

# HIGH SCHOOL VISUAL ARTS STUDIO ART 3-4 ACCOMPLISHED-ADVANCED ACADEMIC STANDARDS



**CATALINA FOOTHILLS SCHOOL DISTRICT**

Approved by Governing Board on June 27, 2017



## STANDARDS FOR VISUAL ARTS

### HIGH SCHOOL STUDIO ART 3-4: ACCOMPLISHED-ADVANCED

Studio Art 3 draws on the student's prior knowledge, expanding and improving artistic understandings and skills by using creative processes and exploring new media such as textiles and fiber arts. Students make higher order aesthetic choices, tapping more consciously into developing individual creativity and continuing to develop the ability to articulate about visual imagery and concepts. This course addresses the work and ideas of contemporary global artists. Students use critical thinking to evaluate their own work and the work of others. There is a focus on creating portfolio quality artwork, developing an artist statement, and participating in exhibitions.

Studio Art 4 is designed for the proficient, self-directed, and highly motivated artist. It draws on the student's prior knowledge and challenges them to direct their artistic growth by providing a variety of choices in subject matter, interpretation of concepts, and media. Students use informed and critical decision-making in the evaluation of their art while maintaining and practicing the attitude and self-discipline of a working artist. Upon successful completion, the student should be able to demonstrate quality, concentration, and a breadth of experience in a body of works and collaterals suitable for their portfolio.

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#### **CREATING (Investigate – Plan – Make)**

##### **Conceiving and developing new artistic ideas and work**

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VA.Cr1.1.HS3 Visualize and hypothesize to generate plans for ideas and directions (for example: research divergent solutions to a design challenge using traditional [for example: exemplars, books, magazines] and new media [for example: online museums, blogs, art forums] for creating art and design that can affect social change (for example: homelessness, gender roles, marriage equality, bullying).

VA.Cr1.2.HS3 Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept (for example: use an everyday object to launch an investigation into a specific theme).

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#### **CREATING (Investigate)**

##### **Conceiving and developing new artistic ideas and work**

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VA.Cr2.1.HS3 Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

VA.Cr2.2.HS3 Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work (for example: describe how it can be acceptable, under specific circumstances, to incorporate source material in original art).

VA.Cr2.3.HS3 Demonstrate in works of art or design how visual and material culture (for example: logos, graffiti, fashion design) defines, shapes, enhances, inhibits, and/or empowers people's lives.



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**CREATING (Reflect – Refine – Continue)**  
**Conceiving and developing new artistic ideas and work**

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VA.Cr3.1.HS3 Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria (for example: criteria that are meaningful and appropriate based on the assigned project) as well as personal artistic vision.

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

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VA.Pr1.1.HS3 Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event (for example: summarize the process of curating an exhibition and plan and create a student art show).

VA.Pr2.1.HS3 Investigate, compare, and contrast methods for preserving and protecting art.

VA.Pr3.1.HS3 Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences (for example: socially relevant themes [for example: homelessness, gender roles, marriage equality, bullying] and create an exhibit based on artifacts).

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

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VA.Re1.1.HS3 Analyze how responses to art develop over time based on knowledge of and experience with art and life (for example: students compare and contrast art and artifacts [for example: trends in clothing and textiles] from different cultures and how they have changed over time).

VA.Re1.2.HS3 Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture (for example: compare and contrast different artists from the same movement [for example: Renaissance, Pop art, Cubism]).

VA.Re2.1.HS3 Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis (for example: students analyze a work of art based on specific criteria [for example: subject matter, form and structure, media, context, and emotional impact]).

VA.Re3.1.HS3 Construct evaluations of a work of art or collection of works based on differing sets of criteria (for example: write or present a response to a work of art based on specific research).

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

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VA.Cn1.1.HS3 Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design (for example: devise and create a community art project that reinforces positive values; create a mural in a community garden or park).

VA.Cn2.1.HS3 Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society (for example: students research an art movement throughout history to determine its effect on society).