

VISUAL ARTS

HIGH SCHOOL

STANDARD 1

The student will develop and communicate ideas by creating works of art and gain respect for their own work and the work of others

To meet this standard, the student will:

Benchmark HS.1.1: Understand that art is a personal expression, has value, teaches about other times and places, and connects in important ways to other areas of learning.

Indicators:

- HS.1.1.1 Maintain a sketchbook/journal of ideas and writings to use as a resource and planning tool.
- HS.1.1.2 Select representative works of art for a portfolio.
- HS.1.1.3 Produce works of art that demonstrate the experimental application of the elements of art and the principles of design.
- HS.1.1.4 Recognize and identify technological developments in the visual arts.
- HS.1.1.5 Demonstrate the use of technology and electronic media as artistic tools.
- HS.1.1.5 Produce works of art that demonstrate an understanding of two-dimensional and three-dimensional art media, with emphases on drawing, painting, and sculpture.
- HS.1.1.6 Use a variety of subject matter and symbols to express ideas in works of art.
- HS.1.1.7 Create works of art that represent originality, personal expression, and craftsmanship.
- HS.1.1.8 Define and practice ethical procedures when producing works of art
- HS.1.1.9 Demonstrate skill in preparing and displaying works of art.

Key: 1, Grades 1-1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

SCS Curriculum, Visual Arts, High School, approved Jan. 15, 2007

VISUAL ARTS

HIGH SCHOOL

STANDARD 2

The student will develop understanding of the visual arts in relation to history and cultures by investigating works of art from different times and places.

To meet this standard, the student will:

Benchmark HS.2.1: Understand the role the visual arts play in communicating historical and cultural beliefs and ideas

Indicators:

- HS.2.1.1 Describe and discuss various art-related careers (e.g., art historian, art critic, museum educator, curator, art educator).
- HS.2.1.2 Describe connections among media, elements of art, principles of design, themes, and concepts found in historical and contemporary art.
- HS.2.1.3 Describe works of art, using appropriate art vocabulary.
- HS.2.1.4 Identify major art movements and influential artists according to locations, cultures, and historical periods.
- HS.2.1.5 Identify features of a work of art, including media, subject matter, and formal choices, that influence meaning.
- HS.2.1.6 Describe the role of mass media in influencing preference, perception, and communication.
- HS.2.1.7 Describe and analyze the function, purpose, and perceived meanings of specific works of art studied.
- HS.2.1.8 Identify and examine symbols in works of art and discuss possible reasons for their use.

Key: 1, Grades 1-12 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

SCS Curriculum, Visual Arts, High School, approved Jan. 15, 2007

VISUAL ARTS

HIGH SCHOOL

STANDARD 3

The student will examine works of art and make informed judgments about them based on established visual arts criteria.

To meet this standard, the student will:

Benchmark HS.3.1: Use a variety of strategies to analyze the visual qualities and interpret the meanings of works of art as well as employ critical evaluation skills in the production of their own works of art.

Indicators:

- HS.3.1.1 Employ critical evaluation skills and use appropriate art vocabulary when evaluating and interpreting works of art.
- HS.3.1.2 Critique works of art with reference to the elements of art and the principles of design.
- HS.3.1.3 Analyze an original work of art by describing, responding, analyzing, interpreting, and judging or evaluating.
- HS.3.1.4 Differentiate between personal preference and informed judgment when discussing works of art.
- HS.3.1.5 Use established criteria to participate in critiques.
- HS.3.1.6 Describe criteria affecting quality in a work of art, including concept, composition, technical skills, realization of perceived intentions, and the work of art as a whole.
- HS.3.1.7 Classify works of art as representational, abstract, nonobjective, and/or conceptual.

Key: 1. Grades 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

SCS Curriculum, Visual Arts, High School, approved Jan. 15, 2007

VISUAL ARTS

HIGH SCHOOL

STANDARD 4

The student will reflect on and analyze personal responses to the expressive and communicative qualities of works of art and will understand that background, knowledge, and experiences influence the perceptions of works of art.

To meet this standard, the student will:

Benchmark HS.4.1: Draw conclusions and reflect on the nature, meaning, and value of art, based on their dual roles as both creator and viewer of art.

Indicators:

- HS.4.1.1 Discuss how aesthetics are reflected in everyday life.
- HS.4.1.2 Discuss ways that aesthetic responses to works of art differ from judgments
- HS.4.1.3 Demonstrate in writing the ability to support personal criteria for making visual aesthetic judgments.
- HS.4.1.4 Discuss current problems and issues of the art world.
- HS.4.1.5 Study and describe the aesthetic properties found in works of art.
- HS.4.1.6 Speculate on the intentions and choices of those who created a work of art.
- HS.4.1.7 Discuss art from a variety of aesthetic stances, including formalism, expressionism, contextualism, and imitationalism
- HS.4.1.8 Formulate a definition for the word *art* and defend that definition in relation to objects in the world.

Key: 1, Grades 1-1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

SCS Curriculum, Visual Arts, High School, approved Jan. 15, 2007