

## *Studio Art I*

***Content Standard 1. Media: Students will understand, select and apply media, techniques and processes.***

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>1.a - Students will apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized.</p> <p>1.b - Students will conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes.</p> <p>1.c - Students will communicate ideas consistently at a high level of effectiveness in at least one visual arts medium.</p>	<ol style="list-style-type: none"> <li>1. Students will use a variety of media inclusive of traditional drawing mediums, oil pastel, acrylic paint, etc. and use techniques appropriate to project requirements. Students will demonstrate their skill by producing a minimum of six artworks on a given theme, using good compositional format and harmonious design qualities.</li> <li>2. Students will research and select an artist’s work that expresses “emotion”, make notes on the qualities they would emulate, select a medium and method of mark-making, and re-create the selected mood in their own image.</li> <li>3. Students will demonstrate their skill in a painting media such as acrylic, oil pastel, ink, etc., by completing 4-6 pieces of artwork on a selected theme which meet rubric standards at a level of “proficient” or “advanced”.</li> </ol>	<ul style="list-style-type: none"> <li>⌘ School Wide Rubric (SWR) #5</li> <li>⌘ Studio critiques</li>   <li>⌘ Sketchbook review</li> <li>⌘ Exhibit and SWR#5 for individual projects</li>   <li>⌘ Exhibit and SWR#5 on individual projects</li> </ul>	<ul style="list-style-type: none"> <li>⌘ Art room materials and library</li> </ul>

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### *Content Standard 2. Elements and Principles: Students will understand and apply elements and organizational principles of art*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>2.a - Students will judge the effectiveness of different ways of using visual characteristics in conveying ideas.</p> <p>2.b - Students will apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual problems</p>	<p>1. Students will evaluate the effects of pictorial organization by identifying the physical-emotional responses to horizontal, vertical, and diagonal compositional- plans on a single theme, and compare how artistic approaches achieve varying results.</p> <p>2. Students will experiment with the principle of unity/variety and generate a series, (12-24) of small, square, independent “mini-artworks” on paper that use one, repeated, shape as subject matter. Then students will:</p> <ul style="list-style-type: none"> <li>• Apply all available media, textures, and techniques of collage, figure-ground relationships, etc. to achieve the maximum possible variety within the “single shape”</li> <li>• Select and arrange their individual pieces into a grid composition using substitution, deletion, addition, re-submission of images so that a subliminal image is visible in addition to a successful overall design.</li> </ul>	<p>⌘ Classroom discussion</p> <p>⌘ Student examples in sketchbook review: SWR#5</p> <p>⌘ Art exhibit of finished pieces</p> <p>⌘ SWR#5</p>	<p>⌘ Shorewood prints</p> <p>⌘ Internet access</p> <p>⌘ Teacher resources</p>

## *Studio Art I*

***Content Standard 3. Content: Students will consider, select and apply a range of subject matter, symbols and ideas.***

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>3.a - Students will use, record and develop ideas for content over time.</p> <p>3.b - Students will use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts and cultural and aesthetic values to communicate intended meaning.</p>	<ol style="list-style-type: none"> <li>1. Students will maintain a sketchbook/journal to record and develop visual and written ideas.</li> <li>2. Students may use technology/ media to document their progress in a digital portfolio.</li> <li>3. Students will record information on Gestalt Psychology, apply information to find uses/similarities in “hidden persuaders” used in advertising agencies/television, and Re-construct an existing magazine ad to affect a “stronger” message.</li> </ol>	<ul style="list-style-type: none"> <li>⊗ Sketchbook review; student self-evaluation</li> <li>⊗ Review of plan drawings</li> <li>⊗ SWR#5</li> </ul>	<ul style="list-style-type: none"> <li>⊗ Media center</li> <li>⊗ Video collection of <u>Television Advertising</u></li> <li>⊗ “<u>Weasel-Hunt</u>” packet</li> <li>⊗ Internet</li> </ul>

## *Studio Art I*

***Content Standard 4. History and Culture: Students will understand the visual arts in relation to history and cultures.***

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>4.a - Students will analyze and interpret artworks in terms of form, cultural and historical context and purpose.</p>	<p>1. Students will, as individuals or teams, research the contextual information of an image they present to the class, and guide an analytical/ interpretive discussion among classmates about that image. Both groups create a sketch based on the information presented and “bank” it for possible development,</p>	<ul style="list-style-type: none"> <li>⌘ School-wide rubrics for speaking (SWR#5)</li> <li>⌘ Sketchbook review</li> </ul>	<ul style="list-style-type: none"> <li>⌘ Internet access</li> </ul>
<p>4.b - Students will analyze common characteristics of visual arts evident across time and among civilizations/ethnic groups to formulate analyses, evaluations and interpretations of meaning.</p>	<p>2. Students will examine the concept of “ground” as a image-holding surface through various times and places from cave walls to canvas and skin tattoos; collect images and contribute to a presentation on the topic; include cultural information and contexts; analyze images and propose interpretations on content externally and internally of the image’s origin.</p>	<ul style="list-style-type: none"> <li>⌘ Group presentation/exhibit</li> <li>⌘ SWR#5</li> </ul>	<ul style="list-style-type: none"> <li>⌘ Internet access</li> <li>⌘ Gardner’s <u>Art Through the Ages</u></li> </ul>
<p>4.c - Students will compare works of art to one another in terms of history, aesthetics and culture, justifying conclusion made in the analysis and using these conclusions to inform their own art making.</p>	<p>3. Student will compare works of art from an early, “authentic” period to a later, “revival” period and analyze historical circumstances, imagery, function and cultural diffusion of both. For example:</p> <ul style="list-style-type: none"> <li>• Compare 13<sup>th</sup>-14<sup>th</sup> century medieval images and “Zeitgeist” with a Romanticist, 19<sup>th</sup> century medieval-revival. Students create an artwork based on acquired information.</li> </ul>	<ul style="list-style-type: none"> <li>⌘ Comparison chart</li> <li>⌘ Sketchbook review</li> <li>⌘ Artwork display: SWR#5</li> </ul>	<ul style="list-style-type: none"> <li>⌘ Gardner’s <u>Art Through the Ages</u></li> </ul>

## *Studio Art I*

***Content Standard 5. Analysis, Interpretation and Evaluation: Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.***

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>5.a - Students will research and analyze historic meaning and purpose in varied works of art.</p> <p>5.b - Students will reflect critically on various interpretations to better understand specific works of art.</p> <p>5.c - Students will defend personal interpretations using reasoned argument.</p> <p>5.d - Students will apply critical and aesthetic criteria for the purpose of improving their own works of art (i.e., technique, formal and expressive qualities, content).</p>	<p>1. Students will:</p> <ul style="list-style-type: none"> <li>• Research a series of art movements that are post - Abstract Expressionism, collect samples of the movements and coordinate them with the basic tenets of the movements.</li> <li>• Critique artwork samples using criteria from Formalism, Emotionalism, Imitationalism and/or other period-specific art critical theory.</li> <li>• Synthesize artwork samples and information from theory critique to construct a presentation with text and image.</li> <li>• Students will debate the validity of “<i>art for art’s sake</i>” in selected artwork by supporting a pro or con position and substantiating their opinion with objective observation and researched information.</li> <li>• Students will choose to re-construct a previous image from their portfolio, or create a new one, based on their information and experience from the “modern art” research project.</li> <li>• Critique the work in a group, using “<i>art for art’s sake</i>” criteria.</li> </ul>	<ul style="list-style-type: none"> <li>⌘ SWR#5 and/or</li> <li>⌘ SWR#5 for speaking</li> <li>⌘ Classroom discussion</li> <li>⌘ SWR#5</li> <li>⌘ Classroom debate</li> <li>⌘ SWR#5 for speaking</li> <li>⌘ Artwork exhibit</li> <li>⌘ SWR#5</li> <li>⌘ Classroom critique</li> </ul>	<ul style="list-style-type: none"> <li>⌘ Gardener’s <u>Art Through the Ages</u>. Keiner, Mamiya, Tansey, Thomson Wadsworth, Publishers,</li> <li>⌘ <u>Culture and Values</u>. Lawrence Cunningham, John Reich, Harcourt Brace College Publishers, NY</li> <li>⌘ <u>Arts &amp; Ideas</u>. William Fleming, Holt, Reinhart, Winston, Fort Worth</li> <li>⌘ Internet access</li> </ul>

## *Studio Art I*

***Content Standard 6. Connections: Students will make connections between the visual arts, other disciplines and daily life.***

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>6.a - Students will analyze and compare characteristics of the visual arts within a particular historical period of style with ideas, issues or themes of that period or style.</p> <p>6.b - Students will compare the process of creation used in the visual arts with the process of creation used in the other arts and non-arts disciplines.</p>	<p>1. Students will research and present an art historical “Zeitgeist” report from <i>Western Civilization</i> by exploring the ideas of the time, including the period’s music, literature, events, scientific discovery, etc. with visual/ audio samples. Students will analyze and compare similar visual characteristics from painting, sculpture, architecture and relate these to a non-visual art such as literature, music or theatre.</p>	<ul style="list-style-type: none"> <li>⌘ SWR#5</li> <li>⌘ Sketchbook review</li> </ul>	<ul style="list-style-type: none"> <li>⌘ Gardener’s <u>Art Through the Ages</u>. Keiner, Mamiya, Tansey, Thomson Wadsworth, Publishers,</li> <li>⌘ <u>Culture and Values</u>. Lawrence Cunningham, John Reich, Harcourt Brace College Publishers, NY</li> <li>⌘ <u>Arts &amp; Ideas</u>. William Fleming, Holt, Reinhart, Winston, Fort Worth</li> </ul>
<p>6.c - Students will create and solve interdisciplinary problems using multimedia.</p>	<p>2. Students will create a power-point, video or other multimedia presentation in which they solve the problem of condensing essential information into a presentation:  <i>“The Essence of the _____ Age”</i>.                      (Student will fill in the title.)</p>	<ul style="list-style-type: none"> <li>⌘ SWR#5</li> </ul>	<ul style="list-style-type: none"> <li>⌘ Classroom resources</li> <li>⌘ Media center</li> </ul>
<p>6.d - Students will apply visual arts knowledge and skills to solve problems relevant to a variety of careers.</p>	<p>3. Students will critique their media production among peers, and include (written) notes on which aspects relate to careers such as publishing, television/ film, news reporting, industrial design, etc.                      OR                      Research the development of an applied art form, pre-plan and design a piece of functional art such as a chair, clock, textile, wagon, lamp, silverware, teapot, cup, bathroom fixture, etc.</p>	<ul style="list-style-type: none"> <li>⌘ Production screening</li> <li>⌘ Sketchbook review</li> </ul>	<ul style="list-style-type: none"> <li>⌘ Internet access</li> </ul>