, prepare, and display works of art; critique exhibits (3.10)

Cultural Context and Art History

[] Fully research a specific art-related career (3.11)

[] Research and analyze personally influential artist, art styles and cultures (3.12)

[] Compare, analyze, and discuss relationships and influences between styles and cultures (3.13, 3.15, 3.17)

[] Identify works of art within styles, regions, or periods (3.14):

- *Prehistoric
- *Egyptian
- *Greek/Roman
- *Byzantine
- *Middle Ages
- *Romanesque
- *Gothic
- *Renaissance
- *Baroque
- *Neo-Classicism
- *Romanticism
- *Impressionism
- *Post-Impressionism
- *Fauvism
- *Expressionism
- *Cubism
- *Surrealism
- *Abstract Expressionism
- *Pop Art
- *Op Art
- *Photo-Realism
- *Contemporary

[] Describe relationships between form/function and culture/style (3.16)

Judgment and Criticism

[] Use expanded art vocabulary in art criticism, both verbal and written (3.18)

[] Critique a work of art using a formalist, imitationalist, expressionist, or contextual point of view (3.19)

[] Compare and defend multiple points of view (3.20)

[] Develop criteria for a class critique (3.21)

[] Analyze attributes of art that evoke a response (3.22)

Aesthetics

[] Analyze the change of cultural sensibilities due to cultural influences (3.23)

[] Research, compare, and contrast ideals of multiple artists (3.24)

[] In writing, identify, analyze, and apply criteria for making visual judgments (3.25)

[] Debate perceived intentions related to art making (3.26)

[] Study, describe, analyze and interpret aesthetic qualities of art (3.27)

[] Defend multiple points of view (3.28)

[] Describe how art affects groups, individuals, and cultures (3.29)

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.

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.

ART III

References:

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**.

Guidelines for an Effective Portfolio:

The following tips will help to make a portfolio professional and appealing.

- Present only work which is clean, neat, and highly professional.
- Include a variety of work that shows figure drawing, perspective, color theory, and design. Include imaginative as well as realistic renderings.
- Include photographs of 3-D work that exemplify design abilities which will not fit into a portfolio case (ie. sculpture, weavings, apparel, furniture)
- Avoid "cute" ideas unless they relate directly to your intended area of art (for example, greeting card design).

- Choose matting that will not detract from the art work.
- Covering with acetate is suggested for protection of the work.
- Take slides of all work for your files.

- Be prepared to discuss the works presented in your portfolio.

Use a broad art vocabulary and knowledgeable references to art historical influences to enhance your interview.

- Adhere to all deadlines and be aware of specific requirements and additional paperwork required for college admission. Colleges and Universities have different requirements (see below for an example.)

PORTFOLIO GUIDELINES

Example of Portfolio Requirements:

V.C.U. School of the Arts has 2 portfolio options: See the VCU website for details and information for submission of slides or digital portfolios.

Option One: A Body of Work... 12-16 images of art that you have created within the past two years that show your promise in visual Art and Design. Present your strongest work and demonstrate your potential to develop a diverse set of skills and ideas should you be accepted into the Art Foundation Program. VCU prefers to see a range of 2D and 3D media, but if your work is concentrated in a single medium your portfolio can be weighted in that area. Drawing from observation is recommended, while copying anime, cartoons, graffiti or tattoos is discouraged.

Option Two: Drawing and Design Exercises (Abridged list - See VCU website for complete requirements.)

- Make a free-hand perspective drawing of a corner of a room within your dwelling. Include at least three pieces of furniture. Draw this view as carefully as possible.
- Draw a geometric volume that is being vigorously affected by an internal force. This is an exercise that requires your interpretation. You should determine what the internal force is and how it is visually affecting the geometric volume.
- Draw a device of your own invention that solves a problem that you have encountered.
- Using a digital or analog camera provide a photographic illustration for "page 87" of your autobiography. Print the image on an 8.5"x11" sheet of paper. If you do not have access to camera equipment you may create a drawing for this exercise.
- Arrange a still life composition consisting of at least three objects touching one another. Consider the objects you choose carefully. Before making your drawing, physically alter one or more of these objects. Using a pencil, draw your creation as accurately as possible.
- Using any medium, depict an unconventional interior space that you would like to inhabit. You may use conventional drawing, photography, digital programs, collage or other media. Carefully and thoughtfully present your proposed space.

ART CAREERS

Advertising

Media advertising
Product Packaging

Animation

Cartoons
Movies
Commercials
Game Design

Architecture

Commercial Architect
Residential Architect
Landscape Architect

Art Education

Art Teacher
Art Supervisor
Art Therapist
Art Museum Administrator
Art Gallery Manager
Museum Educator

Craft Arts

Ceramics
Fiber
Glass
Metal and Jewelry
Textile/Surface Design
Woodwork

Environmental Design

Interior Design
Space Planner
Set Designer

Amusement Part Design

Furniture Design

Lighting Design

Fashion Design

Fashion Design
Pattern Maker
Costume Design
Footwear Design
Fashion Accessory Designer
Fashion Illustrator

Film

Director
Film Editor
Screenwriter
Cameraperson
Music Video Producer
Film Producer

TV Commercial Producer

Director of Photography

Fine Art

Painter
Sculptor
Multimedia Artist
Muralist
Printmaker

Graphic Design

Graphic Design
Package Design
Editorial Design
Multi-media Design
Game Design

Illustration

Editorial Illustrator
Children Book Illustrator
Greeting Card Illustrator
Special effects illustrator
Police or courtroom Illustrator

Photography

Editorial Photography
Portrait Photography
Photojournalism

Transportation Design

Vehicle Design
Watercraft Design
Model Maker
Toy or Game Design