


SMMUSD VAPA CURRICULUM for grades NINE through TWELVE


<p>VISUAL ARTS</p> 	<p align="center">CONTENT GOAL</p>	<p align="center">ACTIVITIES/SKILLS</p>	<p align="center">MATERIALS/ RESOURCES</p>	<p align="center">ASSESSMENTS</p>
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STANDARD 1: ARTISTIC PERCEPTION: Processing, analyzing, and responding to sensory information through the language and skills unique to visual arts.


DESCRIPTORS –Students perceive and respond to works of art, objects in nature, events, and the environment. They use visual arts vocabulary to express their observations.

<p align="center">ARTISTIC PERCEPTION</p>	<p><i>Develop Perceptual Skills and Visual Arts Vocabulary</i></p> <p><i>Analyze Art Elements and Principles of Design</i></p> <p><i>Impact of Media Choice</i></p> <p>1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.</p> <p>1.2 Discuss a series of their original works of art, using the appropriate vocabulary of art.</p> <p>1.3 Analyze their works of art as to personal direction and style.</p> <p>1.4 Research two periods of painting, sculpture, film, or other media and discuss their similarities and differences, using the language of the visual arts.</p>	<p>Discuss the physical world as portrayed in representational and abstract art, using arts vocabulary (art elements and principles of design)</p> <p>Research and write a description of a specific artist, style, or period of art using visual art vocabulary</p> <p>Discuss works of art, in various media, comparing and contrasting their use of the elements of art, principles of design and expressive content</p> <p>Compare and contrast similar styles of art work in various media (traditional, and electronic)</p>	<p>Art images</p> <p>Internet</p> <p>Posters/slides/transparencies</p> <p>Vocabulary lists</p> <p>Posters illustrating and defining the art elements and principles of design</p> <p>Handouts and books related to artists, art history and art of various cultures</p>	<p>Teacher observation of classroom discussion</p> <p>Rubric based evaluation of research paper</p> <p>Identify art elements and design principles in their own work</p> <p>Written analysis, comparing and contrasting two works of art</p> <p>Portfolio</p>
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	<p>1.5 Compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture.</p> <p>1.6 Describe the use of the elements of art to express mood in one or more of their works of art.</p> <p>1.7 Select three works of art from their art portfolio and discuss the intent of the work and the use of the media.</p> <p>1.8 Analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist's style.</p>			


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STANDARD 2: CREATIVE EXPRESSION: Creating, performing, and participating in visual arts.
DESCRIPTORS - Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

<p align="center">CREATIVE EXPRESSION</p>	<p><i>Skills, Processes, Materials, and Tools</i></p> <p><i>Communication and Expression Through Original Works of Art</i></p> <p>2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view</p> <p>2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual</p> <p>2.3 Assemble and display objects or works of art as a part of a public exhibition</p> <p>2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion</p> <p>2.5 Use innovative visual metaphors in creating works of art</p> <p>2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills</p>	<p>Demonstrate an appropriate level of control and craftsmanship when drawing</p> <p>Produce works of art which reflect technical skill and effectively use the elements of art and principles of design. Works may be drawing, painting, sculpture, ceramics, photography or other media</p> <p>Demonstrate the ability to synthesize different subjects, themes, images, and emotions in artwork created in various media</p> <p>Demonstrate an exploration of personal style</p> <p>Select works of art for inclusion in a portfolio</p>	<p>Various materials appropriate to the production of art in disciplines including drawing, painting, ceramics, sculpture, photography, digital media and emerging technology</p>	<p>Rubric based, teacher evaluation of art works.</p> <p>Class critique of art works based on the art elements and design principles utilized in the work.</p> <p>Student, teacher portfolio review.</p> <p>Written, multiple choice and short answer testing.</p> <p>Portfolio</p>
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STANDARD 3: HISTORICAL AND CULTURAL CONTEXT: Understanding the historical contributions and cultural dimensions of visual arts.

DESCRIPTORS- Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

HISTORICAL AND CULTURAL	<p><i>Role and Development of the Visual Arts</i></p> <p><i>Diversity of the Visual Arts</i></p> <p>3.1 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined.</p> <p>3.2 Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture.</p> <p>3.3 Investigate and discuss universal concepts expressed in works of art from diverse cultures.</p> <p>3.4 Research the methods art historians use to determine the time, place, context, value, and culture that produced a given work of art.</p>	<p>Compare and contrast a selected form of art (e.g. wall paintings, ceramics, etc.) in two historical cultures in class discussion</p> <p>Research the work of a well-known artist working in a technological media (i.e. video, digital, etc.) and write a paper describing their style, role and influence</p> <p>Select and view a current exhibition of contemporary art and discuss the ways in which modern culture has influenced the work</p> <p>Produce a work of art with a specific purpose, based on a contemporary culture (e.g. political poster, war memorial, etc.)</p>	<p>Various research materials including textbooks, library and computer with Internet access, slides and projector</p> <p>Posters, transparencies and other images</p> <p>Catalogues from contemporary art galleries and museums</p> <p>Appropriate materials for the production of art work</p>	<p>Rubric based teacher assessment of written work</p> <p>Teacher observation of class discussion</p> <p>Written reflection discussing their success in realizing their intention in their work of art</p> <p>Portfolio</p>
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STANDARD 4: AESTHETIC VALUING: Responding to, analyzing, and making judgments about works of art.

DESCRIPTORS – Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, principles of design, and aesthetic qualities.

<p align="center">AESTHETIC VALUING</p>	<p><i>Derive Meaning</i></p> <p><i>Make Informed Judgments</i></p> <p>4.1 Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer</p> <p>4.2 Identify the intentions of artists creating contemporary works of art and explore the implications of those intentions</p> <p>4.3 Analyze and articulate how society influences the interpretation and message of a work of art</p> <p>4.4 Apply various art-related theoretical perspectives to their own works of art and the work of others in classroom critiques</p> <p>4.5 Construct a rationale for the validity of a specific work of art artwork that falls outside their own conceptions of art</p> <p>4.6 Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.</p>	<p>Students apply criteria for aesthetic judgement by comparing & contrasting two works of art</p> <p>In classroom discussion and critiques, students apply the 4 steps of art criticism: (1) describe artwork,(2) analyze art elements and design principles, (3) interpret the meaning and (4) judge the work</p> <p>Students will visit a contemporary art exhibit and write a critique that includes an interpretation of the meaning of the work</p> <p>Students develop a portfolio</p> <p>Students develop written criteria for selecting a set of work from their portfolio that represents significant achievements (4.6)</p> <p>Students establish a rationale for an unconventional work of art</p>	<p>Various research materials including textbooks, library, and computer internet access</p> <p>Posters, and other art images.</p> <p>Permanent posters that list and illustrate the 4 steps of aesthetic valuing</p> <p>Exhibition and gallery catalogs & contemporary art magazines</p>	<p>Teacher observation of class discussion - students demonstrate an ability to create coherent rational for their judgements about art</p> <p>Written analyses</p> <p>Class critiques of student work</p> <p>Written self critique</p> <p>Portfolio</p>
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STANDARD 5: CONNECTIONS, RELATIONSHIPS, APPLICATIONS: Connecting and applying what is learned in visual arts to learning in other art forms and subject areas and to careers.

DESCRIPTORS: Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about art related careers.

<p align="center">CONNECTIONS, RELATIONSHIPS, APPLICATIONS</p>	<p><i>Connections and Applications</i></p> <p><i>Visual Literacy</i></p> <p><i>Careers and Career-Related Skills</i></p> <p>5.1 Speculate on how advances in technology might change the definition and function of the visual arts</p> <p>5.2 Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images</p> <p>5.3 Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection)</p> <p>5.4 Investigate and report on the essential features of modern or emerging technologies that affect or will affect visual artists and the definition of the visual arts</p>	<p>Students will apply knowledge and skills from core disciplines to produce visual artwork</p> <p>Students identify careers in the visual arts, and investigate the course of study necessary to achieve that career goal</p> <p>Students prepare portfolios for a variety of purposes - such as post-secondary application, exhibition, job application, and personal collection</p> <p>Students speculate on how advances in technology might change the definition and function of the visual arts</p>	<p>Various visual arts materials as they apply to specific projects, including access to current 2-d & 3-d visual art software</p> <p>Various research materials including library and the Internet</p> <p>College and art school catalogs, and visits to various art schools and colleges</p> <p>Visits from art professionals representing various art-related careers. For example, -visits from gallery and museum professionals, curators, conservators, fine artists, commercial artists, animators, video and gaming artists, art historians, set designers, special effects designers, architects, etc.</p>	<p>Rubrics</p> <p>Written reflections on visits and visitors</p> <p>Teacher observation of class discussion</p> <p>Portfolio</p>
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