

## 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 III curriculum emphasizes the continued development of artistic abilities. Students will move from intermediate to advanced levels of study in all areas, including knowledge of art history, proficiency in technical skill, creative problem solving abilities, and development of personal style.

### 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
- Summarize
- Take notes
- Take tests
- Think inventively
- Use resources
- Use technology
- Work productively
- Write

### Visual Communication and Production

- Maintain a sketchbook/visual journal (3.1)
- Maintain a portfolio (3.2):
  - develop an area of concentration
  - prepare for Art IV/V
- Integrate consistent knowledge of the Elements and Principals of Design (3.3)
- Integrate technology with traditional art media (3.4)
- Develop a sequential body of work (3.5)
- Demonstrate a comprehensive and sophisticated understanding of:
  - skill, self-confidence and craftsmanship (3.6)
  - art styles, movements and cultures (3.7)
  - initiative, originality, fluency, task commitment, and use of new ideas (3.8)
  - integrity and work ethic
  - composition
  - color theory
  - realistic, abstract, and non-objective art
  - observational drawing
  - illusion of depth
  - figure studies
  - personal expression
  - visual problem solving
- Use ethical procedures and adhere to copyright law (3.9)
- Select, prepare and display works of art; critique exhibits (3.10)

### Cultural Context and Art History

- Fully research a specific art-related career (3.11)
- Research and analyze personally influential artist, art styles and cultures (3.12)
- Compare, analyze, and discuss relationships and influences between styles and cultures (3.13, 3.15, 3.17)
- Identify works of art within styles, regions, or periods (3.14):
  - Prehistoric
  - Egyptian
  - Greek/Roman
  - Byzantine
  - Middle Ages
  - Romanesque
  - Gothic
  - Renaissance
  - Mannerism
  - Baroque
  - Rococo
  - Neo-Classicism
  - Romanticism
  - Realism
  - Impressionism
  - Post Impressionism
  - Fauvism
  - Expressionism
  - Cubism
  - Surrealism
  - Abstract Expressionism
  - Pop Art
  - Op Art
  - Photo-Realism
  - Contemporary
- Describe relationships between form/function and culture/style (3.16)

### Judgment and Criticism

- Use expanded art vocabulary in art criticism, both verbal and written (3.18)
- Critique a work of art work using a formalist, imitationalist, expressionist, or contextual point of view (3.19)
- Compare and defend multiple points of view (3.20)
- Develop criteria for a class critique (3.21)
- Analyze attributes of art that evoke a response (3.22)

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A  
I  
J

Description  
Analysis  
Interpretation  
Judgment

### Aesthetics

- Analyze the change of cultural sensibilities due to cultural influences (3.23)
- Research, compare, and contrast ideals of multiple artists (3.24)
- In writing, identify, analyze, and apply criteria for making visual judgments (3.25)
- Debate perceived intentions related to art making (3.26)
- Study, describe, analyze and interpret aesthetic qualities of art (3.27)
- Defend multiple points of view (3.28)
- Describe how art affects groups, individuals and cultures (3.29)

### Ethical Procedures (3.9)

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

## ART CAREERS

**Advertising**  
Media advertising  
Product Packaging

**Animation**  
Cartoons  
Movies  
Commercials  
Game Design

**Architecture**  
Commercial Architect  
Residential Architect  
Landscape Architect

**Art Education**  
Art Teacher  
Art Supervisor  
Art Therapist  
Art Museum Administrator  
Art Gallery Manager  
Museum Educator

**Craft Arts**  
Ceramics  
Fiber  
Glass  
Metal and Jewelry  
Textile/Surface Design  
Woodwork

**Environmental Design**  
Interior Design  
Space Planner  
Set Designer  
Amusement Part Design

Furniture Design  
Lighting Design  
**Fashion Design**  
Fashion Design  
Pattern Maker  
Costume Design  
Footwear Design  
Fashion Accessory Design  
Fashion Illustrator

**Film**  
Director  
Film Editor  
Screenwriter  
Cameraperson  
Music Video Producer  
Film Producer  
TV Commercial Producer  
Director of Photography

**Fine Art**  
Painter  
Sculptor  
Multimedia Artist  
Muralist  
Printmaker

**Graphic Design**  
Graphic Design  
Package Design  
Editorial Design  
Multi-media Design  
Game Design

**Illustration**  
Editorial Illustrator  
Children Book Illustrator  
Greeting Card Illustrator  
Special effects illustrator  
Police or courtroom Illustrator

**Photography**  
Editorial Photography  
Portrait Photography  
Photojournalism

**Transportation Design**  
Vehicle Design  
Watercraft Design  
Model Maker  
Toy or Game Design

# ART III

## References:

**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**

**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.

### Guidelines for an Effective Portfolio:

The following tips will help to make a portfolio professional and appealing.

- Present only work which is clean, neat, and highly professional.
- Include a variety of work that shows figure drawing, perspective, color theory, and design. Include imaginative as well as realistic renderings.
- Include photographs of 3-D work that exemplify design abilities which will not fit into a portfolio case (ie. sculpture, weavings, apparel, furniture)
- Avoid "cute" ideas unless they relate directly to your intended area of art (for example, greeting card design).
- Choose matting that will not detract from the art work.
- Covering with acetate is suggested for protection of the work.
- Take slides of all work for your files.
- Be prepared to discuss the works presented in your portfolio. Use a broad art vocabulary and knowledgeable references to art historical influences to enhance your interview.
- Adhere to all deadlines and be aware of specific requirements and additional paperwork required for college admission. Colleges and Universities have different requirements (see below for an example.)
- Maintain an up-to-date portfolio for future employment.

### PORTFOLIO GUIDELINES

### Example of Portfolio Requirements:

V.C.U. School of the Arts has 2 portfolio options: *See the VCU website for details and information for submission of slides or digital portfolios.*

**Option One: *A Body of Work*...** 12-16 images of art that you have created within the past two years that show your promise in visual Art and Design. Present your strongest work and demonstrate your potential to develop a diverse set of skills and ideas should you be accepted into the Art Foundation Program. VCU prefers to see a range of 2D and 3D media, but if your work is concentrated in a single medium your portfolio can be weighted in that area. Drawing from observation is recommended, while copying anime, cartoons, graffiti or tattoos is discouraged.

**Option Two: *Drawing and Design Exercises*** (Abridged list - See VCU website for complete requirements.)

- Make a free-hand perspective drawing of a corner of a room within your dwelling. Include at least three pieces of furniture. Draw this view as carefully as possible.
- Draw a geometric volume that is being vigorously affected by an internal force. This is an exercise that requires your interpretation. You should determine what the internal force is and how it is visually affecting the geometric volume.
- Draw a device of your own invention that solves a problem that you have encountered.
- Using a digital or analog camera provide a photographic illustration for "page 87" of your autobiography. Print the image on an 8.5"x11" sheet of paper. If you do not have access to camera equipment you may create a drawing for this exercise.
- Arrange a still life composition consisting of at least three objects touching one another. Consider the objects you choose carefully. Before making your drawing, physically alter one or more of these objects. Using a pencil, draw your creation as accurately as possible.
- Using any medium, depict an unconventional interior space that you would like to inhabit. You may use conventional drawing, photography, digital programs, collage or other media. Carefully and thoughtfully present your proposed space.