

VISUAL ARTS

Art 3

Visual and Performing Arts

9-12

Curriculum Standard One: The student will use his/her senses to perceive works of art, objects in nature, events, and the environment.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will analyze the aesthetic qualities of his/her own artworks and the work of others and refine his/her own artworks.</p> <p>2. The student will analyze and synthesize the underlying structures and functions of the environment and events and apply a high level of original thinking to produce artworks.</p>	<p>A. Can the student demonstrate an understanding of works in the visual arts by analyzing what the artist presents in visual form?</p> <p>A. Can the student demonstrate an understanding of the relationship between the environment and events and how these are synthesized and built into artworks?</p>	<ul style="list-style-type: none">• Through discussion and/or reflective journal writing, the student will compare and contrast the use of art elements (colors, texture, form, line, space, value) and the use of principles (emphasis, pattern, rhythm, balance, proportion, and unity) in personal artworks and those of others, using vocabulary accurately.• The student will illustrate ideas for artworks from direct observation, experience, and imagination.

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Curriculum Standard Two: The student will identify visual structures and functions of art, using the language of the visual arts.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will comprehend the aesthetics of perception and demonstration, extension, and creative use of the visual arts vocabulary in essays and discussion.</p> <p>2. The student will discriminate among a variety of visual structures and functions to perceive commonalities and differences and describe these in essays and class discussion.</p> <p>3. The student will create works that demonstrate his/her observations and perceptions of the visual characteristics of the world.</p>	<p>A. Can the student demonstrate knowledge and understanding of visual arts vocabulary?</p> <p>A. Can the student, after viewing a variety of artworks, find and discuss common attributes among the artwork?</p> <p>A. Can the student create works of art from his/her observation which demonstrate a mastery of the language of the visual arts?</p>	<ul style="list-style-type: none">• After viewing a wide variety of media and media application, the student will identify similarities and differences in class discussion and written essays.• After viewing a variety of artworks, the student will discuss, as well as write in journals, the common attributes and differences.• The student will create artworks with an increasing level of skill which address a specific compositional and media process using his/her own observations (hands, facial attributes, buildings, wildlife, etc.).

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Curriculum Standard Three: The student will develop knowledge of and artistic skills in a variety of visual arts media and technical processes.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will use the elements of art and principles of design in his/her artwork in technically proficient and intuitive ways across a variety of paint media.</p>	<p>A. Can the student demonstrate an understanding of the art elements and principles of design using a variety of paint media in technically proficient works of art which the student creates?</p>	<ul style="list-style-type: none">• After viewing watercolor demonstrations and works of art in the watercolor media, which may include acrylic gouache and air brush, the student will demonstrate increased mastery of various techniques, which may include wet/dry brush, wet on wet, washes, layering of colorwashes, color changes through layering of media painting using traditional and experimental papers and brushes.• The student will demonstrate effective use of art media and tools in design, drawing, painting, and print making.

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Curriculum Standard Four: The student will create original artworks based on personal experiences or responses.

Performance Objective	Critical Attributes	Benchmarks/Assessment
1. The student will create a series of artworks in a variety of paint media communicating specific ideas and personal experiences.	A. Can the student demonstrate the ability to effectively use art elements and principles of design in his/her artwork and in solving an art problem?	<ul style="list-style-type: none">• The student will demonstrate an increasing level of control and craftsmanship in a wide range of paint media (acrylic, airbrush, watercolor, and mixed media).• The student will select works of art to include in a portfolio and is able to discuss their strengths using appropriate visual vocabulary.• The student will use principles of design and/or art elements in creating artworks that express personal meanings.
2. The student will select specific media and develop a personal study of images that express different meanings.	A. Can the student demonstrate proficiency and personal style in using different media to communicate ideas, emotions, and meanings?	<ul style="list-style-type: none">• The student will complete a series of works using selected media and styles which develop and express an idea, emotion, or meaning.

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Curriculum Standard Five: The student will develop skills in visual arts and appreciation for using the visual arts in lifelong learning.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will analyze and discuss the ways in which his/her own work, and that of others, use media effectively to translate ideas, feelings, and values into visual statements of aesthetic merit.</p>	<p>A. Can the student analyze and discuss his/her artwork and the works of others?</p>	<ul style="list-style-type: none"> • The student will critique his/her work and the work of others both in oral and in written form.
<p>2. The student will respond to and analyze artworks thus contributing to the development of lifelong skills in making informed judgments and evaluations.</p>	<p>A. Can the student respond to and analyze works or art?</p>	<ul style="list-style-type: none"> • After engaging in a small group or classroom discussion, the student will respond in a journal to a contemporary problem or situation which has a historical parallel with an earlier historical work of art.
<p>3. The student will research the process involved in the selection of artwork for exhibit in museums, galleries, and other public exhibitions and report his/her findings in written and verbal presentations.</p>	<p>A. Can the student understand criteria for selection of artworks in various exhibits?</p>	<ul style="list-style-type: none"> • The student will write an artist’s statement for his/her own artwork that reflects the theme of an exhibit. • The student will work collaboratively to arrange an exhibit which expresses a particular theme.

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Curriculum Standard Six: The student will explore the role of the visual arts in culture and human history.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will demonstrate an understanding of artworks from a variety of cultures by describing the roles that specific artworks play in those societies.</p> <p>2. The student will solve challenging visual arts problems using such intellectual skills as analysis, synthesis, and evaluation.</p>	<p>A. Can the student demonstrate an understanding that the visual arts and artists reflect, play a role in, and influence culture?</p> <p>A. Can the student create artwork based on study and analysis of the elements of art and principles of design, which the student incorporates into his/her own personal expression?</p>	<ul style="list-style-type: none">• Through class discussion and/or reflective journal writing, the student will identify the general style and period of major works of art and relate social, political, and economic factors that influenced the work.• The student will create a work of art influenced by a historical period or culture.

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Curriculum Standard Seven: The student will investigate major themes in historical and contemporary periods and styles of the visual arts throughout the world.

Performance Objective	Critical Attributes	Benchmarks/Assessment
1. The student will identify, describe, interpret, and analyze stylistic elements of specific themes and ideas in a variety of cultures from art historical periods.	A. Can the student demonstrate an understanding of major visual arts traditions, styles, and media in a variety of times and places?	<ul style="list-style-type: none">• The student will write a composition or journal entry which describes, interprets, and analyzes a selected historical period or style of painting.• The student will analyze and compose specific characteristics of artwork in various cultures and present it in oral or written form.

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Curriculum Standard Eight: The student will derive meaning from artworks through analysis, interpretation, and judgment.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will analyze a variety of reasons for creating artworks and explore the various purposes for their creation.</p> <p>2. The student will analyze the way in which specific artworks are created and their relation to historical and cultural contexts.</p>	<p>A. Can the student demonstrate an understanding of art criticism and analyze and assess the qualities and merits of works of art using those steps?</p> <p>A. Can the student demonstrate an understanding of artworks in the visual arts by analyzing and interpreting what the artist presents in visual form?</p>	<ul style="list-style-type: none">• Through discussion and/or reflective journal writing, the student will use the steps of art criticism (description, analysis, interpretation, and judgment) in viewing and critiquing artwork.• The student will articulate his/her own development as an artist.• Through discussion and/or reflective journal writing, the student will identify and describe visual and tactile qualities that exist in significant works of art and analyze how they are organized to communicate expressive context.• Through discussion and/or reflective journal writing, the student will compare and contrast two of their own works done in different media of the same subject matter or in terms of how the media affects the expressive content.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
	<p>B. Can the student demonstrate an understanding of meaning in a particular work of art?</p>	<ul style="list-style-type: none">• Through discussion and/or reflective journal writing, the student will make refined and subtle discriminations when analyzing the interrelationships of the elements and principles of design in his/her own work and the work of others and in the environment.• Through class discussion and/or reflective journal writing, the student will make informed judgments regarding meaning, content, and specific techniques in a work of art.• Through class discussion and/or reflective journal writing, the student will describe and discuss the qualities of art that make works unique and that signify them as works of art.