

HIGH SCHOOL VISUAL ARTS STUDIO ART 1 – PROFICIENT

ACADEMIC STANDARDS



CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by Governing Board on June 27, 2017



STANDARDS FOR VISUAL ARTS HIGH SCHOOL STUDIO ART 1 – PROFICIENT

The Studio Art 1 art course is a foundational class offered to all beginning art students as they explore instruction in a variety of art media. Students learn a range of concepts including perspective, composition, drawing skills, and color theory, as well as the elements of art and the principles of design, which provide the framework for the course. The course also addresses the disciplines of art history and aesthetics. Students enter the class at a variety of levels and with differing art experiences and abilities. However, this does not keep any student from reaching their goals in art. Mediums include pencil, charcoal, pastels, painting, printmaking and collage.

CREATING (Investigate – Plan – Make)

Conceiving and developing new artistic ideas and work

VA.Cr1.1.HS1 Use multiple approaches (for example: thumbnail sketches/sketchbooks, journals, exploring artwork from the past) to begin creative endeavors.

VA.Cr1.2.HS1 Shape an artistic investigation (for example: brainstorm ideas, identify and select key concepts, research for assigned project) of an aspect of present-day life using a contemporary practice of art or design (for example: drawing, painting, printmaking, collage).

CREATING (Investigate)

Conceiving and developing new artistic ideas and work

VA.Cr2.1.HS1 Engage in making a work of art or design without having a preconceived plan (for example: experiment with materials [for example: graphite pencils, clay, acrylic paint] to generate ideas for future work; use elements and principles of modern art; address social issues in contemporary art).

VA.Cr2.2.HS1 Demonstrate safe and skillful handling of materials, tools, and equipment (for example: e-xacto knives, potter's wheels); explain how traditional and non-traditional materials may impact human health and the environment (for example: paint solvents, specific glazes, fixatives).

VA.Cr2.3.HS1 Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place (for example: determine specific needs and modify the design of an everyday object to meet these needs [for example: modify a chair to assist someone who is disabled]).

CREATING (Reflect – Refine – Continue)

Conceiving and developing new artistic ideas and work

VA.Cr3.1.HS1 Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and designs in progress (for example: class and peer critiques, written reflections on work).

PRESENTING (Select – Analyze – Share)
Interpreting and sharing artistic work

VA.Pr1.1.HS1 Analyze, select, and curate artifacts and/or artworks for presentation and preservation (for example: exhibits and portfolios based on specific criteria, spaces on school campus, digital presentation, public spaces).

VA.Pr2.1.HS1 Analyze and evaluate the reasons (for example: showcasing student artwork, recording the past, provoking thought, learning about other cultures) and ways an exhibition is presented (for example: presentation formats: labeling and displaying, visiting a museum or online exhibition).

VA.Pr3.1.HS1 Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings (for example: field trips to studios and museums followed by written reflections and discussions).

RESPONDING (Perceive – Analyze – Interpret)
Understanding and evaluating how the arts convey meaning

VA.Re1.1.HS1 Hypothesize ways in which art influences perception and understanding of human experiences (for example: expose students to multicultural art through guest speakers, artifacts, and online resources).

VA.Re1.2.HS1 Analyze how one's understanding of the world is affected by experiencing visual imagery (for example: icons, logos, advertisements; show visually charged images to generate student responses and then analyze the responses).

VA.Re2.1.HS1 Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts (for example: demonstrate how to "read" [for example: describing the subject matter, composition, the medium used, historical context] a work of art).

VA.Re3.1.HS1 Establish relevant criteria in order to evaluate a work of art or collection of works.

CONNECTING (Synthesize – Relate)
Relating artistic ideas and work with personal meaning and external context.

VA.Cn1.1.HS1 Document the process of developing ideas from early stages to fully elaborated ideas (for example: use sketchbooks to reflect on and refine ideas).

VA.Cn2.1.HS1 Describe how knowledge of culture, traditions, and history may influence personal responses to art (for example: compare initial response to an artwork at the beginning of the course and periodically throughout the course to identify changes in perception after study of the context, multicultural guest speakers, interview local artists, participate in cultural events).

