

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

PAINTING

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 or 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 painting approaches.

VAHSPAMC.1 Engages in the creative process and imagines new ideas by using mental and visual imagery, conceptualizing these ideas by using artistic language and contextual understandings and by developing a personal artistic voice that gives unique form to these concepts.

- a. Identifies artistic voice in a range of contemporary and past artists.
- b. Reflects on emerging personal artistic preferences.
- c. Recognizes personal motivations and interests.
- d. Identifies personal viewpoint.
- e. Selects self-assessment standards.
- f. Explores themes and interests.
- g. Identifies preferred materials and working methods.

VAHSPAMC.2 Finds and solves problems through open-ended inquiry, the consideration of multiple options, consequences, and assessments.

- a. Uses 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.
- 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 and develops art making as a risk-taking process that incorporates existing knowledge, brainstorming, planning, discovery of unexpected connections, and recognition of serendipity.

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

- a. Interprets historical perceptions of artistic value.
- 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. 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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VAHSPAMC.4 Analyzes the origins of one's own ideas in relation to community, culture, and 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 art making.
- c. Reflects on how personal experience in community, culture, and world informs an artist's works.
- d. Identifies the values and contributions of diverse peers, cultures, and communities.

CONTEXTUAL UNDERSTANDING

The student understands the paintings 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.

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

- a. Identifies universal themes that appear in paintings throughout time and discusses how those themes connect to the human condition.
- b. Identifies how the issues of time, place, and culture are reflected in selected art works.
- c. Compares the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.
- d. Discusses how understanding the original context of an artwork affects a viewer's connection with and interpretation of the artwork.

VAHSPACU.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. 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.

PRODUCTION

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

Description: The student applies painting media, techniques, and processes with sufficient skill, confidence, and sensitivity to carry out personal intentions in artworks. Through experience in a range of painting 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.

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VAHSPAPR.1 Incorporates elements and principles of design to solve specific visual arts problems and to communicate ideas and emotions, culminating in a finished work of art.

- a. Uses multiple strategies, such as thumbnail sketches, visual/verbal notes and viewfinders, to develop concept and composition for paintings.
- b. Discusses and applies concepts, such as surface quality, activating negative space, visual weight, paths of movement, non-centered focal point, dominance and subordination of design elements, and variety within repetition.
- c. Applies compositional principles to create successful representational and non-objective art work.

VAHSPAPR.2 Applies color theory in painting.

- a. Uses complex color relationships, such as monochromatic, analogous, and split-complementary, to achieve visual unity and/or intent of work.
- b. Demonstrates understanding of the dark/light value quality of specific colors.
- c. Demonstrates understanding of the intensity of color, how to alter it, and how it affects emotion and composition in work.
- d. Demonstrates understanding of how to use lightening and darkening color with tints/shades and use of other colors.
- e. Understands and applies warm/cool versions of the same hue.
- f. Understands arbitrary, optical, and reflected color.
- g. Understands the hue tonality and warm/cool temperature in neutrals.
- h. Understands impact of juxtaposing various colors.

VAHSPAPR.3 Engages in an array of painting processes and techniques.

- a. Differentiates between the innate qualities of transparent and opaque media to solve specific visual problems in painting.
- b. Investigates brushwork including, but not limited to, calligraphic line, gestural brush work, emotive qualities of brush strokes, brush mark direction to build form and movement, and scumbling.
- c. Explores surface quality and mark-making approaches such as incising, dripping, palette knife, stamping, found and invented tools.
- d. Develops movement and form through quick gestural studies (figure, inanimate objects, and non-objective).
- e. Uses color value to create the illusion of 3-D form on a 2-D plane (cast shadow, form shadow, transitional values, and reflected value).
- f. Differentiates and applies high key, low key, and full range of value to create specific effect and mood.
- g. Uses color intensity, value, and temperature to convey advancing and receding space.
- h. Builds a mental library of pigment names and their physical properties, such as hue, warm/cool characteristic, transparency, and viscosity.
- i. Paints direct observation of shape, form, color, light, surface quality.
- j. Understands and practices safe handling of painting media.

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VAHSPAPR.4 Develops complex art work using a variety of media and technology.

- a. Experiments with grounds and other painting surfaces.
- b. Develops beginning level mastery of traditional media including, but not limited to, watercolor, acrylic, and inks.
- c. Explores non-traditional painting media.
- d. Uses mixed media including, but not limited to, traditional, digital and alternative materials.
- e. Adds artwork to portfolio begun in previous art classes.

VAHSPAPR.5 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, 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, technique, and color - uses as a process journal.
- l. Identifies emerging personal, artistic voice.

VAHSPAPR.6 Plans and presents appropriate exhibition 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.

ASSESSMENT and REFLECTION

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

Description: The student describes and assesses the painting 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 view point and constructive criticism.

VAHSPAAR.1 Writes and critiques own works of art.

- a. Reflects on the artistic process (through journal-keeping and dialogic thought).
- b. Self evaluates specific works from multiple positions – 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 thoughts and ideas, generation of new ideas from existing body of work, evidence of risk-taking, problem-solving, and emergence of artistic voice.

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VAHSPAAR.2 Critiques artwork 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.

VAHSPAAR.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. Identifies and employs diverse criteria for evaluating artistic merit.
- c. Interprets and evaluates artworks through thoughtful discussion and speculation about the mood, theme, processes, and intentions of those who created the works.
- d. 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 art works.
- e. Uses a variety of approaches, in his or her visual journal, to explore and find personal connections to artworks.

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.

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

- a. Uses inspiration from other disciplines to influence idea development in art.
- b. Identifies specific knowledge and skills from other disciplines that inform the planning and execution of painting (theory of light and science of color).
- c. Understands how knowledge of art enriches and enhances learning in other core disciplines.
- 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.

VAHSPAC.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.

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- d. Works in diverse teams.
- e. Adapts to change.
- f. Uses current technology as a tool.

VAHSPAC.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 around him or her.
- b. Identifies various art related careers and post-secondary options.
- c. Draws inspiration for artwork from the world and resources outside the traditional classroom.