

Visual Art 9-12

STUDENT COMPETENCIES with Learning Targets

GRADUATION Competency 1:

CREATING: Conceiving and developing new artistic ideas and work.

Performance Indicator A – Generate and Conceptualize artistic ideas and work

Learning Target
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. Knowledge - I can identify a personal viewpoint in themes and interests to which I am drawn.
Reasoning - I can choose materials and working methods that best solve artistic problems.
VAHSVAMC.2 Finds and solves problems through open-ended inquiry, the consideration of multiple options, weighing consequences, and assessing results. Knowledge - I can Identify and generate solutions to artistic problems
Reasoning - I can assess merits of artistic decisions and risk-taking.
VAHSVACU.2 Demonstrates an understanding of how art history impacts the creative process of art making. Knowledge - I can identify contemporary and historical artists and artworks.
Reasoning - I can compare artistic styles, theories and art making over time.
Skill - I can use my understanding of contemporary and historical art exemplars to influence my own work.

Product – I can create artwork that explores ideas and events from current and past cultures.

Performance Indicator B – Organize and develop artistic ideas and work.

Learning Target

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.
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Knowledge - I can use a sketchbook to record research, personal ideas and thoughts.

Reasoning - I can use identify my emerging personal artistic voice as seen in my sketchbook.
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Skill - I can sketch and record ideas and thoughts to begin the process of creating artworks.

Product - I can develop, maintain and preserve my ideas, research and reflections and use a sketchbook as a process journal.
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VAHSVAMC.2 Finds and solves problems through open-ended inquiry, the consideration of multiple options, weighing consequences, and assessing results.

Knowledge – I can solve artistic problems through interaction with peers.

Reasoning – I can analyze my artistic decisions as well as those of my peers.

VAHSVAC.2 Develops 21st century life and work skills and habits of mind for success through the study and production of art.
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Knowledge - I understand the importance of time management.

Reasoning – I can make decisions that direct my own learning.

Skill - I can use current technology as a tool in my artwork.

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Performance Indicator C – Refine and complete artistic work

Learning Target
<p>VSHSVAMC.2 Finds and solves problems through open-ended inquiry, the consideration of multiple options, weighing consequences and assessing results.</p> <p>Knowledge - I can understand the language of art.</p> <p>Reasoning - I can consider multiple options and weigh the outcomes</p> <p>Skill – I can revise my artwork based on my own analysis and observations of my peers.</p>
<p>VAHSVAPR.2 Understands and applies media, techniques, and processes in drawing.</p> <p>VAHSVAPR.3 Understands and applies media, techniques, and processes in color / painting.</p> <p>VAHSVAPR.4 Understands and applies media, techniques, and processes in three-dimensional art.</p> <p>VAHSVAPR.5 Creates artwork reflecting a range of concepts, ideas, and subject matter.</p> <p>I can weigh design options, pick applicable media and apply correct techniques to produce and refine a work of art. (Drawing, Painting, Ceramics, Sculpture, Digital Design, and other art styles) PR1, 2, 3, 4, 5</p> <p>Knowledge – I can identify and describe 2D (color/painting, 3D) media, techniques and processes.</p>
Reasoning – I can choose the best media, techniques and processes for my art.
Skill – I can use materials with a variety of methods and use tools safely to develop my skills.
Product – I can produce successful artwork in the selected 2D (color/painting, 3D) media with application of well-developed techniques.

VAHSVAPR.5 Creates artwork reflecting a range of concepts, ideas, and subject matter.
Knowledge - I can identify concepts, ideas and subject matter for artwork.
Reasoning - I can develop personal voice related to a given concept , idea or subject matter.
Skill - I can use my sketchbook to develop personally relevant ideas for my artwork.
VAHSVAPR.1 Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning.
Knowledge: I can name and define the elements and the principals.
Reasoning- I can synthesize art elements and principles to create meaning in my artwork.
Skill- I can use thumbnail sketches and visual verbal notes to plan unified compositions.
Product- I can create well planned artwork which uses the formal qualities of art to create unified composition and communicate meaning.

9-12 Visual Art Georgia Performance Standard Alignment: CREATING:

VAHSVA.CR.1 Visualize and generate ideas for creating works of art.

VAHSVA.CR.4 Incorporate formal and informal components to create works of art.

VAHSVA.CR.3 Engage in an array of processes, media, techniques, and technology through experimentation, practice, and persistence.

VAHSVA.CR.2 Choose from a range of materials and methods of traditional and contemporary artistic practices to plan and create works of art.

VAHSVACR.6 Keep an ongoing visual and verbal record to explore and develop works of art.

VAHSVACR.5 Reflect on, revise and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.

VAHSVA.CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

VAHSVA.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.

GRADUATION Competency 2:

PRESENTING: Interpreting and sharing artistic work.

Performance Indicator A – Select, analyze and interpret artistic work for presentation.

Learning Target
VAHSVAPR.7 Develops a portfolio of artwork for the course.
<u>Targets</u>
Knowledge- I can name and define the rules of composition, craftsmanship, and technical skill.
Reasoning- I can identify the rules of composition, craftsmanship, and technical skill in my own artwork.
Skill- I can use art criticism to select my best pieces that show composition, craftsmanship, and technical skill.
Product- I can create a portfolio through self-evaluation of my artwork using criteria such as composition, craftsmanship, technical skill, meeting goals of work, and progress over time.

Performance Indicator B – Develop and refine artistic techniques for presentation.

Learning Target

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.
Knowledge- I can name and identify artistic styles of a range of contemporary and historical artists.
Reasoning- I can recognize personal motivations and interests to develop a personal viewpoint.
Skill- I can use various artistic styles, along with personal interests, to create my own artwork.
Product- I can create a body of artistic work that shows progress in both technical skill and development of personal artistic meaning.

Performance Indicator C – Convey meaning through presentation of artistic work.

Learning Target
VAHSVAPR.8 Plans and presents appropriate exhibition of own artwork.
Knowledge- I can identify different ways to display art for public viewing.
Reasoning- I can determine the appropriate venue and audience for displaying specific artwork.
Skill- I can prepare artwork to be displayed in different venues.
Product- I can develop an exhibit for my own artwork.

9-12 Visual Art Georgia Performance Standard Alignment: PRESENTING:

VAHSVA.CR.1 Visualize and generate ideas for creating works of art.

VAHSVA.PR.1 Plan, prepare, and present works of art for exhibition in school, virtual environment, and/or portfolio presentation.

GRADUATION Competency 3:

RESPONDING: Understanding and evaluating how art conveys meaning

Performance Indicator A – Perceive and analyze artistic work.

Learning Target
VAHSVAMC.2: (Reasoning) Finds and solves problems through open-ended inquiry, the consideration of multiple options, weighing consequences, and assessing results.
Knowledge - I can name and define multiple options, consequences, and results.
Reasoning – I can analyze the implications of artistic decisions.
Skill - I can choose the best solution from generated options.

Performance Indicator B – Interpret intent and meaning in artistic work.

Learning Target
VAHSVAAR.2: (Reasoning) Critiques artwork of others individually and in group settings.
Knowledge – I can list and describe the steps of art criticism.
Reasoning – I can apply the steps of art criticism to a work of art.

Performance Indicator C – Apply criteria to evaluate artistic work.

Learning Target
VAHSVAAR.1 (Reasoning) Makes written and oral critiques of own works of art.
Knowledge - I can identify criteria to use in judging my artwork.

Reasoning - I can self-evaluate in progress and complete work using identified criteria such as composition, craftsmanship, technical skill, meeting goals, etc.

9-12 Visual Art Georgia Performance Standard Alignment: RESPONDING:

VAHSVA.CR.1 Visualize and generate ideas for creating works of art.

VAHSVA.CR.5 Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.

VAHSVA.RE.2 Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.

VAHSVA.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy.

GRADUATION Competency 4:

CONNECTING: Relating artistic ideas and work with personal meaning and external context.

Performance Indicator A – Synthesize and relate knowledge and personal experiences to make art.

Learning Target
VAHSVAC.1 Product Standard <i>(Applies information from other disciplines to enhance the understanding and production of artworks.)</i> Knowledge - I can identify connections between art and other disciplines to enhance understanding.
Reasoning - I can apply art skills, knowledge and habits of mind to improve understanding in other subjects.
Skill - I can plan an art work inspired by another discipline.
Product - I can apply information from other disciplines to enhance the understanding and production of artworks.
VAHSVAC.2 Product Standard

<i>(Develops 21st century life and work skills and habits of mind for success through the study and production of art)</i> Knowledge - I can list the 21 st century skills to make successful artwork.
Reasoning - I can analyze my 21 st century skills and how they correlate to success.
Skills - I can model 21 st century skills on a daily basis
Product - I can produce art work by applying 21 st century Skills
VAHSVACU.2 Demonstrates an understanding of how art history impacts the creative process of artmaking. Knowledge - I can identify historical and contemporary art and artists.
Reasoning - I can compare and contrast art made in the past with art methods of today.

Performance Indicator B – Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Learning Target
VAHSVAMC.4 - Analyzes the origins of one's own ideas in relation to community, culture and the world. Knowledge - I can understand that my personal experiences in the community, culture and world impact my art.
Reasoning - I can analyze how my experiences impact my art.
VAHSVACU.1 - Articulates ideas and universal themes from diverse cultures of the past and present. Knowledge - I can explain themes from cultures past and present
VAHSVAC.3 - Utilizes a variety of resources to see how artistic learning extends beyond the walls of the classroom. Knowledge - I can explain how artistic learning is used outside the classroom. I can identify careers in art.
Reasoning - I can analyze a variety of outside resources for inspiration.
Skill - I can use resources to explore and compare art related careers and post secondary options.

9-12 Visual Art Georgia Performance Standard Alignment: CONNECTING:

VAHSVA.CR.5 Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.

VAHSVA.CR.1 Visualize and generate ideas for creating works of art.

VAHSVA.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.

VAHSVA.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.

VAHSVA.CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

VAHSVA.CN.3 Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.