

Art II (Grades: 9-12)

Prerequisite: Art I

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 II is the second course in the high school art series. Students will be able to recognize the processes and materials used to produce a variety of art. Students will begin to develop their own style of art and to use problem-solving skills to produce art. The Art II student will work in the fine art areas of drawing, painting and some sculpture. Their technical skills and abilities for self-expression will be enhanced. Art history and appreciation will be integrated throughout the course.

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	review, practice, and display knowledge of a variety of 2- and 3-dimensional mediums.	O, P	D, M

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	demonstrate a beginning to intermediate skill of drawing,	O, P for all.	I, D for

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1.2.2	painting, sculpture, and printmaking skills. complete assignments that draw on the information of ideas through imagination (e.g., surrealism, symbolism.		all.
1.2.3	gather information and resources for subject matter through weekly artist studies and solution-provoking assignments.		

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, expressive qualities of classical and contemporary artists.	V, W, O, P	D for all.
1.3.2	adapt some of the above to their own work.	O, P	

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	create a group installation project that includes many pieces developed on one concept, theme, and style..	V, O, P for all.	D
1.4.2	create a group assignment that defines the three theories of art, or WHAT IS ART? and incorporate the results into a finished piece of art.		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	use compositional techniques to create finished products that speak to manipulating mood, feeling, and meaning to the viewer.	O, P	D for all.
1.5.2	define the purpose, meaning, and organization in the art of contemporary artists.	V, O	

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 organic and geometric shapes in still-life paintings and	O, P	D

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	drawings.		
2.1.2	examine the use of shape in the works of classical and contemporary artists.	V, O	D
2.1.3	review and use contour, gestural and emotion in LINE in finished projects.	O, P	D, M
2.1.4	discover the quality of LINE and how it is used to create emotional impact through the study of classical and contemporary artists.	V, O	D
2.1.5	use invented, simulated, and actual textures in finished products (e.g., artist reproductions to create mood and visual interest).	O, P	D
2.1.6	study the work of classical and contemporary artists and their use of texture to create mood and visual interest.	V, O	D
2.1.7	create the illusion of SPACE in finished projects, adding the learning of light sources in perspective.	O, P	D, M
2.1.8	discuss the use of SPACE techniques used by classical and contemporary artists.	V, O	D
2.1.9	use shading techniques and knowledge of light sources to create VALUE in a series of finished products.	O, P	D, M
2.1.10	manipulate a variety of COLOR mediums (e.g., colored pencils, pastels, acrylics, watercolors, tempers) in finished products.	O, P	D, M
2.1.11	use COLOR theory (e.g., primaries, secondaries, complementaries, analogous colors) as well as color mixing in finished paintings.	V, O, P	D
2.1.12	use COLOR theory in the creation of paintings with tempera, acrylic, and watercolor paints.	O, P	D
2.1.13	discuss the use of COLOR to create impact and feeling in the work of classical and contemporary artists.	V, O	D
2.1.14	understand the fundamentals of composition (e.g., center-of-interest, rhythm, variety, balance, movement, harmony) and how to put them together in a finished work to create a specific response from the viewer.	O, P	I, D
2.1.15	discuss the ways in which artists play with compositional elements to manipulate the viewer.	V, O	D
2.1.16	critique art pieces in a group setting to identify use of compositional principles and the effect they have on the tone and power of a piece.	V, O, P	D
2.1.17	complete a series of drawing projects which speak to one or two principles of design at a time.	O, P	I, D

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	create a variety of effects using systems of drawing (e.g., contour and shading, blended, cross-hatching, pointillism).	O, P for all.	D, M
2.2.2	demonstrate the use of painting techniques with acrylics and watercolors in finished paintings.		I, D
2.2.3	apply hand-building methods of coil, pinch, and slab to clay through finished, glazed, and fired projects.		D, M
2.2.4	display printmaking techniques (e.g., linoleum reduction, etching, silkscreen) through finished prints.		I, D

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	display a working knowledge of a variety of 2- and 3-dimensional mediums (e.g., drawing, painting, clay sculpture, printmaking).	O, P	D

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	Dfor all.
2.4.2	recognize the use of the environment as a source of ideas and materials.	V, W	
2.4.3	discover purpose in art through the work of classical and contemporary artists.	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	D, M
2.5.2	respond to assigned projects that require the use of a specific STYLE in art (e.g., Renaissance, Impressionism, Expressionism, POP).	V, O, P	I, D
2.5.3	respond to assigned projects that require the use of symbols and materials connected to specific cultures (e.g., African, Native American, Egyptian).	V, O, P	I, D

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 II that demonstrates skills in drawing, painting, and sculpture.	V, O, P	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, O, 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	D
3.1.2	select symbols to best represent chosen ideas.	O, P	I, D
3.1.3	use composition (e.g., elements, principles of design) to create a specific response by the viewer.	O, P	I, D

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

Students will:

	Essential Learnings	Assessment	Map
3.2.1	use subject matter as a tool to express a specific meaning in a finished product.	O, P	D

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	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 for all.	D for all.
4.1.2	compare elements of student projects with classic and contemporary artists.		

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	D, M
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	I, D
4.2.3	incorporate elements of style, symbolism, and technique into finished products.	O, P	I, D

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.	Dfor 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, D 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, physical and psychological health, and life experiences affect their art.	V, W	
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, W	

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	D

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	D for all.
5.2.2	create finished products that are specific to time periods, styles, or cultural groups.	V, O, P	

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	D for all.
5.3.2	use group critique sessions to interpret the meaning of group projects.	O, P	

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 its cultural context based on the elements of the piece.	V	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	D

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

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	D

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	D for all.
6.2.2	duplicate one or more major masterpieces from history, being consistent in style, but changing meaning to fit their own experience.	O, P	

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.	D 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 and sand in the art of SW natives, bright colors and relaxed settings for French Impressionists, dark colors and unpleasant moods for Expressionism).	V, O for all.	D for all.
6.4.2	observe and discuss the ways technology and political climate change the function and meaning of art.		