

Art I (Grades: 9-12)

Prerequisite: None

Credit: 1 year, 1 credit

Course Overview:

Focus Areas: *Create and respond to visual art in a variety of mediums (drawing, painting, sculpture, printmaking). Apply art concepts, structures, and processes. Explore the role of art in society, diverse cultures, and historical periods. Analyze the characteristics and merits of personal artwork and the work of others. Make connections within art to other subject areas, life, and work.*

Art I is an introductory course designed to expose students to many different aspects of art. Students will study a range of art works from a historical perspective and learn to interpret their meaning and significance. They will learn the language of art and will gain skills to create interesting, expressive compositions of their own. They will gain experience in a variety of media in the fine arts areas of drawing, painting, design and clay sculpture.

Visual Arts Standards and Benchmarks

The content of the visual arts curriculum is based upon Montana Content Standards and Benchmarks for Arts 1-6. Only those benchmarks with essential learnings, assessments and/or mapping listed below them apply to this course.

Standard 1: Students will create, perform/exhibit, and respond in the Arts.

Benchmarks

1.1 Students will conceive and create works of art.

Students will:

	Essential Learnings	Assessment	Map
1.1.1	complete assigned sequence of projects that require the practice and display of knowledge of a variety of mediums.	O, P	I, D

1.2 Students will demonstrate imagination and technical skill in a minimum of one art form using traditional and nontraditional resources.

Students will:

	Essential Learnings	Assessment	Map
1.2.1	complete assigned projects that require basic drawing,	O, P for all.	I, D for

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1.2.2	painting, sculpture, and printmaking skills. explore the use of imagination in drawings and paintings through thought-provoking assignments.		all.
1.2.3	gather information for projects through weekly artist studies, demonstrations, and experimentation.		

1.3 Students will select or adapt the elements of a presentational style.

Students will:

	Essential Learnings	Assessment	Map
1.3.1	discuss the style, mediums, techniques, and expressive qualities of classic and contemporary artists.	V, W	I, D

1.4 Students will apply artistic discipline (e.g., concentration and focus) to complete a collaborative work.

Students will:

	Essential Learnings	Assessment	Map
1.4.1	develop concepts that incorporate the study of an artist into a new rendition of the work.	V, W, O, P	I, D

1.5 Students will articulate meaning by describing and analyzing artistic choices in their own work and works of others.

Students will:

	Essential Learnings	Assessment	Map
1.5.1	create assignments that speak specifically to creating mood, feeling, and meaning to the viewer.	V, O, P	I, D for all.
1.5.2	discuss purpose, meaning, and organization of classic and contemporary artists.	V, W	

Standard 2: Students apply and describe the concepts, structures, and processes in the Arts.

Benchmarks

Composition

2.1 Students will apply the elements of line, shape, form, color, space, value, and texture to compose works of art and the principals of design-pattern, balance, contrast, rhythm, proportion, economy, movement, dominance.

Students will:

	Essential Learnings	Assessment	Map
2.1.1	use shape in collages, still-life drawings, and abstracting forms.	V, O, P	I, D for all.
2.1.2	examine the use of shape in the work of artists (e.g., Jacob	V	

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2.1.3	Lawrence). use contour, gestural, and emotion in LINE in finished projects.	O, P	
2.1.4	discuss the use and emotional impact of LINE in the work of artists (e.g., Picasso, Klee, DiVinci).	V, W	
2.1.5	use invented, simulated , and actual textures in finished projects.	V, W, O, P	
2.1.6	study the use of texture to create visual interest and emotional impact in the work of classical and contemporary artists.	V, W, O, P	
2.1.7	create depth (SPACE) in drawing using techniques of perspective (e.g., overlapping, placement, size, atmospheric perspective).	V, W, O, P	
2.1.8	study the use of depth in the work of classical and contemporary artists.	V, W	
2.1.9	recognize the difference between positive and negative space and compose them in an interesting format.	V, O, P	
2.1.10	learn to use VALUE through shading techniques.	V, O, P	
2.1.11	understand VALUE terms (e.g., chiaroscuro, cross-hatching, pointillism) and incorporate them appropriately into a series of finished products.	V, W, O	
2.1.12	use a variety of mediums to understand the impact of color in art (e.g., colored pencils, oil, pastels, pastels, markers, paint).	W, O, P	
2.1.13	discover the emotional impact of color in the work of classical and contemporary artists.	V, W	
2.1.14	use basic color theory and color mixing in a series of finished paintings and drawings.	V, O, P	
2.1.15	demonstrate the concept of “mood” and “emotion” through the use of color and a STYLE of art.	V, O, P	
2.1.16	recognize the use of the principles of design (e.g., rhythm, balance, movement, variety, contrast) in the works of classical and contemporary artists.	V, W	
2.1.17	apply the principles of design through composition in drawings and paintings.	O, P	

Techniques

2.2 Students will apply techniques to create works (e.g., painting, drawing, printmaking, photography, computer arts, graphic design, sculpture, and indigenous/traditional arts).

Students will:

	Essential Learnings	Assessment	Map
2.2.1	use a variety of systems (e.g., grid, contour, perspective) to learn drawing fundamentals.	O, P for all.	I, D for all.
2.2.2	utilize skills introduced and developed in the areas of drawing, painting, etc. to create finished works.		

Medium

- 2.3** Students will select a course of action using two-dimensional processes (e.g., painting, drawing, printmaking, photography, computer arts, graphic design) and three-dimensional processes (e.g., sculpture, indigenous/traditional arts).

Students will:

	Essential Learnings	Assessment	Map
2.3.1	use a variety of drawing mediums (e.g., colored pencils, pastels, charcoal, ink) to complete a sequence of exercises and finished products.	O, P for all.	I, D for all.
2.3.2	use a variety of drawing techniques (e.g., perspective, contour, right-brain activities, shading, grid enlargement) to complete a sequence of exercises.		
2.3.3	use a variety of painting techniques (e.g., color mixing, monochromatic painting, value scales, light and shadow, pointillism) and mediums (e.g., acrylic, tempera) to complete a sequence of exercises.		
2.3.4	use a variety of clay hand-building, sculpture techniques (e.g., coil, pinch, slab).		

Function

- 2.4** Students will demonstrate and compare examples of cultural, political, communication, expressive, commercial, and environmental visual arts..

Students will:

	Essential Learnings	Assessment	Map
2.4.1	recognize the use of media, subject matter, and themes in the work of classical and contemporary artists.	V, W	I, D for all.
2.4.2	recognize the use of the environment as a source of ideas and materials.	V	
2.4.3	study the work of classical and contemporary artists to discover purpose in art.	V	
2.4.4	create finished pieces that speak to a given theme (e.g., expression, advertisement, political statement).	V, O, P	

Style

- 2.5** Students will demonstrate examples of historical, contemporary, and traditional visual arts, including American Indian art

Students will:

	Essential Learnings	Assessment	Map
2.5.1	recognize works from a variety of time periods representing a variety of styles from historic to contemporary.	V	I, D for all.
2.5.2	respond to assigned projects that require the use of a specific	V, O, P	

2.5.3	style in art (e.g., Renaissance, Impressionism, Fauvism). respond to assigned projects that require the use of symbols and materials connected to specific cultures (e.g., African, Native American, Egyptian).	O, P	
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Presentation

2.6 Students will exhibit craftsmanship, completion, and develop a body of work.

Students will:

	Essential Learnings	Assessment	Map
2.6.1	complete 40+ pieces of finished work over the course of Art I that demonstrates skills in drawing, painting, and sculpture.	V, O, P	I, D for all.
2.6.2	fulfill at least three objectives within each completed project that demonstrates skill and craftsmanship.	V, O, P	
2.6.3	understand vocabulary related to technical processes, media, composition, tools, and design elements.	V, W, P	

Standard 3: Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Benchmarks

3.1 Students will use art materials, techniques, technologies, and processes to create specific products and responses to ideas.

Students will:

	Essential Learnings	Assessment	Map
3.1.1	use subject matter, symbols, and ideas to communicate meaning in their work.	V, O, P	I, D for all.
3.1.2	use composition (e.g., elements, principles of design) to create a specific response by the viewer.	O, P	

3.2 Students will communicate intended meaning through the interpretation of a subject.

3.3 Students will use improvisation/experimentation to predict potential solutions to problems and pose new problems.

Students will:

	Essential Learnings	Assessment	Map
3.3.1	work with themes (e.g., conflict, love, war, apathy) to create finished products that speak to, question, or attempt to solve a problem.	V, O, P	I, D

3.4 Students will use technical skills. Visual Arts—explore and practice skills to enhance communication with consistency.

Students will:

	Essential Learnings	Assessment	Map
3.4.1	use elements and principles in design to influence meaning in finished products.	O, P for all.	I, D for all.
3.4.2	develop skill using a variety of mediums and use mediums that best demonstrate meaning in the work.		

3.5 Students will understand and use symbol systems. Visual Arts—understand and apply appropriate symbol language to maximize expression in a specific media.

Students will:

	Essential Learnings	Assessment	Map
3.5.1	discover the use of symbols to express meaning in the works of classical and contemporary artists.	V	I, D for all.
3.5.2	create numerous sketchbook drawings that respond to the use of symbols and images connected to feelings (e.g., anger, happiness, peace, wealth).	O, P	

Standard 4: Students analyze characteristics and merits of their work and the work of others.

Benchmarks

4.1 Students will evaluate an art work by comparing and contrasting it to similar or exemplary works of art.

Students will:

	Essential Learnings	Assessment	Map
4.1.1	critique works of art from a variety of artists.	V, W	I, D for all.
4.1.2	compare elements of student projects with classic and contemporary artists.	V	

4.2 Students will compare and contrast how meaning is communicated in two or more of the students’ own works and/or works of others.

Students will:

	Essential Learnings	Assessment	Map
4.2.1	use weekly artist studies as an introduction to student works.	V	I, D for all.
4.2.2	use weekly artist studies as a vehicle for students to mimic methods in which they can communicate meaning in their own work.	V, O, P	
4.2.3	incorporate elements of style, symbolism, and technique into finished products.	O, P	

- 4.3** Students will refine specific criteria for making informed critical evaluation of the quality and effectiveness of a work of art.

Students will:

	Essential Learnings	Assessment	Map
4.3.1	learn standard techniques for evaluating the aesthetic qualities of a piece of art.	V, W for all.	I, D for all.
4.3.2	practice the critique process using appropriate criteria (e.g., subject matter, elements and principles of design, facts about medium and artist, expressive qualities).		

- 4.4** Students will analyze various interpretations as a means for understanding/evaluating works of art.

Students will:

	Essential Learnings	Assessment	Map
4.4.1	discuss how history affects art.	V	I for all.
4.4.2	discuss how artists respond to trends and changes in environment.	V	
4.4.3	discuss the ways in which artists' visions and life experiences affect their art.	V	
4.4.4	discuss the ways in which the viewer brings his/her own vision and experience into the interpretation of the art of others.	V	

Standard 5: Students understand the role of the Arts in society, diverse cultures, and historical periods.

Benchmarks

- 5.1** Students will identify and describe the role of the artist in cultures and societies.

Students will:

	Essential Learnings	Assessment	Map
5.1.1	recognize art as a universal language that communicates beliefs, aesthetic values, and feelings to all races and peoples.	V	I

- 5.2** Students will identify, describe and analyze specific works of art as belonging to particular cultures, times and places in the context in which they were created.

Students will:

	Essential Learnings	Assessment	Map
5.2.1	connect art with specific periods in history.	V	I
5.2.2	create finished products that are specific to time periods, styles, or cultural groups.	V, O, P	I, D

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5.2.3	use techniques and symbols from specific cultural groups.	O, P	I, D
5.2.4	use mediums to create effects specific to the art of Native Americans.	O, P	I, D

5.3 Students will identify intentions of those creating art works, explore the implications of various purposes and justify analysis.

Students will:

Essential Learnings		Assessment	Map
5.3.1	use group critique sessions to question purpose, to discuss possible meaning, and try to understand the art work of others.	V	I

5.4 Students will analyze contemporary and historic meanings and emotions in specific art works through cultural and aesthetic inquiry

Students will:

Essential Learnings		Assessment	Map
5.4.1	analyze a variety of art and define its meaning and place in history.	V	I
5.4.2	create finished products that will give the viewer ideas about their place in time and culture.	O, P	I, D

5.5 Students will demonstrate appropriate audience behavior for the context and style of art presented.

Students will:

Essential Learnings		Assessment	Map
5.5.1	view films that exhibit a range of styles, mediums, and subject matter and respond to what they see.	V	I

5.6 Students will investigate a variety of artworks from resources in the community and analyze and communicate cultural and historical context.

Students will:

Essential Learnings		Assessment	Map
5.6.1	be exposed to local art and artists and have the opportunity to learn about cultural context and meaning.	V	I

Standard 6: Students make connections among the Arts, other subject areas, life, and work.

Benchmarks

6.1 Students will explain how elements, processes (e.g., imagination, craftsmanship) and organizational principles are used in similar and distinctive ways.

Students will:

	Essential Learnings	Assessment	Map
6.1.1	observe and discuss the ways in which compositional elements and principles transfer from one medium to another and from 2-dimensional to 3-dimensional.	V, O	I

6.2 Students will connect and analyze interrelated elements of the Arts and other subject areas.

Students will:

	Essential Learnings	Assessment	Map
6.2.1	study major periods in art history and discuss political, cultural and social aspects of the same period.	V, O	I

6.3 Students will experience the elements of art careers in a professional setting.

Students will:

	Essential Learnings	Assessment	Map
6.3.1	use Scholastic Magazines as a vehicle to discuss careers in art.	V, O for all.	I for all.
6.3.2	listen to presentations from the Seattle Art Institute to learn about programs and careers in art.		

6.4 Students will analyze how works of art reflect the environment in which they are created.

Students will:

	Essential Learnings	Assessment	Map
6.4.1	observe and discuss the ways that mediums and subject matter are affected by geographic location (e.g., wood for totems by NW natives, clay for homes and pottery by SW natives, bright colors and relaxed settings for French Impressionists).	V, O for all.	I for all.
6.4.2	observe and discuss the ways technology and political climate change the function and meaning of art.		