

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.

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9 – 12 HIGH SCHOOL

SCULPTURE

MEANING and CREATIVE THINKING

The student engages in the creative process, finds and solves problems, and pursues open-ended inquiry through the production of three-dimensional artworks. The student develops aesthetic understanding through the examination of his/her 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 sculpture approaches.

VAHSSCMC.1 Engages in the creative process, imagines new ideas by using mental and visual imagery, and conceptualizes these ideas by using artistic language and contextual understandings and processes.

- a. Develops a personal artistic voice that gives unique form to these concepts.
- b. Identifies artistic voice in a range of contemporary and past artists.
- c. Reflects on emerging personal artistic preferences.
- d. Recognizes personal motivations and interests.
- e. Expresses personal viewpoint in written and visual form.
- f. Selects self-assessment standards.
- g. Identifies themes and interests.
- h. Explores preferred materials and working methods.

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

- a. Uses a sketchbook journal to research, explore, and invent artistic conventions to connect and express visual ideas.
- b. Generates multiple solutions to a single artistic problem and assesses merits of each.
- c. Analyzes, in both written and oral form, the implications of artistic decisions by the artist and personal reactions to sculpture.
- d. Solves artistic problems through discussion and interaction with peers.
- e. Supports peers through informal, on-going critique of idea development and work in-progress.
- f. Recognizes art making as a risk-taking process that incorporates existing knowledge, brainstorming, planning, discovery of unexpected connections and recognition of serendipity, and develops personal skills in these areas.

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

- a. Interprets historical perceptions of artistic value as demonstrated through sculpture.
- b. Identifies the ideas and values that inform how past and present cultures define and use art.
- c. Explores ideas and values reflected in the way the student's current culture(s) define and use art.
- d. Reflects upon personal answers to aesthetic questions, such as: What is art? What are the roles of sculpture in today's world?
- e. Formulates and supports a position regarding the aesthetic value of a specific artwork and changes or defends that position after considering the views of others and/or additional research.

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

- a. Compares and contrasts the influences on the bodies of 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 his or her own art making.
- c. Reflects on how personal experience in community, culture, and world informs an artist's work.
- d. Identifies the values and contributions of diverse peers, cultures and communities.

CONTEXTUAL UNDERSTANDING

The student understands the sculpture 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 form and function of sculpture The student plans for and participates in a variety of activities that promote personal engagement in the study of art history and culture.

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

- a. Traces major periods of art through sculpture and identifies how artists of each period were influenced by society.
- b. Identifies universal themes that appear in sculpture throughout time and discusses how those themes connect to the human condition.
- c. Identifies how the issues of time, place, and culture are reflected in selected art works.
- d. Analyzes the relationship of decorative and functional qualities in sculptures from diverse cultures.
- e. Discusses and experiences the way in which knowledge of the original context of sculpture affects one's appreciation and personal connection with the work.
- f. Expresses in written oral form sculptures role as a visual record keeper (primary source) of cultural, political, scientific, and religious history.

VAHSSCCU.1 Demonstrates an understanding of how art history impacts the creative process of art making.

- a. Recognizes, compares, and contrasts sculptures, artists, and sculptural styles from varied cultures and eras.
- b. Demonstrates an understanding of art history and investigates how it shapes contemporary life.
- c. Creates art work that explores ideas, issues, and events from current and past cultures.
- d. Relates own sculptures to works by master artists.

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Production

The student creates artworks by applying media, techniques, and processes to formulate and express his or her ideas and conceptual understandings (National Standard 1).

Description: Experiencing the role of the artist, the student applies media, techniques, and processes with sufficient skill, confidence, and sensitivity to carry out personal intentions in sculpture. Through experience in a range of three-dimensional 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. Techniques should include, but are not limited to, additive, subtractive, modeling, relief, and in-the-round using a variety of media.

VAHSSCPR.1 Incorporates elements and principles of design to solve specific three-dimensional art problems, to create unified compositions, and to communicate meaning, culminating in a finished work of art.

- a. Uses thumbnail sketches, viewfinder drawings and visual/verbal notes to develop concept, composition, and plans for sculpture.
- b. Develops a maquette, making aesthetic choices in material, composition, and surface in preparation for a final sculpture.
- c. Discusses and applies principles of design to organize elements to communicate meaning and unify composition, includes concepts, such as interaction of positive and negative space, actual and implied weight, paths of movement, non-centered focal point, dominance and subordination of design elements, variety within repetition, closed and open form, and impact of mass on meaning.
- d. Plans sculpture for specific sites and demonstrates an understanding of interaction between the environment and the work.
- e. Applies compositional principles to create successful representational and non-objective art work.

VAHSSCPR.2 Engages in an array of sculpture processes, techniques, and aesthetic stances.

- a. Uses contour, gesture, and value in drawing for various purposes: to portray animate/inanimate subjects, show mass and movement, create spontaneous sketches, record ideas, and plan sculptures.
- b. Creates sculpture to serve a specific function, such as expressive, utilitarian, and social.
- c. Applies aesthetic approaches, such as formalism, emotionalism, and realism, to the creation of sculpture from direct observation.
- d. Creates sculpture from various traditional and contemporary media (e.g., clay, metal, stone, plaster, glass, fiber, video)
- e. Uses and demonstrates knowledge of traditional and contemporary methods for building sculpture such as additive, subtractive, modeling, casting, and assemblage.
- f. Incorporates a variety of techniques in surface quality and texture derived from a variety of sources (e.g., drawing techniques, nature, tool marks, inclusions).
- g. Selects sculpture media, techniques and surfaces to evoke specific effect, mood, or concept.

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- h. Reinterprets perspective approaches from two-dimensional media to three-dimensional relief sculpture (e.g., aerial, one-point, two-point, relative scale, overlapping) to create a variety of spatial effects from flat and shallow to deep space.
- i. Uses visual sighting approaches and knowledge of proportion, scale, volume, weight, and physics to observe and accurately record a sculptural subject.
- j. Manipulates a variety of observation tools to adjust or distort proportion, scale, volume, weight, and physics (e.g., vertical or horizontal elongation or foreshortening; change in size-relationship; rearrangement of parts to the whole) in the development of an abstract approach to sculpture.

VAHSSCPR.3 Develops complex artwork using a variety of media and technology.

- a. Experiments with a variety of three-dimensional media exploring traditional and contemporary artists' views.
- b. Develops beginning level mastery of traditional media including, but not limited to clay, fibers, glass, metals and plaster.
- c. Explores traditional and mixed-media through contemporary artistic perspectives (e.g., digital media, video/performance, installation, and environmental art).
- d. Practices studio safety and correct care in the operation of tools and equipment.
- e. Adds preparatory drawings and digital images of sculpture studies developed in this course to portfolio begun in level one art.

VAHSSCPR.4 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. Self assesses and writes reflections on work, aesthetic ideas, idea generation, and skills progress.
- b. Analyzes and critiques works of art – personal, peers, and professional.
- c. Makes visual /verbal connections.
- d. Practices direct observation and reactions in words, images, and symbols.
- e. Records artistic research.
- f. Collects, develops, and preserves personal ideas and thoughts.
- g. Records inspirational images, words, thoughts, and ideas.
- h. Maintains notes and class information.
- i. Plans artwork.
- j. Practices technique.
- k. Experiments with media and technique - uses as a process journal.
- l. Identifies emerging personal, artistic voice.

VAHSSCPR5 Plans and presents appropriate exhibit of own artwork.

- a. Exhibits artwork with a written supporting statement that communicates purpose and/or intent.
- b. Prepares own artwork to be exhibited in the classroom and school community.

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Assessment and Reflection

The student critiques sculptural works, 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 the materials, techniques, and processes used to complete a finished sculpture. He or she demonstrates the ability to reflect upon and interpret his or her work and the work of others, expressing personal viewpoint, and constructive criticism.

VAHSSCAR1 Produces written and oral critiques of own sculptural artwork.

- a. Reflects on the artistic process (through journal-keeping and dialogic thought).
- b. Self evaluates personal work from multiple positions – high standards of craftsmanship and skill mastery, achievement of intent of the work, communication of meaning, technical aspects, personal response to the artistic problem, and personal best in work process.
- c. Reviews portfolio to identify growth over time, mastery of skills and techniques, strongest works and what makes them strong, areas needing improvement, effective communication of thought and idea, generation of new ideas from existing body of work, evidence of risk-taking, problem-solving, and emergence of artistic voice.

VAHSSCAR.2 Critiques sculptures of others individually and in group settings.

- a. Provides respectful and constructive criticism to peers in formal class critiques.
- b. Provides informal feedback to peers on work in process as part of a community of learners.
- c. Analyzes specific strengths and weaknesses of art works based on the ways technique and composition are used to convey meaning.
- d. Revises artwork based on input from the critique process.

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

- a. Employs specific art vocabulary, accurately and routinely, to critique sculpture in discussion and writing.
- b. Identifies and employs diverse criteria for evaluating artistic merit.
- c. Discusses the connection between sculptor's intent and viewer's interpretation and how active participation by the viewer creates a personal connection with the artwork.
- d. Interprets and evaluates artworks through thoughtful discussion and speculation about the mood, theme, processes, and intentions of those who created the works.
- e. Uses a range of art criticism approaches, such as Visual Thinking Skills and Feldman's Art Criticism process, to understand and make a personal connection to sculptural works of art.
- f. Uses a variety of approaches, in his or her visual journal, to explore and find personal connections to artworks.

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Connections

Students make connections to other disciplines and the world around them through the study of sculpture (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 sculpture, the student develops visual and verbal literacy and life/work skills including appropriate use and development of technology.

VAHSSCC.1 Applies information from other disciplines to enhance the understanding and production of sculptural art forms.

- a. Uses inspiration from other disciplines to influence idea development in sculpture.
- b. Identifies specific knowledge and skills from other disciplines that inform the planning and execution of sculpture (chemistry, physics, and history).
- c. Understands how knowledge of the artifacts of sculpture enriches and enhances the study of history.
- d. Makes interdisciplinary connections, applying art skills, knowledge, and habits of mind to improve understanding in other disciplines.
- e. Develops the ability to integrate visual and verbal skills to communicate clearly and eloquently.

VAHSSCC.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.
- g. Recognizes that sculpture uses a problem-solving process that translates to real-life skills: idea generation, elaborating and refining idea, execution of idea, interim evaluation, refining product until goal is reached, and evaluation of final solution.

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

- a. Accesses resources, such as museums, Internet, visiting artists, galleries, community arts organizations, and visual culture to research art in the world.
- b. Identifies various art related careers and post-secondary options.
- c. Draws inspiration for artwork from the world and resources outside the traditional classroom.