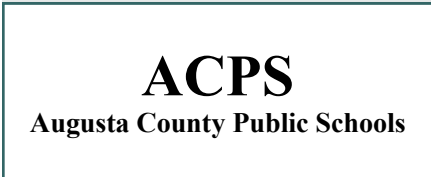


STUDENT LEARNING GOALS for ART



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 IV/V curriculum builds upon previous art learning and provides students with advanced, in-depth and varied studio experiences. Expectations include enhanced creativity and originality, refined craftsmanship and skill, self-directed study, and independent research. Special attention will be given to portfolio development and college preparation.

ART IV/V



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 (4.1)</p> <p><input type="checkbox"/> Demonstrate mastery through a portfolio that contains: works that exhibit an understanding of anatomy, composition and spatial relationships; an in-depth grasp of composition, technical skill and personal style; and 2D and 3D works showing knowledge of space, form and function (4.2)</p> <p><input type="checkbox"/> Demonstrate advanced knowledge of Elements and Principles of Design (4.3)</p> <p><input type="checkbox"/> Use technology and electronic media to create art (4.4)</p> <p><input type="checkbox"/> Demonstrate confidence, sensitivity, and advanced skill in media techniques, & craftsmanship (4.5)</p> <p><input type="checkbox"/> Express himself through a range of subject matter, symbols, images and media (4.6)</p> <p><input type="checkbox"/> Use experimental techniques to express a personal, creative, and original problem solving approach (4.7)</p> <p><input type="checkbox"/> Use ethical procedures & adhere to copyright laws (4.8)</p> <p><input type="checkbox"/> Select and prepare works for display, publicize and present the exhibition, and complete a self-evaluation of the exhibition (4.9)</p> <p><input type="checkbox"/> Refine a series of related works (4.10)</p>	<p><input type="checkbox"/> Evaluate careers in visual arts in relation to personal skills, art aptitudes and interests (4.11)</p> <p><input type="checkbox"/> Select, research, and analyze art related to personal areas of concentration (4.12)</p> <p><input type="checkbox"/> Use extensive, high level art vocabulary to analyze, evaluate, and interpret meaning in the work of selected artists (4.13)</p> <p><input type="checkbox"/> Describe where, when and by whom works were created (4.14)</p> <p><input type="checkbox"/> Compare and analyze perceived relationships between features in works of selected artists and personal works (4.15)</p> <p><input type="checkbox"/> Identify the influences of artists on society and culture (4.16)</p> <p><input type="checkbox"/> Justify influences from art history reflected in personal works (4.17)</p> <p><input type="checkbox"/> Discuss how function and meaning of personal work is a reflection of contemporary cultures (4.18)</p> <p><input type="checkbox"/> Develop personal symbols and incorporate them in works of art (4.19)</p>	<p><input type="checkbox"/> Consistently use high-level vocabulary related to art and design (4.20)</p> <p><input type="checkbox"/> Compare and contrast two opposing written views of one exhibition and discuss a personal point of view based on those readings (4.21)</p> <p><input type="checkbox"/> Write a personal critique of a current exhibition (4.22)</p> <p><input type="checkbox"/> Identify, analyze, and apply criteria for making visual judgments (4.23)</p> <p><input type="checkbox"/> Demonstrates the ability to conduct an effective critique (4.24)</p> <p><input type="checkbox"/> Critically view the quality and expressive form in works of art as a source of inspiration, insight, and potential contribution to personal works of art (4.25)</p>	<p><input type="checkbox"/> Explain how experiences and values affect aesthetic responses to works for art (4.26)</p> <p><input type="checkbox"/> Write about the application of criteria for making visual aesthetic judgments to personal works of art (4.27)</p> <p><input type="checkbox"/> Analyze and discuss relationships between works of art in terms of opposing aesthetic views (4.28)</p> <p><input type="checkbox"/> Study, analyze, interpret, and relate the aesthetic qualities of other works of art to personal work (4.29)</p> <p><input type="checkbox"/> Justify personal perceptions of an artist's intent through visual clues and research (4.30)</p> <p><input type="checkbox"/> Discuss in writing the impact of contemporary art on the development of a personal style (4.31)</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 live 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 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 IV/V 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