

Georgia Performance Standards Fine Arts

Grades 9 – 12 Visual Arts Introduction

Building on the educational outcomes of Visual Arts in elementary and middle school education, high school art prepares students for personal development in the arts, the construction of a body of work that may be instrumental in admission to higher education and professional development. The Georgia Performance Standards for Visual Arts builds opportunities for students to grow in affective, academic, and social ways through the explorations of visual media in their own art making. Following a comprehensive introduction to the Visual Arts, students demonstrate rigorous inquiry into specific disciplinary fields of study. The standards guide development of the students' technical skills and higher-order thinking. This sequenced, developmentally appropriate set of standards for high school has been designed to develop aesthetic understanding, creative thinking, artistic skills and knowledge, historical and cultural context, critical analysis, and connections to other disciplines.

Georgia Performance Standards

Fine Arts

9-12 HIGH SCHOOL

VISUAL ARTS

Standards for Visual Arts I provide a comprehensive introduction to the Visual Arts at the High School level. These standards should be met as a prerequisite for subsequent Visual Arts course work.

MEANING and CREATIVE THINKING

The student engages in the creative process, finds and solves problems, and pursues open-ended inquiry through the production of artworks. The student develops aesthetic understanding through the examination of his/her own art and the artwork of others (National Standards 1 & 2).

Description: The student develops creativity, critical-thinking, and problem solving skills. The student engages in aesthetic dialogue, making effort toward constructing meaning as he or she encounters and produces works of art based on painting approaches.

VAHSVAMC.1 Engages in the creative process, imagines new ideas by using mental and visual imagery, conceptualizes these ideas by using artistic language and contextual understandings in assessing learning, and develops a personal artistic voice that gives unique form to these concepts.

- a. Identifies artistic styles of a range of contemporary and past artists.
- b. Recognizes personal motivations and interests.
- c. Identifies a personal viewpoint.
- d. Selects self-assessment standards.
- e. Identifies themes and interests to which they are drawn.
- f. Identifies preferred materials and working methods

VAHSVAMC.2 Finds and solves problems through open-ended inquiry, the consideration of multiple options, weighing consequences, and assessing results.

- a. Uses sketchbook journal to research and experiment with artistic conventions to communicate ideas.
- b. Generates more than one solution to a single artistic problem and assesses merits of each.
- c. Analyzes, in both written and oral form, the implications of artistic decisions.
- d. Solves artistic problems through discussion and interaction with peers.
- e. Supports peers through informal, on-going critique of works in-progress.
- f. Recognizes and develops art making as a risk-taking process that incorporates existing knowledge, brainstorming, planning, and discovery of unexpected connections.

VAHSVAMC.3 Cultivates critical thinking and logical argumentation in aesthetics.

- a. Discusses aesthetic issues, such as what is beauty? What affects my personal aesthetic?
- b. Writes, reflects, and revises throughout the course a personal answer to the question, what is art?
- c. Identifies the ideas and values reflected in the art of past and present cultures.
- d. Explores ideas and values reflected in the way the student's current culture(s) define and use art.
- e. Researches and analyzes the work of an artist and writes about how the artist's style contributes to the meaning of the work.

Georgia Performance Standards

Fine Arts

VAHSVAMC.4 Analyzes the origins of one's own ideas in relation to community, culture, and the world.

- a. Compares and contrasts the works of a wide range of contemporary and past artists.
- b. Identifies values and practices in his or her community culture and world that inform art.
- c. Reflects on how his or her personal experience in community, culture, and the world inform his or her work.
- d. Identifies the values and contributions of diverse peers, cultures, and communities.

CONTEXTUAL UNDERSTANDING

The student understands art in relation to history and culture (National Standard 4).

Description: The student recognizes the impact of art on history and different cultures and how history and culture have influenced art. The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture.

VAHSVACU.1 Articulates ideas and universal themes from diverse cultures of the past and present.

- a. Identifies how the issues of time, place, and culture are reflected in selected art works.
- b. Discusses how understanding the original context of an artwork affects a viewer's connection with and interpretation of the artwork.
- c. Recognizes art, art styles and artists and writes and talks about them from a wide range of perspectives, including cultural context, formalist, expressionist, conceptual, functional, and technical.
- d. Discusses the importance of art in daily life (personal significance, social commentary, self-expression, spiritual expression, planning, recording history, for beauty's sake, and marketing / advertising).
- e. Supports, with examples from history, the assertion that humanity has an innate need to create or make their world a more beautiful place.
- f. Compares and contrasts works from theories of art: Formalism (Structuralism), Imitationalism (Realism), Emotionalism (Expressionism), and Functionalism (Utilitarian).
- g. Discusses the role of art in at least two historical cultures; compares and contrasts to art today.
- h. Discusses the role of art and artifacts as a visual record of humankind's history and a vehicle for gaining understanding of another culture.

VAHSVACU.2 Demonstrates an understanding of how art history impacts the creative process of art making.

- a. Develops a repertoire of contemporary and historical art exemplars.
- b. Creates art work that explores ideas, issues, and events from current and past cultures.

Georgia Performance Standards

Fine Arts

PRODUCTION

The student creates artwork by applying media, techniques, and processes to formulate and express his/her ideas and conceptual understanding (National Standard 1).

Description: The student applies media, techniques, and processes with sufficient skill, confidence, and sensitivity to carry out personal intentions in artworks. Through experience in a range of artistic processes, use of a variety of materials, and development of a repertoire of techniques, the student understands the relationship of process, material, and technique to communication of ideas.

VAHSVAPR.1 Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning.

- a. Uses a viewfinder to develop compositions.
- b. Uses principles of design to organize elements to communicate meaning and unified compositions concepts, such as activating negative space, visual weight, paths of movement, non-centered focal point, dominance and subordination of design elements, and variety within repetition.
- c. Uses thumbnail sketches and visual/verbal notes to plan compositions.
- d. Discusses and applies concepts, such as activating negative space, visual weight, paths of movement, non-centered focal point, and variety within repetition.

VAHSVAPR.2 Understands and applies media, techniques, and processes in drawing.

- a. Creates contour drawings from observation.
- b. Uses value to model geometric forms with rendering, hatching/cross-hatching.
- c. Combines contour and value in drawing from direct observation.
- d. Uses one- and two-point perspective to draw cubes, rectangles, and related objects from observation and analyzes use of one and two-point perspective in famous artwork (landscape, interiors, and still-life).
- e. Uses gesture drawing to portray animate / inanimate subjects and to show mass and movement, quick sketches, and expressive mark-making.
- f. Uses mark-making in a conscious way in drawing.

VAHSVAPR.3 Understands and applies media, techniques, and processes in color / painting.

- a. Applies color theory (hue, value, intensity) and color schemes (monochromatic, analogous, complementary, split-complementary, and triadic) to express emotion and create unity.
- b. Reviews primary, secondary, and tertiary hues.
- c. Uses color relationships such as monochromatic, warm/cool, complementary, analogous, and split-complementary to achieve visual unity and/or intent of work.
- d. Demonstrates understanding of the dark/light value quality of specific colors.
- e. Demonstrates understanding of the intensity of color.
- f. Lightens and darkens color with tints/shades.
- g. Understands and applies warm/cool versions of the same hue.
- h. Understands and applies impact of juxtaposing various colors.
- i. Uses mark-making in a conscious way in painting.
- j. Analyzes how color communicates meaning in personal and famous artwork.

Georgia Performance Standards

Fine Arts

VAHSVAPR.4 Understands and applies media, techniques, and processes in three-dimensional art.

- a. Translates 2-D sketches into 3-D form.
- b. Communicates meaning in 3-D media.
- c. Compares and contrasts sculpture-in-the-round, high relief, bas relief, and additive and subtractive processes.
- d. Understands and practices safe handling of art media and tools.

VAHSVAPR.5 Creates artwork reflecting a range of concepts, ideas, and subject matter.

- a. Keeps a visual/verbal journal.
- b. Brainstorms multiple solutions before beginning artwork.
- c. Creates sketches/artwork from formalist, emotionalist, and realist approaches.
- d. Uses symbolic representation in work.
- e. Works to find individual voice (creativity within guidelines); understands that creativity is problem-solving within given parameters.
- f. Explores digital media as a tool for art production.
- g. Uses concepts / ideas from other disciplines as inspiration for artwork.
- h. Demonstrates proper care and safe use of tools and materials.

VAHSVAPR.6 Keeps a visual/verbal sketchbook journal, consistently throughout the course, to collect, develop, and preserve ideas in order to produce works of art around themes of personal meaning.

- a. Creates sketches/artwork from formalist, emotionalist, and realist approaches.
- b. Writes reflections on work, idea generation, and skills progress.
- c. Analyzes and critiques works of art – personal, peers, and professional.
- d. Makes visual/verbal connections.
- e. Practices direct observation and reactions in words, images, and symbols.
- f. Records artistic research.
- g. Collects, develops, and preserves personal ideas and thoughts.
- h. Records inspirational images, words, thoughts, and ideas.
- i. Maintains notes and class information.
- j. Plans artwork.
- k. Practices technique.
- l. Experiments with media, technique, and color - uses as a process journal.
- m. Identifies emerging personal, artistic voice.

VAHSVAPR.7 Develops a portfolio of artwork for the course.

- a. Self-evaluates progress and completes work using criteria such as composition, craftsmanship, technical skill, meeting goals of work, and progress over time.

VAHSVAPR.8 Plans and presents appropriate exhibition of own artwork.

- a. Observes the preparation of art for the purpose of displaying own work.
- b. Prepares own artwork to be exhibited in the classroom and school community.

Georgia Performance Standards

Fine Arts

ASSESSMENT and REFLECTION

The student critiques works of art, reflecting upon and assessing the characteristics and merits of his or her work and the artwork of others (National Standard 5).

Description: The student describes and assesses materials, techniques, and processes used to complete a finished artwork. He or she demonstrates the ability to reflect upon and interpret personal work and the work of others, expressing personal viewpoint, and constructive criticism.

VAHSVAAR.1 Makes written and oral critiques of own works of art.

- a. Reflects on the artistic process (through journal-keeping, reflective writing, and discussion).
- b. Reviews portfolio to identify growth over the course of the class, mastery of skills and techniques, strongest works and what makes them strong, areas needing improvement, and effective communication of thoughts and ideas.
- c. Self-evaluates in progress and complete work using criteria such as composition, craftsmanship, technical skill, meeting goals of work, and progress over time.
- d. Sets high standards for craftsmanship and skill mastery in own artwork.
- e. Revises artwork based on input from the critique process.

VAHSVAAR.2 Critiques artwork of others individually and in group settings.

- a. Provides respectful and constructive criticism to peers in formal class critiques.
- b. Develops skills to provide informal feedback to peers on work in process as part of a community of learners.
- c. Uses established criteria to analyze specific strengths and weaknesses of art works based on the ways technique and composition are used to convey meaning.
- d. Analyzes how formal qualities (elements/principles) are used to communicate meaning.
- e. Discusses the connection between intent and viewer's interpretation—active participation by viewer to bring personal experience to the interpretation.
- f. Discusses content in artwork and how it is communicated; “reads” artwork and shares interpretations and personal responses to representational, abstract and non-objective artwork.
- g. Verbalizes personal reactions to artwork; develops descriptive vocabulary including adjectives, analogies, and metaphors.

VAHSVAAR.3 Develops multiple strategies for responding to and reflecting on artworks.

- a. Employs specific art vocabulary, accurately and routinely, to critique art in discussion and writing.
- b. Evaluates artwork using diverse criteria.
- c. Interprets and evaluates artworks through thoughtful discussion and speculation about the mood, theme, processes, and intentions of those who created the works, such as using “Visual Thinking Skills” or Feldman’s Art Criticism process.
- d. Uses a variety of approaches, in his or her visual journal, to explore and find personal connections to artworks.

Georgia Performance Standards

Fine Arts

CONNECTIONS

Students make connections to other disciplines and the world around them through the visual arts (National Standard 6).

Description: The student makes connections from the world of art to other areas of learning and personal endeavor. He or she derives inspiration from varied areas of knowledge and life experiences. Through the study and production of art, the student develops visual and verbal literacy and life and work skills including appropriate use and development of technology.

VAHSVAC.1 Applies information from other disciplines to enhance the understanding and production of artworks.

- a. Uses inspiration from other disciplines to influence idea development in art.
- b. Understands how knowledge of art enriches and enhances learning in other core disciplines.
- c. Makes interdisciplinary connections, applying art skills, knowledge, and habits of mind to improve understanding in other disciplines.
- d. Develops the ability to integrate visual and verbal skills to communicate.
- e. Identifies visual choices as a part of life.
- f. Describes and discusses the importance of aesthetic experiences in daily life.

VAHSVAC.2 Develops 21st century life and work skills and habits of mind for success through the study and production of art.

- a. Manages goals and time.
- b. Directs own learning.
- c. Guides and leads others.
- d. Works in diverse teams.
- e. Adapts to change.
- f. Uses current technology as a tool.

VAHSVAC.3 Utilizes a variety of resources to see how artistic learning extends beyond the walls of the classroom.

- a. Discusses how study in art benefits one's future as an avocation (making, collecting, volunteering); in art-related careers; and in non-art careers and life skills (application of higher order thinking skills valued by business such as tolerance for ambiguity, judgment in the absence of explicit rules, finding structure in apparent disorder, etc.).
- b. Accesses resources such as museums, Internet, visiting artists, galleries, community arts organizations, and visual culture to research art in the world around them.
- c. Identifies various art related careers and post-secondary options.
- d. Draws inspiration for artwork from the world and resources outside the traditional classroom.