# Essentials of the Curriculum

## Art SOL Connections

### Visual Communication and Production
- Identify and use analogous, complementary, monochromatic color.
- Create the illusion of movement in two-dimensional and three-dimensional works of art.
- Use line variations, including directionality, weight, and implied line, to create contrasting qualities in a composition.
- Communicate information and ideas through illustration.
- Create the illusion of depth in 2D works of art, using a variety of the following devices: overlapping, atmospheric perspective, diminishing size and detail, and object placement in the picture plane.
- Create contour line drawings that demonstrate detail; and object placement in the picture plane.
- Create the illusion of depth on a 2D surface. They will explore art history and cultural connections, art careers, art vocabulary, aesthetics, and the process of art criticism.

### Cultural Context and Art History
- Compare various art careers and the methods of preparing for them.
- Identify styles and themes in contemporary and historical works of art.
- Compare and contrast the characteristics of public art, including monuments.
- Examine the uses and impact of persuasive techniques in print and electronic media.

### Judgment and Criticism
- Explore and identify subjects, themes, and symbols as they relate to meaning in works of art.
- Understand the use of personal information, artist intent, cultural influences, and historical context for interpretation of works of art.
- Identify and apply criteria for judging works of art.
- Examine and evaluate ethical and legal considerations in the use of appropriated images and information.
- Analyze, interpret, and judge works of art.
- Compare and contrast personal experiences with the life experiences depicted in works of art from other cultures.
- Identify the processes artists use to create works of art, using analysis of rough sketches, drafts, and series.

### Aesthetics
- Analyze and describe how factors of time and place influence visual characteristics that give meaning and value to a work of art.
- Generate questions about the nature of art and possible answers to the questions.
- Describe ways that social and cultural beliefs can influence responses to works of art.
- Describe personal responses to the visual qualities of a work of art.
- Investigate the purposes of art.

### Art Across the Curriculum
- The following are examples of how art will connect knowledge within and across the disciplines.
  - **Language Arts**— Written/oral communication, research, literature, verbal critiques.
  - **Math**— Use of measuring tools, proportion/ratio, geometric shapes/forms, tessellations, architectural forms, linear perspective.
  - **Performing Arts**— Music, drama, dance, film.
  - **Science**— Color theory, anatomy (people, plants, animals), chemistry.
  - **Social Studies/History**— Correlation between art and history; visual culture.

### 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.