

HIGH SCHOOL VISUAL ARTS CERAMICS & SCULPTURE 2 ACCOMPLISHED

ACADEMIC STANDARDS



CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by Governing Board on June 27, 2017



STANDARDS FOR VISUAL ARTS

HIGH SCHOOL CERAMICS & SCULPTURE 2 - ACCOMPLISHED

Ceramics and Sculpture 2 will provide students with an in-depth study of ceramics and sculpture including a more advanced study of wheel throwing techniques hand-building methods. Students will continue the advanced study of the elements and principles of design and critique. The course uses both historical and contemporary models as a catalyst for projects and discussions. Class projects will continue to foster individual skills and expression with a focus on creativity, expression of ideas, and problem-solving techniques explored through sculptural media. Students will practice the attitude and self-discipline of a working artist.

CREATING (Investigate – Plan – Make)

Conceiving and developing new artistic ideas and work

VA.Cr1.1.HS2 Individually or collaboratively formulate new creative problems (for example: develop sketches to generate solutions) based on student's existing artwork (for example: frame challenge, research relevant artists, brainstorm solutions, verbally and visually).

VA.Cr1.2.HS2 Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design (for example: research others' ideas and solutions to specific problems, innovate and apply alternative solutions [for example: critical thinking, problem solving]).

CREATING (Investigate)

Conceiving and developing new artistic ideas and work

VA.Cr2.1.HS2 Through experimentation, practice, and persistence (for example: students take calculated risks and persevere in exploring ideas when encountering moments of failure or constructive criticism) demonstrate acquisition of skills and knowledge in a chosen art form.

VA.Cr2.2.HS2 Demonstrate awareness of ethical implications of making and distributing creative work (for example: understand the implications of plagiarism, copyright infringements, and protection of intellectual property).

VA.Cr2.3.HS2 Redesign an object, system, place, or design in response to contemporary issues (for example: determine specific needs and modify or adapt the design of an object or place to meet these needs [for example: place-shelter for homeless]).

CREATING (Reflect – Refine – Continue)

Conceiving and developing new artistic ideas and work

VA.Cr3.1.HS2 Engage in constructive critique with peers (written or oral), then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision (for example: students reflect on the quality of the work and use the reflection and/or feedback to revise ideas or products).

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

VA.Pr1.1.HS2 Analyze, select, and critique personal artwork for a collection or portfolio presentation (for example: compare and contrast the role of artists' websites, social media, and online galleries).

VA.Pr2.1.HS2 Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place (for example: students compare and contrast two or more viewing experiences such as visiting an artist's studio and a museum exhibition).

VA.Pr3.1.HS2 Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

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

VA.Re1.1.HS2 Explain how a person's aesthetic choices (for example: students' perception of beauty) are influenced by culture and environment and impact the visual image that one conveys to others (for example: students process their experiences through class discussion and reflection).

VA.Re1.2.HS2 Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences (for example: summarize the methods and effects of images and advertising upon our society).

VA.Re2.1.HS2 Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works (for example: students identify contextual clues [for example: describing the subject matter, composition, the medium used, historical context] about the meaning of an artwork).

VA.Re3.1.HS2 Determine the relevance of criteria used by others to evaluate a work of art or collection of works (for example: students evaluate an artwork based on a variety of different viewpoints and compare their results).

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

VA.Cn1.1.HS2 Utilize inquiry methods of observation, research, and experimentation (for example: asking questions, making discoveries, and analyzing data) to explore unfamiliar subjects through art-making (for example: document an art event using a variety of media [for example: photographs, video, sketches] and write a narrative to accompany it).

VA.Cn2.1.HS2 Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts (for example: students compare and contrast their responses to art before and after studying societal, cultural, and historical contexts [for example: researching visual artists and replicating their style on a contemporary object]).

