



**STUDENT LEARNING GOALS for ART**

- The student will:
- Develop artistic and cultural awareness, imagination, perception and skill.
  - Foster creativity, self expression, confidence, and discipline.
  - Improve craftsmanship and problem solving abilities.
  - Maintain a sketchbook and a portfolio.
  - Utilize a strong work ethic and proper safety procedures.
  - 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.

**Learning Skills in a 21st Century Art Class**

Art students will utilize the following skills while incorporating the technological changes of the 21st Century:

- Analyze
- Apply standard grammar
- Classify
- Collaborate
- Communicate effectively
- Compare & contrast
- Construct logical sequences
- Create hypotheses
- Critique
- Describe
- Detect fallacies
- Distinguish between fact & opinion
- Draw conclusions
- Follow directions
- Formulate questions
- Increase vocabulary
- Interpret
- Listen
- Make conjectures
- Make presentations
- Manage time
- Observe
- Organize
- Outline
- Paraphrase
- Predict outcomes
- Proofread
- Read critically
- Recognize cause & effect
- Recognize main ideas & details
- Report
- Revise
- Self Assess
- Sequence
- Solve problems
- Speak publicly
- Summarize
- Take notes
- Take tests
- Think inventively
- Use resources
- Use technology
- Work productively
- Write

**Visual Communication and Production**

- ❑ Maintain a sketchbook/ visual journal (1.1)
- ❑ Maintain a portfolio (1.2)
- ❑ Understand and use Elements and Principles of Design (1.3)
- ❑ Create effective compositions
- ❑ Use technology as an artistic tool (1.5)
- ❑ Demonstrate an understanding of drawing, painting, printmaking, sculpture (1.6):
  - basic color theory (1.3)
  - gesture and contour drawing
  - observational drawing
  - still life
  - positive/negative space
  - shading and illusion of three dimensions
  - linear and atmospheric perspective
  - proportions of the human body
  - portrait
  - methods of enlargement
  - personal expression (1.8)
  - craftsmanship (1.8)
  - originality (1.8)
- ❑ Use ethical procedures and adhere to copyright laws (1.9)
- ❑ Use a variety of subject matter and symbols to express ideas (1.7)
- ❑ Prepare and display works of art (1.10)

**Cultural Context and Art History**

- ❑ Identify technological developments in art (1.4)
- ❑ Describe and discuss art related careers. (1.11)
- ❑ Identify, discuss, and describe connections between art from different cultures and periods in history (1.12,1.14):
  - Prehistoric
  - Egyptian
  - Greek
  - Roman
  - Middle Ages
  - Renaissance
  - Impressionism
  - Post-Impressionism
  - Abstract-Expressionism
  - Pop Art
- ❑ Use appropriate vocabulary to discuss works of art (1.13)
- ❑ Discuss works of art in terms of (1.15,1.17):
  - meaning
  - subject matter
  - media and formal choices
  - cultural connections
  - function/purpose
  - perceived meaning
  - symbolism (1.18)
- ❑ Describe mass media influence on (1.16):
  - preference
  - perception
  - communication
- ❑ Utilize a variety of research tools and resources

**Judgment and Criticism**

- ❑ Employ critical evaluation skills, orally and in writing (1.19):
  - use expanded art vocabulary when evaluating and interpreting art
  - reference elements and principles of design (1.20)
  - differentiate between personal preference and informed judgment (1.22)
  - include concept, composition, technical skills, realization of perceived intentions (1.24)
- ❑ Describe, respond, analyze, interpret, judge, and evaluate original works of art (1.21)
- ❑ Participate in student and teacher led critiques (1.23)
- ❑ Classify art works as representational, abstract, nonobjective, illustrative, and conceptual (1.25)
- ❑ Recognize cultural influences and origins in art work; include in critique

**Aesthetics**

- ❑ Discuss how aesthetics are:
  - reflected in everyday life (1.26)
  - different from judgments (1.27)
  - reflections of intentions and choices of an artist (1.31)
  - reflected in a variety of stances, including formalism, expressionism, contextualism, and imitationalism (1.32)
- ❑ Support personal aesthetic judgments in writing (1.28)
- ❑ Discuss current issues and interests in the art world (1.29)
- ❑ Study and describe ideas about the aesthetic properties found in art (1.30)
- ❑ Formulate and defend definitions of "art" and "aesthetics" (1.33)

**Ethical Procedures (1.9)**

Henrico County Public School art students are expected to perform honestly through the production of their own work and adhere to the HCPS 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.

**Art Across the Curriculum:** The following assignments/activities 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
- **Math** - Use of measuring tools, proportion/ratio, geometric shapes/forms, tessellations, architectural forms
- **Performing Arts** - Music, drama, dance, film, culinary arts
- **Science** - Color theory, anatomy (people, plants, animals), chemical reactions/toxicity
- **Social Studies** - Correlation between art and history, editorial cartoons/political art, visual record of history

**Visual Art Resources**

**Art Museums**

- VMFA, Richmond
- National Gallery of Art
- Smithsonian Museums
- Chrysler Museum, Norfolk

**Other Places & Events**

- Arts in the Park
- First Fridays Art Walk
- Valentine Museum
- Virtual Field Trips
- Guest Artists

**Galleries**

- ArtWorks / Plant Zero
- Anderson Gallery (VCU)
- Crossroads Art Center
- Marsh Gallery (UR)
- 1708 & other galleries on Broad St.
- Reynolds & other galleries on Main St.
- Visual Arts Center of Richmond

## COLOR WHEEL

Key: 1 - Primary 2 - Secondary 3 - Tertiary or Intermediate

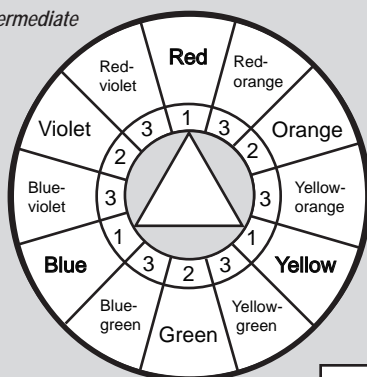
### Color Relationships:

**Monochromatic** – values of one color (a hue plus its tints & shades)

**Analogous** – any 3 colors next to each other on the color wheel

**Complementary** – opposite colors on the color wheel

**Triadic** – any 3 colors equal distance from each other on the color wheel



## DESIGN

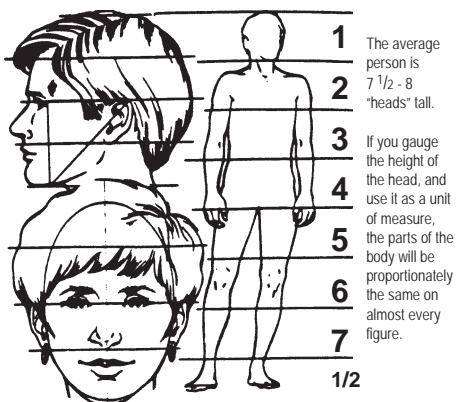
### Elements

line  
shape  
form  
space  
value  
color  
texture

### Principles

rhythm  
movement  
contrast  
balance  
proportion  
variety  
emphasis  
unity

## Average Human Figure & Head PROPORTIONS

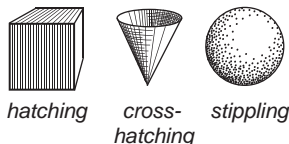


### Shapes: 2-D



### Forms: 3-D

Shaded with pen & ink techniques:



## 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**.
- **Balance** shapes and forms as well as colors and values in your picture.
- Use enough **variety** of shapes, colors and textures to be interesting, but not enough to be confusing.
- Create **unity** by relating similar elements.

KEY: Elements and Principles

## 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 \*(see diagram above)

### Aerial or Atmospheric Perspective (sfumato):

**Color** appears brighter up close, grayed or duller in the distance

**Value** – value changes create depth

**Focus** – objects are clear in the foreground, less detailed & hazy in the background

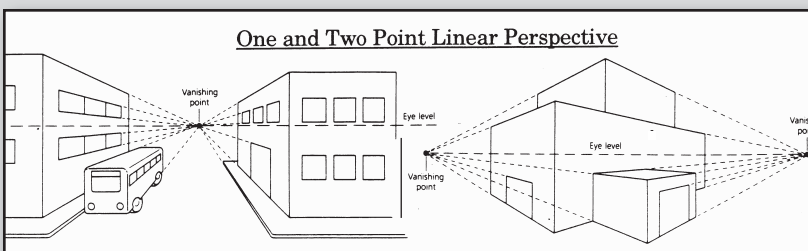
### Linear Perspective:

**Orthogonal lines** – receding parallel lines appear to converge at vanishing points

\*(see diagram below for difference between 1 & 2 pt. linear perspective)

**Directional lines** – lines used for shading and texture follow the form of the object

\*(see cube and cone in diagram above center)



## 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.