**STUDENT LEARNING GOALS for ART**

**The Student Will:**
- Develop artistic and cultural awareness, imagination, perception and skill.
- Maintain a sketchbook and portfolios (standard and/or digital).
- Foster creativity, self expression, confidence, and discipline.
- Utilize a strong work ethic and proper safety procedures.
- Improve craftsmanship and problem solving abilities.
- Prepare for advanced levels of art.

The Art I curriculum will introduce students to studio experiences, art history & cultural connections, art vocabulary, aesthetics and the process of art criticism. It is a foundations course and is mandatory to advance to other art courses.

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**ART I**

**Essentials of the Curriculum**

**Art SOL Connections**

<table>
<thead>
<tr>
<th>Visual Communication and Production</th>
<th>Cultural Context and Art History</th>
<th>Judgment and Criticism</th>
<th>Aesthetics</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Maintain a sketchbook/visual journal (1.1)</td>
<td>[ ] Identify technological developments in art (1.4)</td>
<td>[ ] Employ critical evaluation skills, orally and in writing (1.19):</td>
<td>[ ] Discuss how aesthetics are:</td>
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<tr>
<td>[ ] Maintain a portfolio (1.2)</td>
<td>[ ] Describe and discuss art related careers (1.11)</td>
<td><em>used expanded art vocabulary when evaluating and interpreting art</em></td>
<td>*reflected in everyday life (1.26)</td>
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<tr>
<td>[ ] Understand and use Elements and Principles of Design (1.3)</td>
<td>[ ] Identify, discuss, and describe connections between art from different cultures and periods in history (1.12, 1.14)</td>
<td>*reference elements and principles of design (1.20)</td>
<td>*different from judgments (1.27)</td>
</tr>
<tr>
<td>[ ] Create Effective Compositions</td>
<td>[ ] Use technology as an artistic tool (1.5)</td>
<td>*differentiate between personal preference and informed judgment (1.22)</td>
<td>*reflections of intentions and choices of an artist (1.31)</td>
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<tr>
<td>[ ] Use technology as an artistic tool (1.5)</td>
<td>[ ] Demonstrate an understanding of drawing, painting, printmaking sculpture (1.6):</td>
<td>*include concept, composition, technical skills, realization of perceived intentions (1.24)</td>
<td>*reflected in a variety of stances, including formalism, expressionism, contextualism, and impressionism (1.32)</td>
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<tr>
<td>[ ] Use appropriate vocabulary to discuss works of art (1.13)</td>
<td>*basic color theory (1.5)</td>
<td>[ ] Describe, respond, analyze, interpret, judge, and evaluate original works of art (1.21):</td>
<td>[ ] Support personal aesthetic judgments in writing (1.28)</td>
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<td>[ ] Discuss works of art in terms of (1.15, 1.17):</td>
<td>*gesture and contour drawing</td>
<td>[ ] Participate in student and teacher led critiques (1.25):</td>
<td>[ ] Discuss current issues and interests in the art world (1.29)</td>
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<tr>
<td>*meaning</td>
<td>*observational drawing &amp; still life</td>
<td>*describe and discuss art principles of design (1.27)</td>
<td>[ ] Study and describe ideas about the aesthetic properties found in art (1.30)</td>
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<tr>
<td>*subject matter</td>
<td>*positive/negative space</td>
<td>[ ] Classify art works as representational, abstract, nonobjective, illustrative, and conceptual (1.25)</td>
<td>[ ] Formulate and defend definitions of &quot;art&quot; and &quot;aesthetics&quot; (1.33)</td>
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<tr>
<td>*media and formal choices</td>
<td>*shading and illusions of 3-dimensions</td>
<td>[ ] Utilize a variety of research tools and resources</td>
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<tr>
<td>*cultural connections</td>
<td>*linear and atmospheric perspective</td>
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<td>*function/purpose</td>
<td>*proportions of the human body</td>
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<td>*perceived meaning</td>
<td>*portraits</td>
<td></td>
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<tr>
<td>*symbolism (1.18)</td>
<td>*methods of enlargement</td>
<td></td>
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<td>[ ] Describe mass media influences on (1.16):</td>
<td>*personal expression (1.8)</td>
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<td>*preference</td>
<td>*craftsmanship (1.8)</td>
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<tr>
<td>*perception</td>
<td>*originality (1.8)</td>
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<tr>
<td>*communication</td>
<td>[ ] Use ethical procedures and adhere to copyright laws (1.9)</td>
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<tr>
<td>[ ] Use a variety of research tools and resources</td>
<td>[ ] Use variety of subject matter and symbols to express ideas (1.7)</td>
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<td>[ ] Prepare and display works of art (1.10)</td>
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</table>

**Art Across the Curriculum:** The following are examples of how art will connect knowledge within and across the disciplines.

- **Foreign Language**— Global artists, cultural awareness, vocabulary/pronunciation.
- **Language Arts**— Written/oral communication, sketchbook/journal, research, literature, verbal critiques.
- **Math**— Use of measuring tools, proportion/ratio, geometric shapes/forms, tessellations, architectural forms.
- **Performing Arts**— Music, drama, dance, film.
- **Science**— Color theory, anatomy (people, plants, animals), chemistry.
- **Social Studies**— Correlation between art and history, political art.

**Ethical Procedures**

Augusta County Public School art students are expected to perform honestly through the production of their own work and adhere to the ACPS Code of Conduct. All artwork should be original. Use images from the internet with caution. Ideally, work from life or use personal photographs. Carefully read the use requirements on any web site. Pictures from the Internet should be fully cited. Permission from the website owner/administrator to use a picture may be necessary. Copying images is plagiarism and instructors will determine if it is beyond duplication.

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*Note: These essentials are aligned with, but not limited to, the Virginia Visual Arts Standards of Learning.*
COLOR WHEEL

**Color Relationships:**
- **Monochromatic**—values of one color (a hue plus its tints and shades)
- **Complementary**—opposite colors on the color wheel
- **Analogous**—any 3 colors next to each other on the color wheel
- **Triadic**—any 3 colors equal distance from each other on the color wheel

**ART CRITICISM:**
The Process of discussing and evaluating visual art.
- **Description**—What do you see? List everything. Be objective, give only the facts. Include size, media, title & artist's name.
- **Analysis**—How is the work organized? Explain how the artist used the Principles of Design to organize the Elements of Art.
- **Interpretation**—What is the message? Give your thoughts on what the artist is trying to say. What makes you think this way?
- **Judgment**—Is the work successful? Use personal preference and aesthetic reasoning to make this determination.

**Aesthetics**—A branch of philosophy concerned with the nature and value of art.
- **Aesthetic theories:** How will you judge the success of a work of art?
  - **Imitationalism**—Focus on realistic presentation.
  - **Formalism**—Focus on formal qualities; Elements and Principles of Design.
  - **Expressionism**—Focus on emotional responses, feelings, or moods.
  - **Contextualism**—Focus on the content in which the artwork was created, or in which it is displayed.

**average human figure**

**Perspective:**
Creating the illusion of depth on a 2-D surface.

**Basic Perspective Techniques:**
- **Overlap**—objects in foreground cover part of objects in middle & background
- **Placement**—objects in distance are closer to the horizon line
- **Size**—objects in front are larger than those farther away
- **Spacing**—objects appear closer together in the distance

**Shading**—on the side away from the light gives form to shapes

**Design Elements**
- line
- shape
- form
- space
- value
- color
- texture

**Design Principles**
- rythym
- movement
- contrast
- balance
- proportion
- variety
- emphasis
- unity

**Composition:**
Using the Principles of Design to effectively arrange the Elements in a work of art.
Mentally plan how to use your space.
- Sketch your plan to establish placement and proportion.
- Emphasize a particular part of the picture to establish a focal point.
- Create movement by planning a path that leads the viewer's eye throughout the composition.
- Use the entire space: draw large, fill the paper, let objects extend off the picture plane.
- Let the negative space become interesting shapes.