

Worthington Schools



High School Visual Art Graded Course of Study 2015

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**PHILOSOPHY AND GOALS OF THE WORTHINGTON DISTRICT HIGH SCHOOL
VISUAL ARTS PROGRAM**

“The life of the arts far from being an interruption, a distraction in the life of a nation, is very close to the center of a nation’s purpose – and is a test of the quality of a nation’s civilization.”

– John F. Kennedy

Visual Art is an essential area of study for all Worthington students. Through art making and related aesthetic experiences, students expand their ability to think and challenge bodies of conventional thought. Art education fosters *critical thinking*, which includes analyzing information and making criteria-based judgments as well as *creative thinking*, which includes formulation and integration of ideas, experimentation, idea development, and expression of ideas. Art education enhances meaningful connections with other areas of instruction but must also maintain its integrity as a specific field with a distinct body of knowledge, skills and values. The study of art promotes the balance of knowledge, creative thinking, conceptual understanding and skill development that are unique to the arts and enable students to make meaningful transitions to post-secondary education, the work place and a fulfilling life.

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OHIO ENDURING UNDERSTANDINGS FOR VISUAL FINE ARTS

Personal Choice and Vision

- Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.

Critical and Creative Thinking

- Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

Authentic Application and Collaboration

- Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.

Literacy

- As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.

OHIO PROGRESS POINTS FOR VISUAL FINE ARTS

The student will at the appropriate developmental level:

- Recognize that people from various times and cultures create works of art to be looked at, valued and enjoyed.
- Explore a range of art concepts and artworks and construct meaning about the works.
- Connect making art with individual choice and understanding personal cultural identity.
- Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.
- Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks.

CERAMICS TERMINOLOGY

General Terms Stages of Clay Firing Processes Equipment

- _ Clay
- _ Clay body
- _ Plasticity
- _ Slip
- _ Moist (plastic) clay
- _ Leatherhard
- _ Bone dry
- _ Greenware
- _ Bisqueware
- _ Glazeware
- _ Water smoking period
- _ Maturity
- _ Extruder
- _ Vitrification
- _ Oxidation / reduction
- _ Raku firing
- _ Horse hair technique
- _ Saggar
- _ Pit firing
- _ Kiln
- _ Pyrometric cone
- _ Pugmill
- _ Slab roller
- _ Potter's wheel

Processes and Techniques Surface Design Terms 3-D Design Concepts

- _ Wedging
- _ Scoring
- _ Slab
- _ Coil
- _ Press mold
- _ Rasping / fluting
- _ Additive
- _ Reductive
- _ Gloss
- _ Matte
- _ Transparent
- _ Translucent
- _ Opaque
- _ Underglaze
- _ Mishima
- _ Sgraffito
- _ Burnishing
- _ Terra sigillata
- _ Slip trailing
- _ Stain
- _ Metallic oxides
- _ Mocha diffusion
- _ Xerox transfer
- _ Wax resist
- _ Contour
- _ Positive and negative space
- _ Relationship to the ground plane
- _ Organic and geometric form
- _ Texture – tactile quality
- _ Balance
- _ Proportion
- _ Relief
- _ In-the-round (free-standing)

COLOR THEORY

Color Wheel: A visual system of organizing colors.

Hue: Specific name for a color (e.g., red, blue-violet).

Value: Relative darkness or lightness of color.

Intensity / Saturation / Chroma: Purity or brilliance of a color. Primary colors are the most intense. Unmixed colors are the most intense (e.g., colors used directly from the tube or source).

Tint: A lighter value of a color created by adding white to a hue.

Shade: A darker value of a color created by adding black to a hue.

Tone: A lower intensity hue created by adding gray, complement, or complement and white.

Monochromatic: Variations of a single hue. Creates a high level of unity.

Analogous: Colors adjacent to each other on the color wheel. Creates unity and harmony.

Primary: Red – Blue – Yellow. Primaries are the basis for all other colors. Primary colors cannot be made from other colors.

Secondary: Orange – Violet – Green. Secondaries are made by mixing two primary colors.

Intermediate/Tertiary: Red-violet, red-orange, yellow-orange, yellow-green, blue-green, blue-violet. Tertiary colors are made by mixing one primary and one secondary color.

Complementary: Colors directly opposite from each other on the color wheel (e.g., yellow and violet). When placed next to each other, complements bring out great intensity in the other. When mixed, complements lower the intensity or dull the other.

Split Complementary: Color and two colors on either side of the complement.

VISUAL ARTS STANDARDS
GRADES 9-12
BEGINNING PE (Perceiving/Knowing)
Drawing 1, Craft 1, Ceramics 1, General Art

CONTENT STATEMENTS

- 1PE Examine and articulate the effects of context on visual imagery.
- 2PE Identify and describe the sources artists use for visual reference and to generate ideas for artworks.
- 3PE Identify the relationship between community or cultural values and trends in visual art.
- 4PE Identify the factors that influence the work of individual artists.
- 5PE Describe the role of technology as a visual art medium.
- 6PE Describe the decisions made in the design of everyday objects.

Student Learning Objectives / Student Indicators

- 1PE Students will examine and discuss the effects of context on visual imagery when necessary.
- 2PE Students will identify the sources artists use for visual reference and to generate ideas for artworks.
- 3PE Students will exam and discuss the relationship between community or cultural values and trends in visual art.
- 4PE Students will examine, identify, and discuss the factors that influence the work of individual artists.
- 5PE Students will examine and discuss the role of technology as a visual art medium.
- 6PE Students will examine and discuss the decisions made in the design of everyday objects.

VISUAL ARTS STANDARDS
GRADES 9-12
BEGINNING PR (Producing/Performing)
Drawing 1, Craft 1, Ceramics 1, General Art

CONTENT STATEMENTS

- 1PR Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.
- 2PR Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.
- 3PR Explore multiple solutions to visual art problems through preparatory work.
- 4PR Establish the appropriate levels of craftsmanship when completing artworks.
- 5PR Investigate how to access available digital tools and innovative technologies to create and manipulate artwork.
- 6PR Identify and apply visual literacy as a means to create images that are personally expressive.

Student Learning Objectives / Student Indicators

- 1PR Students will demonstrate basic technical skill and craftsmanship with various art media when creating in sculpture, drawing, painting, metals, and multi-media from observation, memory, or imagination.
- 2PR Students will apply the elements and principles of art and design using a variety of media to solve specific visual art problems.
- 3PR Students will explore multiple solutions to visual art problems through preparatory work such as sketches, studies, visual proposals, sketchbooks, journal, maquettes – their own and others.
- 4PR Students will view, discuss, and demonstrate appropriate levels of craftsmanship when completing artworks.
- 5PR Students will investigate how to access available digital tools and innovative technologies to create and manipulate artwork.
- 6PR Students will identify and apply visual literacy* as a means to create artworks that are personally expressive.

*Design Elements and Principles, Theories of Art, Styles, Movements and Eras (contemporary, traditional)

VISUAL ARTS STANDARDS
GRADES 9-12
BEGINNING RE (Responding/Reflecting)
Drawing 1, Craft 1, Ceramics 1, General Art

CONTENT STATEMENTS

- 1RE Explore various methods of art criticism in responding to artworks.
- 2RE Identify assessment practices to manage, monitor and document their learning.
- 3RE Use appropriate vocabulary to define and describe techniques and materials used to create works of art.
- 4RE Investigate the role of innovative technologies in the creation and composition of new media imagery.
- 5RE Identify and explain one or more theories of aesthetics and visual culture.
- 6RE Identify various venues for viewing works of art.
- 7RE Recognize and articulate the importance of lifelong involvement and advocacy in the arts.

Student Learning Objectives / Student Indicators

- 1RE Students will explore various methods of art criticism in responding to artworks.
- 2RE Students will utilize assessment practices to manage, monitor and document their growth and visual expression.
- 3RE Students will use appropriate vocabulary to define and describe techniques and materials used to create works of art.
- 4RE Investigate the role of innovative technologies in the creation and composition of new media imagery.
- 5RE Students will examine and discuss one or more theories of aesthetics and visual culture.
- 6RE Students will become aware of various venues for viewing works of art.
- 7RE Students will observe and discuss the importance of lifelong involvement in the arts.

VISUAL ARTS STANDARDS
GRADES 9-12
INTERMEDIATE PE (Perceiving/Knowing)
Drawing 2, Ceramics 2, Painting, Craft 2

CONTENT STATEMENTS

1PE Examine the context details of visual imagery and explain the social and cultural influences on the images.

2PE Describe sources visual artists use to generate ideas for artworks.

3PE Explore the relationship between community or cultural values and trends in visual art.

4PE Analyze the work of individual artists and explain how they are influenced by cultural factors.

5PE Explore the application of technology to the production of visual artworks.

6PE Connect processes and decisions made in the design of everyday objects, environments, and communications.

Student Learning Objectives / Student Indicators

1PE Students will examine the context details of visual imagery and discuss the social and cultural influences on the images.

2PE Students will examine, explore, discuss a variety sources visual artists use to generate ideas for artworks.

3PE Students will explore, examine, discuss the relationship between community or cultural values and trends in visual art.

4PE Students will analyze the work of individual artists and discuss how they are influenced by cultural factors.

5PE Students will explore the application of a wide range of technologies to the production of visual artworks.

6PE Students will connect processes and decisions made in the design of everyday objects, environments, and communications.

VISUAL ARTS STANDARDS
GRADES 9-12
INTERMEDIATE PR (Producing/Performing)
Drawing 2, Ceramics 2, Painting, Craft 2

CONTENT STATEMENTS

1PR Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory, or imagination.

2PR Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.

3PR Generate a variety of solutions to visual arts problems through preparatory work.

4PR Establish and apply appropriate levels of craftsmanship to complete artworks.

5PR Understand and demonstrate how to access available digital tools and innovative technologies to create and manipulate artwork.

6PR Incorporate visual literacy as a means to create images that advance individual expression and communication.

Student Learning Objectives / Student Indicators

1PR Students will demonstrate proficient and improving technical skills and craftsmanship with various art media when creating in sculpture, drawing, painting, metals, and multi-media from observation, memory, or imagination.

2PR Students will make informed choices in the selection of materials and techniques as they relate to solving a visual problem.

3PR Students will continue to explore and generate multiple solutions to visual art problems through preparatory work such as sketches, studies, visual proposals, sketchbooks, journal, maquettes, etc. – their own and others.

4PR Students will establish and apply appropriate and improving levels of craftsmanship to complete artworks.

5PR Students will understand and demonstrate how to access available digital tools and innovative technologies to create, manipulate, present, and archive artwork.

6PR Incorporate visual literacy* as a means to create artworks that advance individual expression and communication.

*Design Elements and Principles, Theories of Art, Styles, Movements and Eras (contemporary, traditional)

VISUAL ARTS STANDARDS
GRADES 9-12
INTERMEDIATE RE (Responding/Reflecting)
Drawing 2, Ceramics 2, Painting, Craft 2

CONTENT STATEMENTS

- 1RE Apply methods of art criticism when discussing selected works of art.
- 2RE Apply assessment practices to revise and improve their artworks and to document their learning.
- 3RE Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.
- 4RE Explain the role of innovative technologies in the creation and composition of new media imagery.
- 5RE Compare and contrast various theories of aesthetics and visual culture.
- 6RE Identify the challenges various venues present to the creation of works of art.
- 7RE Explore and discuss opportunities for lifelong involvement and advocacy in the arts.

Student Learning Objectives / Student Indicators

- 1RE Students will apply methods of art criticism when discussing selected works of art.
- 2RE Students will apply assessment practices to revise and improve their artworks and to document their learning.
- 3RE Students will expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.
- 4RE Explain the role of innovative technologies in the creation and composition of new media imagery.
- 5RE Compare and contrast various theories of aesthetics and visual culture.
- 6RE Identify the challenges various venues present to the creation of works of art.
- 7RE Explore and discuss opportunities for lifelong involvement and advocacy in the arts.

VISUAL ARTS STANDARDS
GRADES 9-12
ACCELERATED PE (Perceiving/Knowing)
Advanced Studio Drawing/2D, 3D
AP Studio Drawing, 2D, 3D
Tech. Problems 2D, 3D Ceramics, 3D Craft

CONTENT STATEMENTS

1PE Analyze interdisciplinary connections that influence social and cultural contexts of visual imagery.

2PE Analyze and explain the factors that influence artworks.

3PE Compare and contrast the styles in artworks by artists of different cultures and historical trends.

4PE Explain how individual artists impact cultural developments.

5PE Investigate the influence of technology on visual art and its effects on their own works.

6PE Identify, examine and understand the aesthetic, stylistic and functional considerations of designing objects, environments and communications.

Student Learning Objectives / Student Indicators

1PE Students will analyze interdisciplinary connections that influence social and cultural contexts of visual imagery.

2PE Students will analyze and explain the factors that influence artworks.

3PE Students will compare and contrast the styles in artworks by artists of different cultures and historical trends.

4PE Students will analyze and discuss how individual artists impact cultural developments and inspire student work.

5PE Students will investigate the influence of a broad range of technologies on visual art and its effects on their own works.

6PE Students will identify, examine and understand the aesthetic, stylistic and functional considerations of designing objects, environments (*Christo/Goldsworthy/Oldenburger/museum spaces/Skoglund, intallations*) and communications (*website design/powerpoints*).

VISUAL ARTS STANDARDS
GRADES 9-12
ACCELERATED PR (Producing/Performing)
Advanced Studio Drawing/2D, 3D
AP Studio Drawing, 2D, 3D
Tech. Problems 2D, 3D Ceramics, 3D Craft

CONTENT STANDARDS

1PR Demonstrate increased technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.

2PR Make informed choices in the selection of materials and techniques that relate to solving a visual problem.

3PR Solve visual art problems that demonstrate skill, imagination and observation.

4PR Prepare artworks for display that demonstrate high levels of craftsmanship.

5PR Explore and expand on personal art applications through the use of available digital tools, innovative technologies and media arts.

6PR Expand visual literacy as a means to create images that advance individual expression and communication.

Student Learning Objectives / Student Indicators

1PR Students will demonstrate increased technical skill and craftsmanship with various art media when creating 2D AND 3D artworks from observation, memory and imagination.

2PR Students will make informed choices in the selection of materials and techniques that relate to solving a visual problem.

3PR Students will solve visual art problems that demonstrate skill, imagination and observation.

4PR Students will prepare artworks for display that demonstrate high levels of craftsmanship. /

5PR Students will explore and expand on personal art application/archives through the use of available digital tools, innovative technologies and media arts.

6PR Students will expand visual literacy as a means to create 2D and 3D artworks that advance individual expression and communication.

VISUAL ARTS STANDARDS
GRADES 9-12
ACCELERATED RE (Responding)
Advanced Studio Drawing/2D, 3D
AP Studio Drawing, 2D, 3D
Tech. Problems 2D, 3D Ceramics, 3D Craft

CONTENT STATEMENTS

1RE Apply art criticism methods and inquiry skills as viewer, critic and consumer of visual images produced by new media and media arts.

2RE Apply assessment practices to select, organize and present personal artworks that document their understanding of visual art and literacy concepts.

3RE Apply inquiry and analytic processes when viewing, judging and consuming visual content and images produced by new media and media arts.

4RE Analyze and explain the relationship between the content and ideas in artworks and the use of media and compositional elements.

5RE Defend personal philosophies of art based on a connection to aesthetic theories and visual culture.

6RE Engage in discourse and express a point of view about issues related to the public display of works of art.

7RE Form and demonstrate personal strategies for lifelong involvement and advocacy in the arts.

Student Learning Objectives / Student Indicators

1RE Students will apply methods of art criticism and inquiry skills when viewing, judging and purchasing works of art.

2RE Students will apply assessment practices to select, organize and present personal artworks that document their understanding of visual art and literacy concepts.

3RE Students will apply inquiry and analytic processes when viewing, judging and purchasing works of art.

4RE Students will analyze and explain the relationship between the content and ideas in artworks and the use of media and compositional elements.

5RE Students will be able to defend personal philosophies of art based on a connection to aesthetic theories and visual culture.

6RE Students will be able to engage in discourse and express a point of view about issues related to the public display of works of art.

7RE Students will be able to form and demonstrate personal strategies for lifelong involvement and advocacy in the arts.