



Richard Woods, Georgia's School Superintendent  
*"Educating Georgia's Future"*

# Visual Art

## Georgia

## Standards of Excellence (GSE)

## Kindergarten – Grade 12

# Table of Contents

ELEMENTARY.....	3
Kindergarten.....	4
First Grade.....	6
Second Grade.....	8
Third Grade.....	10
Fourth Grade.....	13
Fifth Grade.....	16
MIDDLE SCHOOL.....	19
Sixth Grade.....	20
Seventh Grade.....	23
Eighth Grade.....	26
HIGH SCHOOL.....	29
Applied Design.....	30
Art History.....	34
Ceramics.....	36
Digital Design.....	40
Drawing.....	44
Fashion Design.....	48
Fibers.....	52
Graphics.....	56
Jewelry and Metalcrafts.....	60
Painting.....	64
Photography.....	68
Printmaking.....	72
Sculpture.....	76
Video & Filmmaking.....	80
Visual Art Comprehensive.....	83



Richard Woods, Georgia's School Superintendent  
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# Visual Art

## Georgia

### Standards of Excellence (GSE)

#### ELEMENTARY

#### Kindergarten – Grade 5

## Visual Art Georgia Standards of Excellence

### Kindergarten

#### 50.00100

**Course Description:** Introduces creating, presenting, and responding to art, while connecting the world of art to other areas of learning and personal endeavors.

### Creating

**VAK.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.**

- a. Generate individual and group ideas in response to visual images and personal experiences.
- b. Produce visual images using observation, experience, and imagination using a variety of art materials.

**VAK.CR.2 Create works of art based on selected themes.**

- a. Create works of art emphasizing one or more elements of art and/or principles of design.
- b. Use pictures to tell a story.

**VAK.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.**

- a. Attempt to fill the space in an art composition.
- b. Experiment in the printmaking process (e.g. stamping).
- c. Create drawings and paintings with a variety of media.
- d. Experiment with color mixing.
- e. Develop manual dexterity to develop fine motor skills.

**VAK.CR.4 Understand and apply media, techniques, and processes of three-dimensional art.**

- a. Create sculpture using a variety of media and techniques.
- b. Experiment with clay to create forms (e.g. rolling, pinching, modeling).
- c. Create works of art using traditional and/or contemporary craft materials and methods.

**VAK.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.**

## Visual Art Georgia Standards of Excellence

### Presenting

**VAK.PR.1 Participate in appropriate exhibition(s) of works of art to develop identity of self as artist.**

- a. Complete works of art.
- b. Sign a finished work of art.

### Responding

**VAK.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy.**

- a. Use a variety of strategies for art criticism.
- b. Discuss works of art using art vocabulary with an emphasis on the elements of art.
- c. Demonstrate an appreciation for art and art making processes by communicating thoughts and feelings.

### Connecting

**VAK.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.**

- a. Recognize self as an artist.
- b. Recognize the unique contributions of contemporary and/or historical artists and art forms, including Georgia artists.
- c. Discuss art from a variety of eras and world cultures.

**VAK.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.**

- a. Explore universal concepts (e.g. self, family, community, world) inspired by other subject areas.

**VAK.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).**

## Visual Art Georgia Standards of Excellence

### First Grade

#### 50.00200

**Course Description:** Expands on previous course through more in-depth exploration of creating, presenting, and responding to art, while connecting the world of art to other areas of learning and personal endeavors.

### Creating

**VA1.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.**

- a. Generate individual and group ideas in response to visual images and personal experiences.
- b. Generate visual images in response to open ended prompts, themes, and narratives.
- c. Produce multiple prototypes in the planning stages for works of art (e.g. sketches, models).

**VA1.CR.2 Create works of art based on selected themes.**

- a. Create works of art emphasizing one or more elements of art and/or principles of design.
- b. Create works of art that attempt to fill the space in an art composition.

**VA1.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.**

- a. Create drawings and paintings with a variety of media.
- b. Explore printmaking processes (e.g. stamping).
- c. Develop manual dexterity through craft techniques (e.g. collage, stitchery, weaving).
- d. Identify primary colors and mix them to make new colors.
- e. Explore spatial relationships.

**VA1.CR.4 Understand and apply media, techniques, and processes of three-dimensional art.**

- a. Create sculpture using a variety of media and techniques.
- b. Create works of art using clay techniques to create forms (e.g. modeling, rolling, pinching).
- c. Create three-dimensional composition using traditional and/or contemporary craft materials and methods (e.g. paper sculpture, found object assemblage, jewelry).

**VA1.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.**

## Visual Art Georgia Standards of Excellence

### Presenting

**VA1.PR.1 Participate in appropriate exhibition(s) of works of art to develop identity of self as artist.**

- a. Complete works of art.
- b. Sign a finished work of art.

### Responding

**VA1.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy.**

- a. Use a variety of strategies for art criticism.
- b. Explain how selected elements of art are used in works of art to convey meaning.
- c. Demonstrate an appreciation for art and art making processes by communicating thoughts and feelings.

### Connecting

**VA1.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.**

- a. Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists.
- b. Explore the influence of artists and their work in a variety of cultures.
- c. Recognize ways that artists are involved in communities and careers (e.g. architects, painters, photographers, interior designers, educators, museum educators).

**VA1.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.**

- a. Explore universal concepts (e.g. self, family, community, world) inspired by other subject areas.

**VA1.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).**

## Visual Art Georgia Standards of Excellence

### Second Grade

#### 50.00300

**Course Description:** Expands on previous course through more in-depth exploration of creating, presenting, and responding to art, while connecting the world of art to other areas of learning and personal endeavors.

### Creating

**VA2.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.**

- a. Generate individual and group ideas in response to visual images and personal experiences.
- b. Produce visual images in response to open-ended prompts, themes, and narratives.
- c. Produce multiple prototypes in the planning stages for a work of art (e.g. sketches, 3D models).

**VA2.CR.2 Create works of art based on selected themes.**

- a. Create works of art to express individual ideas, thoughts, and feelings from memory, imagination, and observation.
- b. Create works of art emphasizing multiple elements of art and/or principles of design.

**VA2.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.**

- a. Create drawings and paintings with a variety of media.
- b. Experiment with printmaking techniques (e.g. mono-prints, relief prints).
- c. Create art using basic spatial concepts (e.g. overlapping, horizon line, size).
- d. Explore basic color theory (e.g. tertiary colors, values, color scheme).

**VA2.CR.4 Understand and apply media, techniques, and processes of three-dimensional art.**

- a. Create sculpture using a variety of materials and methods (e.g. papier-mâché, paper sculpture, assemblage, found objects).
- b. Create clay objects incorporating multiple clay techniques and methods (e.g. pinch, coil, slab, score, slip, join).
- c. Create three-dimensional composition using traditional and/or contemporary craft methods (e.g. weaving, stitchery, jewelry).

**VA2.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.**



## Visual Art Georgia Standards of Excellence

### Presenting

**VA2.PR.1 Participate in appropriate exhibition(s) of works of art to develop identity of self as artist.**

- a. Sign a finished work of art.
- b. Create a title for a work of art.

### Responding

**VA2.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy.**

- a. Use a variety of strategies for art criticism.
- b. Demonstrate an appreciation for art and art making processes by communicating thoughts and feelings.
- c. Use art terminology with emphasis on selected elements and principles of art.
- d. Use a variety of strategies to discuss and reflect on personal works of art and the work of peers.

### Connecting

**VA2.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.**

- a. Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists.
- b. Explore the influences of artists and their work in a variety of cultures.
- c. Make inferences to identify time and place in works of art.
- d. Recognize ways that artists are involved in communities and careers (e.g. architects, painters, photographers, interior designers, educators, museum educators).

**VA2.CN.2 Integrate information from other disciplines to engage in the understanding and production of works of art.**

- a. Explore universal concepts (e.g. self, family, community, world) inspired by other subject areas.

**VA2.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).**

## Visual Art Georgia Standards of Excellence

### Third Grade

#### 50.00400

**Course Description:** Expands on previous course through more in-depth exploration of creating, presenting, and responding to art, while connecting the world of art to other areas of learning and personal endeavors.

### Creating

#### **VA3.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.**

- a. Utilize multiple approaches to plan works of art incorporating imaginative ideas, universal themes, and symbolic images.
- b. Apply available resources, tools, and technologies to investigate personal ideas through the process of making works of art.
- c. Produce multiple prototypes in the planning stages for a work of art (e.g. sketches, 3D models).

#### **VA3.CR.2 Create works of art based on selected themes.**

- a. Create works of art to express individual ideas, thoughts, and feelings from memory, imagination, and observation.
- b. Create works of art emphasizing multiple elements of art and/or principles of design.

#### **VA3.CR.3 Understand and apply media, techniques, processes, and concepts of two-dimensional art.**

- a. Develop drawings and paintings with a variety of media (e.g. pencil, crayon, pastel, tempera, watercolor).
- b. Incorporate printmaking processes to create works of art (e.g. monoprints, collographs, Styrofoam prints, editions).
- c. Combine materials in creative ways to make works of art (e.g. mixed-media, collage).
- d. Develop and apply an understanding of color schemes to create works of art.
- e. Use spatial concepts to create works of art (e.g. foreground, middle ground, background, size, placement, detail).

#### **VA3.CR.4 Understand and apply media, techniques, processes, and concepts of three-dimensional art.**

- a. Create sculpture using a variety of methods (e.g., papier-mâché, cutting, folding, found objects).

## Visual Art Georgia Standards of Excellence

- b. Create ceramic works of art incorporating multiple clay techniques and methods (e.g. pinch, coil, slab, score, slip, join).
- c. Create works of art using traditional and/or contemporary craft methods (e.g., weaving, stitchery, jewelry, puppetry).

**VA3.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.**

### Presenting

**VA3.PR.1 Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist.**

- a. Prepare works of art for exhibition with signature, title, and/or artist statement on finished work.
- b. Choose works of art to be displayed based on thoughtful reflection.

### Responding

**VA3.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.**

- a. Recognize that responses to art change depending on knowledge of the time, place, and culture in which works of art are created.
- b. Use art terminology with emphasis on the elements of art and/or principles of design.
- c. Use a variety of approaches to engage in verbal and/or written art criticism.
- d. Use a variety of strategies to critique, discuss, and reflect on personal works of art and the work of peers.

### Connecting

**VA3.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.**

- a. Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists.
- b. Compare ideas and universal themes from diverse cultures of the past and present.
- c. Recognize ways that artists are involved in communities and careers (e.g. architects, painters, photographers, interior designers, educators, museum educators).

## **Visual Art Georgia Standards of Excellence**

**VA3.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.**

- a. Apply art skills and knowledge to improve understanding in other disciplines.

**VA3.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).**

## Visual Art Georgia Standards of Excellence

### Fourth Grade

#### 50. 00500

**Course Description:** Expands on previous course through more in-depth exploration of creating, presenting, and responding to art, while connecting the world of art to other areas of learning and personal endeavors.

### Creating

#### **VA4.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.**

- a. Utilize multiple approaches to plan works of art incorporating imaginative ideas, universal themes, and symbolic images.
- b. Apply available resources, tools, and technologies to investigate personal ideas through the process of making works of art.
- c. Produce multiple prototypes in the planning stages for a work of art (e.g. sketches, 3D models).

#### **VA4.CR.2 Create works of art based on selected themes.**

- a. Create original works of art that communicate values, opinions, and/or feelings.
- b. Create works of art emphasizing multiple elements of art and/or principles of design.
- c. Create representational works of art from direct observation (e.g. landscape, still life, portrait).

#### **VA4.CR.3 Understand and apply media, techniques, processes, and concepts of two-dimensional art.**

- a. Apply drawing and painting techniques with a variety of media (e.g. pencil, crayon, pastel, charcoal, tempera, watercolor, acrylic).
- b. Incorporate printmaking processes to create works of art (e.g. monoprints, collographs, Styrofoam prints, editions).
- c. Combine materials in creative ways to make works of art (e.g. mixed-media, collage, available technology).
- d. Apply understanding of multiple color schemes to create works of art (e.g. monochromatic, analogous, neutral, complementary).
- e. Explore multiple spatial concepts to create works of art (e.g. one point perspective, atmospheric perspective, positive and negative space).

## Visual Art Georgia Standards of Excellence

### **VA4.CR.4 Understand and apply media, techniques, processes, and concepts of three-dimensional art.**

- a. Create clay objects, incorporating multiple clay techniques and methods (e.g. pinch, coil, slab, score, slip, join).
- b. Create open or closed form sculptures using selected methods/techniques (e.g. papier-mâché, paper sculpture, assemblage, found object sculpture).
- c. Create works of art using traditional and/or contemporary craft methods (e.g. weaving, stitchery, jewelry, puppetry).

### **VA4.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.**

## **Presenting**

### **VA4.PR.1 Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist.**

- a. Prepare works of art for exhibition with signature, title, and/or artist statement on finished work.
- b. Choose works of art to be displayed based on thoughtful reflection.

## **Responding**

### **VA4.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.**

- a. Interpret and evaluate works of art through thoughtful discussion and speculation about the mood, theme, and intentions of those who created a work of art.
- b. Explain how selected elements and principles of design are used in works of art to convey meaning.
- c. Use a variety of approaches to engage in verbal and/or written art criticism.
- d. Use a variety of strategies to critique, discuss, and reflect on personal works of art and the work of peers.

## **Connecting**

### **VA4.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.**

## Visual Art Georgia Standards of Excellence

- a. Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists.
- b. Compare and contrast ideas and universal themes from diverse cultures of the past and present.
- c. Discuss how social, political, and/or cultural events inspire art.
- d. Investigate ways in which professional artists contribute to the development of their communities (e.g. architects, painters, photographers, interior and fashion designers, educators, museum educators).

### **VA4.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.**

- b. Apply art skills and knowledge to improve understanding in other disciplines.
- c. Describe and discuss various art-related careers and how design impacts daily life (e.g. art historian, art critic, curator, web designer, game designer, fine artist).

### **VA4.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).**

## Visual Art Georgia Standards of Excellence

### Fifth Grade

#### **50.00600**

**Course Description:** Expands on previous course through more in-depth exploration of creating, presenting, and responding to art, while connecting the world of art to other areas of learning and personal endeavors.

### Creating

#### **VA5.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.**

- a. Utilize multiple approaches to plan works of art, incorporating imaginative ideas, universal themes, and symbolic images.
- b. Apply available resources, tools, and technologies to investigate personal ideas through the process of making works of art.
- c. Produce multiple prototypes in the planning stages for a work of art (e.g. sketches, 3D models).

#### **VA5.CR.2 Create works of art based on selected themes.**

- a. Create original works of art that communicate values, opinions, and feelings.
- b. Create works of art emphasizing multiple elements of art and/or principles of design.
- c. Create representational works of art from direct observation (e.g. landscape, still life, portrait).
- d. Create works of art inspired by historical, contemporary, and/or social events.

#### **VA5.CR.3 Understand and apply media, techniques, processes, and concepts of two-dimensional art.**

- a. Refine drawings and paintings with a variety of media (e.g. pencil, crayon, pastel, charcoal, tempera, watercolor, acrylic).
- b. Apply printmaking processes to create works of art (e.g. monoprints, collagraphs, Styrofoam prints, editions, reduction prints).
- c. Utilize a variety of materials in creative ways to make works of art (e.g. mixed-media, collage, or use of available technology).
- d. Refine knowledge of multiple color schemes to create works of art (e.g. monochromatic, analogous, neutral, complementary).
- e. Apply multiple spatial concepts to create works of art (e.g. one point perspective, atmospheric perspective, positive and negative space).



## Visual Art Georgia Standards of Excellence

### **VA5.CR.4 Understand and apply media, techniques, processes, and concepts of three-dimensional works of art.**

- a. Create clay objects, demonstrating refinement of combined hand-building techniques (e.g. pinch method, coil method, slab, surface design).
- b. Create sculpture that demonstrates a design concept using a variety of methods (e.g. papier-mâché, paper sculpture, assemblage, found object sculpture).
- c. Create works of art using traditional and/or contemporary craft methods (e.g. weaving, stitchery, puppetry, batik, jewelry, book arts).

### **VA5.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.**

## **Presenting**

### **VA5.PR.1 Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist.**

- a. Prepare works of art for exhibition with signature, title, and artist statement.
- b. Choose works of art to be displayed based on reflection and designated criteria.

### **VA5.PR.2 Develop and maintain an individual portfolio of works of art.**

## **Responding**

### **VA5.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.**

- a. Interpret and evaluate works of art through thoughtful discussion and speculation about the mood, theme, and intentions of those who create works of art.
- b. Explain how selected elements and principles of design are used in works of art to convey meaning.
- c. Use a variety of approaches to engage in verbal and/or written art criticism.
- d. Use a variety of strategies to critique, discuss, and reflect on personal works of art and the work of peers.

## **Connecting**

### **VA5CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.**

## Visual Art Georgia Standards of Excellence

- a. Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists.
- b. Explore and interpret ideas, themes, and events from diverse cultures of the past and present to inform one's own work.
- c. Discuss how social, political, and/or cultural events inspire art.
- d. Recognize how art can be used to inform or change beliefs, values, or behaviors in an individual or society.
- e. Investigate ways in which professional artists contribute to the development of their communities (e.g., architects, painters, photographers, interior and fashion designers, educators, museum educators).

### **VA5.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.**

- a. Describe and discusses various art-related careers and how design impacts daily life (e.g. art historian, art critic, curator, web designer, game designer, fine artist).

### **VA5.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).**



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# VISUAL ART

## Georgia Standards of Excellence (GSE)

### MIDDLE SCHOOL Grade 6 – Grade 8

## Visual Art Georgia Standards of Excellence

### Sixth Grade

#### **50.01100**

**Course Description:** Expands on previous course through more in-depth exploration of creating, presenting, and responding to art, while connecting the world of art to other areas of learning and personal endeavors.

### **Creating**

#### **VA6.CR.1 Visualize and generate ideas for creating works of art.**

- a. Visualize new ideas by using mental and visual imagery.
- b. Explore essential questions, big ideas, and/or themes in personally relevant ways.
- c. Incorporate a variety of internal and external sources of inspiration into works of art (e.g. internal inspiration – moods, feelings, self-perception, memory, imagination, fantasy; external inspiration – direct observation, personal experience, events, pop culture, artists and artwork from diverse cultures and periods).
- d. Formulate and compose a series of ideas using a variety of resources (e.g. imagination, personal experience, social and academic interests).
- e. Document process (e.g. journal-keeping, sketches, brainstorming lists).

#### **VA6.CR.2 Choose from a range of materials and/or methods of traditional and contemporary artistic practices to plan and create works of art.**

- a. Produce original two-dimensional works of art using a variety of media (e.g. pencil, marker, pastel, paint, printmaking materials, collage materials, media arts).
- b. Produce three-dimensional works of art using a variety of media/materials (e.g. clay, papier-mâché, cardboard, paper, plaster, wood, wire, found objects, fiber).
- c. Use technology in the production of original works of art.
- d. Produce works of art that represent a range of intentions (e.g. realistic, abstract, non-objective).

#### **VA6.CR.3 Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.**

- a. Demonstrate a variety of skills and techniques for two-dimensional and three-dimensional works of art.
- b. Demonstrate quality craftsmanship through proper care and use of tools, materials, and equipment.
- c. Utilize and care for materials, tools, and equipment in a safe and appropriate manner.

## Visual Art Georgia Standards of Excellence

### **VA6.CR.4 Incorporate formal and informal components to create works of art.**

- a. Organize the elements of art using the principles of design to compose original works.
- b. Create works of art reflecting a range of concepts, ideas, and subject matter by incorporating specific elements and/or principles.
- c. Apply color theory to create visual effects and communicate meaning (e.g. color schemes, relationships, properties).

### **VA6.CR.5 Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.**

- a. Discover, define, and solve visual problems through experimentation with ideas, materials, and techniques.
- b. Revise works of art based on input from the critique process and group interaction.
- c. Evaluate personal works of art using a variety of artistic and technical criteria.

### **VA6.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.**

- a. Collect and explore inspirational images, words, thoughts, and ideas.
- b. Maintain instructional information, consult resources, and create notes.
- c. Practice techniques using a variety of media and tools.
- d. Compose preliminary sketches and drafts.

## **Presenting**

### **VA6.PR.1 Plan, prepare, and present completed works of art.**

- a. Participate in art exhibits in the school, local community, and/or online.
- b. Write an artist statement by reflecting on finished works of art.
- c. Develop and maintain a portfolio of works of art.

## **Responding**

### **VA6.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.**

- a. Identify how the issues of time, place, and culture are reflected in selected works of art.
- b. Interpret works of art considering themes, ideas, moods, and/or intentions.
- c. Define where and how we encounter images in our daily lives and how images influence our view of the world.

## Visual Art Georgia Standards of Excellence

### **VA6.RE.2 Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.**

- a. Engage in supportive peer review through formal and informal assessment and idea development.
- b. Use the language of art to identify how meaning is conveyed in works of art.
- c. Describe and analyze the aesthetic qualities of specific works of art.

### **VA6.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy.**

- a. Write responses to works of art through various approaches.

## Connecting

### **VA6.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.**

- a. Identify universal themes in works of art from diverse cultures, both past and present.
- b. Articulate reasons for making art throughout history, including the mutual influence of history, culture, and art.
- c. Identify specific knowledge and skills from other disciplines that inform the planning and execution of works of art.

### **VA6.CN.2 Develop life skills through the study and production of art.**

- a. Investigate and develop art skills and habits of mind that support a variety of careers (e.g. higher order thinking skills, tolerance for ambiguity, judgment in the absence of rule, finding structure in apparent disorder, problem-solving skills, perseverance, creativity).
- b. Articulate how the study of art benefits one's future as a vocation or avocation.

### **VA6.CN.3 Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.**

- a. Recognize the presence and meaning of visual art in the community.
- b. Explore the connection between personal artistic creation and one's relationship to local and global learning communities.
- c. Make interdisciplinary connections, expanding upon and applying art skills and knowledge to enhance other areas of learning.

## Visual Art Georgia Standards of Excellence

### Seventh Grade

#### 50.01200

**Course Description:** Expands on previous course through more in-depth exploration of creating, presenting, and responding to art, while connecting the world of art to other areas of learning and personal endeavors.

### Creating

#### **VA7.CR.1 Visualize and generate ideas for creating works of art.**

- a. Visualize and connect new ideas using mental and visual imagery.
- b. Interpret essential questions, big ideas, and/or themes in personally relevant ways.
- c. Incorporate a variety of internal and external sources of inspiration into works of art (e.g. internal inspiration – moods, feelings, self-perception, memory, imagination, fantasy; external inspiration – direct observation, personal experience, events, pop culture, artists and artwork from diverse cultures and periods).
- d. Formulate and compose a series of connected, personally relevant ideas using a variety of resources (e.g. imagination, personal experience, social and academic interests).
- e. Document process (e.g. journal-keeping, sketches, brainstorming lists).

#### **VA7.CR.2 Choose from a range of materials and/or methods of traditional and contemporary artistic practices to plan and create works of art.**

- a. Produce original two-dimensional works of art using a variety of media (e.g. pencil, marker, pastel, paint, printmaking materials, collage material, media arts).
- b. Produce three-dimensional artworks using a variety of media/materials (e.g. clay, papier-mâché, cardboard, paper, plaster, wood, wire, found objects, fiber).
- c. Use technology in the production of original works of art.
- d. Produce works of art that demonstrate awareness of a range of intentions (e.g. realistic, abstract, non-objective).

#### **VA7.CR.3 Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.**

- a. Demonstrate a variety of skills and techniques for two-dimensional and three-dimensional works of art.
- b. Demonstrate quality craftsmanship through proper care and use of tools, materials, and equipment.
- c. Utilize and care for materials, tools, and equipment in a safe and appropriate manner.

## Visual Art Georgia Standards of Excellence

### **VA7.CR.4 Incorporate formal and informal components to create works of art.**

- a. Organize the elements of art using the principles of design to compose original works.
- b. Create works of art reflecting a range of concepts, ideas, and subject matter by incorporating specific elements and/or principles.
- c. Apply color theory to create visual effects and communicate meaning (e.g. color schemes, relationships, properties).

### **VA7.CR.5 Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.**

- a. Discover, define, and solve visual problems with increasing independence through experimentation with ideas, materials, and techniques.
- b. Revise works of art based on input from the critique process and group interaction.
- c. Evaluate personal works of art using a variety of artistic and technical criteria.

### **VA7.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.**

- a. Collect and explore inspirational images, words, thoughts, and ideas.
- b. Maintain instructional information, consult resources, and create notes.
- c. Practice techniques using a variety of media and tools.
- d. Compose preliminary sketches and drafts.

## Presenting

### **VA7.PR.1 Plan, prepare, and present completed works of art.**

- a. Participate in art exhibits in the school, local community, and/or online.
- b. Write an artist statement by reflecting on finished works of art.
- c. Evaluate and select work to develop an individual portfolio of works of art.

## Responding

### **VA7.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.**

- a. Identify how the issues of time, place, and culture are reflected in selected works of art.
- b. Interpret works of art considering themes, ideas, moods, and/or intentions.
- c. Define where and how we encounter images in our daily lives and how images influence our view of the world.



## Visual Art Georgia Standards of Excellence

### **VA7.RE.2 Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.**

- a. Engage in supportive peer review through formal and informal assessment and idea development.
- b. Use the language of art to identify how meaning is conveyed in works of art.
- c. Describe and analyze the aesthetic qualities of specific works of art.

### **VA7.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy.**

- a. Write responses to works of art through various approaches.

## Connecting

### **VA7.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.**

- a. Identify universal themes in works of art from diverse cultures, both past and present.
- b. Articulate reasons for making art throughout history, including the mutual influence of history, culture, and art.
- c. Identify specific knowledge and skills from other disciplines that inform the planning and execution of works of art.

### **VA7.CN.2 Develop life skills through the study and production of art.**

- a. Identify and build art skills and habits of mind that support a variety of careers (e.g. higher order thinking skills, tolerance for ambiguity, judgment in the absence of rule, finding structure in apparent disorder, problem-solving skills, perseverance, creativity).
- b. Discuss how the study of art benefits one's future as a vocation or avocation.

### **VA7.CN.3 Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.**

- a. Examine the presence and meaning of visual art in the community.
- b. Describe the connection between personal artistic creation and one's relationship to local and global learning communities.
- c. Make interdisciplinary connections, expanding upon and applying art skills and knowledge to enhance other areas of learning.

## Visual Art Georgia Standards of Excellence

### *Eighth Grade*

#### **50. 01300**

**Course Description:** Expands on previous course through more in-depth exploration of creating, presenting, and responding to art, while connecting the world of art to other areas of learning and personal endeavors.

### **Creating**

#### **VA8.CR.1 Visualize and generate ideas for creating works of art.**

- a. Use mental and visual imagery to visualize and connect new ideas to establish personal artistic voice.
- b. Investigate essential questions, big ideas, and/or themes in personally relevant ways.
- c. Incorporate a variety of internal and external sources of inspiration into works of art (e.g. internal inspiration – moods, feelings, self-perception, memory, imagination, fantasy; external inspiration – direct observation, personal experience, events, pop culture, artists and artwork from diverse cultures and periods).
- d. Formulate and compose a series of connected, personally relevant ideas using a variety of resources to develop a point of view (e.g. imagination, personal experience, social and academic interests).
- e. Document process (e.g. journal-keeping, sketches, brainstorming lists).

#### **VA8.CR.2 Choose from a range of materials and/or methods of traditional and contemporary artistic practices to plan and create works of art.**

- a. Produce original two-dimensional artworks using a variety of media (e.g. pencil, markers, pastel, paint, printmaking materials, collage materials, media arts).
- b. Produce three-dimensional artworks using a variety of media/materials (e.g. clay, papier-mâché, cardboard, paper, plaster, wood, wire, found objects, fiber).
- c. Use technology in the production of original works of art.
- d. Produce works of art that demonstrate understanding of a range of intentions (e.g. realistic, abstract, non-objective).

#### **VA8.CR.3 Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.**

- a. Demonstrate a variety of skills and techniques for two-dimensional and three-dimensional works of art.
- b. Demonstrate quality craftsmanship through proper care and use of tools, materials, and equipment.
- c. Utilize and care for materials, tools, and equipment in a safe and appropriate manner.

## Visual Art Georgia Standards of Excellence

### **VA8.CR.4 Incorporate formal and informal components to create works of art.**

- a. Organize the elements of art using the principles of design to compose original works.
- b. Create works of art synthesizing a range of concepts, ideas, and subject matter by incorporating specific elements and/or principles.
- c. Apply color theory to create visual effects and communicate ideas (e.g. color schemes, relationships, properties).

### **VA8.CR.5 Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.**

- a. Discover, define, and solve visual problems independently through experimentation with ideas, materials, and techniques.
- b. Revise works of art based on input from the critique process and group interaction.
- c. Evaluate personal works of art using a variety of artistic and technical criteria.

### **VA8.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.**

- a. Collect and explore inspirational images, words, thoughts, and ideas.
- b. Maintain instructional information, consult resources, and create notes.
- c. Practice techniques using a variety of media and tools.
- d. Compose preliminary sketches and drafts.

## **Presenting**

### **VA8.PR.1 Plan, prepare, and present completed works of art.**

- a. Participate in art exhibits in the school, local community, and/or online.
- b. Write an artist statement by reflecting on finished works of art.
- c. Curate a portfolio of works of art that expresses a developing personal artistic voice and style.

## **Responding**

### **VA8.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.**

- a. Interpret how the issues of time, place, and culture are reflected in selected works of art.
- b. Interpret and critique works of art considering themes, ideas, moods, and/or intentions.
- c. Analyze where and how we encounter images in our daily lives and how images influence our view of the world.

## Visual Art Georgia Standards of Excellence

### **VA8.RE.2 Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.**

- a. Engage in supportive peer review through formal and informal assessment and idea development.
- b. Use the language of art to assess how meaning is conveyed in works of art.
- c. Evaluate and express a position regarding the aesthetic value of specific works of art.

### **VA8.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy.**

- a. Write responses to works of art through various approaches.

## Connecting

### **VA8.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.**

- a. Identify universal themes in works of art from diverse cultures, both past and present.
- b. Articulate reasons for making art throughout history, including the mutual influence of history, culture, and art.
- c. Identify specific knowledge and skills from other disciplines that inform the planning and execution of artworks.

### **VA8.CN.2 Develop life skills through the study and production of art.**

- a. Demonstrate proficiency in art skills and habits of mind that support a variety of careers (e.g. higher order thinking skills, tolerance for ambiguity, judgment in the absence of rule, finding structure in apparent disorder, problem-solving skills, perseverance, and creativity).
- b. Draw personal conclusions about how the study of art benefits one's future as a vocation or avocation.

### **VA8.CN.3: Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.**

- a. Examine and evaluate the presence and meaning of visual art in the community.
- b. Analyze the connection between personal artistic creation and one's relationship to local and global learning communities.
- c. Make interdisciplinary connections, expanding upon and applying art skills and knowledge to enhance other areas of learning.



Richard Woods, Georgia's School Superintendent  
*"Educating Georgia's Future"*

# VISUAL ART

## Georgia Standards of Excellence (GSE)

### HIGH SCHOOL Grade 9 – Grade 12

## Visual Art Georgia Standards of Excellence

### Applied Design

Levels I – IV

#### Course Descriptions:

##### **50.04310**

**Applied Design I** - Emphasizes design elements and principles in the production of applied design art products and/or designs such as architecture, advertisements, graphic designs, environmental designs, and product designs. Stresses proper use of equipment and vocabulary and technical terms. Investigates the computer and its influence on and role in creating contemporary designs. Includes a cultural and historical study of master design works of different periods and styles.

##### **50.04320**

**Applied Design II** - Enhances level-one skills and provides opportunities to apply design elements and principles in the production of applied design art products and/or designs such as architecture, advertisements, graphic designs, environmental designs, and product designs. Uses board- and computer-generated designs for art products. Covers how to create designs and plan design presentations.

##### **50.04330**

**Applied Design III** - Enhances level-two skills and provides further opportunities to apply design elements and principles in the production of applied design art products and/or designs such as architecture, advertisements, graphic designs, environmental designs, and product designs. Uses board- and computer-generated designs for art products. Covers how to create designs and plan design presentations.

##### **50.04340**

**Applied Design IV** - Enhances level-three skills and provides opportunities to apply design elements and principles in the production of applied design art products and/or designs such as architecture, advertisements, graphic designs, environmental designs, and product designs. Uses board- and computer-generated designs for art products. Covers how to create designs and plan their presentations.

### Creating

**VAHSAD.CR.1 Visualize and generate ideas for creating applied design art products and/or designs.**

## Visual Art Georgia Standards of Excellence

- a. Use open-ended inquiry, the consideration of multiple options, weighing consequences, and assessing results.
- b. Investigate and research themes, interests, materials, and methods.
- c. Recognize a range of contemporary and traditional designers' works.
- d. Plan and generate ideas using appropriate industry practices and methodology.

### **VAHSAD.CR.2 Choose from a range of materials and methods of traditional and contemporary artistic practices to plan and create applied design art products and designs.**

- a. Utilize industry standard software and hardware.
- b. Demonstrate proper use and care of equipment and materials.
- c. Demonstrate knowledge of the design process.
- d. Integrate tools, materials, and techniques effectively to create and revise art products, prototypes, and/or models.
- e. Produce applied design art products and/or designs that address/solve functional problems, utilizing aesthetics (e.g. architectural models, product designs, web sites, fashion designs).

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

- a. Use and combine a variety of techniques and processes to create applied design art products and/or designs (e.g. architectural models, product designs, fashion designs, web pages).
- b. Combine a variety of art media.
- c. Utilize media, equipment, processes, and techniques.

### **VAHSAD.CR.4 Incorporate formal and informal components to create applied design art products and/or designs.**

- a. Employ the use of basic drawing and three-dimensional modeling/prototyping design skills to shape investigations of applied design art products and/or designs.
- b. Consider the elements and principles of design when planning applied design art products and/or designs.

### **VAHSAD.CR.5 Reflect on, revise, and refine applied design art products and/or designs considering relevant traditional and contemporary practices.**

- a. Explore and reflect on the ideas and needs of the end user.
- b. Document processes which support applied design art products and/or designs through research, reflection, collaboration, and critique.
- c. Revise, consolidate, and synthesize content as the process unfolds to develop personal style.
- d. Revise work based on client feedback.

## Visual Art Georgia Standards of Excellence

### **VAHSAD.CR.6 Keep an ongoing visual and verbal record to explore and develop applied design art products and/or designs.**

- a. Self-assess and write reflections on work, research, idea generation, skills, and progress.
- b. Reflect and analyze work through self-assessment and critique.
- c. Practice and plan layout/composition, three-dimensional prototypes, storyboards, and investigation of artistic research.
- d. Evaluate choice of media, technique, and process to edit, revise, and modify applied design art products and/or designs.
- e. Maintain notes and class information.

### **Presenting**

### **VAHSAD.PR.1 Plan, prepare, and present applied design art products and/or designs for exhibition in school, virtual environment, and/or portfolio presentation.**

- a. Consider evolving technologies when preparing work for presentation to a variety of outlets.
- b. Create an oral and/or written support statement to explain applied design art products and/or designs (e.g. architectural models, product designs, web pages, fashion designs).

### **Responding**

### **VAHSAD.RE.1 Reflect on the context of personal applied design art products and/or designs in relationship to community, culture and the world.**

- a. Consider the influences of works from a wide range of contemporary and traditional art through discussion and/or written response.
- b. Investigate and discuss how the issues of time, place, and/or culture are reflected in works of art.

### **VAHSAD.RE.2 Critique personal applied design art products and/or designs and the work of others, individually and collaboratively, using a variety of approaches.**

- a. Identify how applied design art products and/or designs are used in society (e.g. consumable items, mass production, inhabited buildings or spaces).
- b. Understand the relationships between traditional and applied arts.
- c. Understand the ethics and responsibility associated with applied design art products and/or designs (e.g. copyright, fair use, trademark).

### **VAHSAD.RE.3 Engage in the process of art criticism to make meaning and increase visual**



## Visual Art Georgia Standards of Excellence

**literacy.**

- a. Formulate written and/or oral response to works of art through various approaches.

### **Connecting**

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

- a. Discuss the intent of applied design art products and/or designs in context to historical events.
- b. Examine universal themes that appear in applied design art products and/or designs throughout various times and cultures.
- c. Analyze the ways in which personal experiences affect one's understanding and appreciation of applied design art products and/or designs.
- d. Investigate the role of applied design art products and/or designs as a visual record keeper.
- e. Identify specific knowledge and skills from other disciplines that inform the planning and execution of applied design art products and/or designs.
- f. Explain how applied design art products and/or designs can influence or impact the user and society.
- g. Explain how users, culture, and audience affect the direction of applied design art products and/or designs.

**VAHSAD.CN.2 Develop life skills through the study and production of applied design art products and/or designs (e.g. collaboration, creativity, critical thinking, communication).**

- a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.
- b. Use creativity and imagination in planning and development of products.
- c. Use critical thinking and problem solving strategies to conceive of and develop ideas.
- d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.

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

- a. Access resources to research art (e.g. museums, internet, visiting artists, galleries, community arts organizations, visual culture).
- b. Identify various art related careers and post-secondary options.

## Visual Art Georgia Standards of Excellence

### Art History

Levels I - II

#### Course Descriptions:

##### **50.09110**

**Art History I** - Introduces art history through works of art from antiquity to the present. Covers style, symbolism, media, subject matter, and the purposes of art and artist. Explores the technological, economic, religious, political, and social influences on development of architecture, painting, sculpture, and other art forms. Emphasizes the relationship of history to art criticism, aesthetics, and art productions.

##### **50.09120**

**Art History II** - Enhances level-one skills and covers ideas, theory, and style in works of art from antiquity to the present. Includes investigation into the social role of the artist, patronage and art audiences, originality, and contextual influences using sources such as books, slides, videos, and reproductions. Offers opportunities to apply art criticism methods (describing, analyzing, interpreting and evaluating) to works of art rather than to secondary sources.

### Creating

**VAHSAH.CR.1** Create works of art that reinforce understanding of the visual and/or contextual aspects of specific art historical eras (e.g. fresco in Renaissance, manuscripts in Medieval).

### Presenting

**VAHSAH.PR.1** Identify and discuss related themes throughout the history of art (e.g. power and authority, sacred spaces, human figure, narrative, nature, spiritual objects) as expressed in different media within each culture and time period (e.g. two-dimensional work, three-dimensional work, architecture, multi-media).

### Responding

**VAHSAH.RE.1** Identify and describe how artistic expression is conveyed visually through subject matter, media, technique, and design (e.g. composition, color scheme).

## Visual Art Georgia Standards of Excellence

**VAHSAHRE.2 Discuss aesthetic issues (e.g. why humans create, criteria for defining an object as art, the effect of how content affects value, standards of beauty and beauty's role in defining art, how needs are fulfilled by art in varied societies).**

**VAHSAH.RE.3 Compare and contrast works of art, artists, cultures, and eras based on visual and contextual evidence.**

- a. Understand the role that tradition and adaptation play in the development of works of art.
- b. Recognize multi-cultural influences in works of art.
- c. Consider technological developments as influence on artistic production.

**VAHSAH.RE.4 Identify various works of art according to style and function, and justify identifications based on evidence in the work.**

### Connecting

**VAHSAH.CN.1 Evaluate the influence of historical, political, economic, social, cultural, religious, and technological factors on the development of selected works of art from prehistoric to contemporary times and in a variety of societies (e.g. Prehistoric, Renaissance, Medieval, Baroque, Rococo, Neoclassical, 19<sup>th</sup> century including Romanticism, Photography, Impressionism, Realism, 20<sup>th</sup> century including Expressionism, Cubism, Dada, Surrealism, Social Realism, Abstract Expressionism, Pop Art, Minimalism, Photorealism, Postmodern).**

**VAHSAH.CN.2 Develop life skills through the study and production of art.**

- a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.
- b. Use creativity and imagination in planning and development of products.
- c. Use critical thinking and problem solving strategies to conceive of and develop ideas.
- d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.

**VAHSAH.CN.3 Utilize a variety of resources to see how artistic learning extends beyond the walls of the classroom.**

- a. Access resources to research art (e.g. museums, internet, visiting artists, galleries, community arts organizations, visual culture).
- b. Identify various art-related careers and post-secondary options.
- c. Draw inspiration for works of art from the world and resources outside the traditional classroom.

## Visual Art Georgia Standards of Excellence

### Ceramics

Levels I - IV

#### **Course Descriptions:**

##### **50.04110**

**Ceramics I** - Introduces the characteristics of clay and design in clay using various techniques of construction and decoration. Emphasizes hand building and introduces other forming techniques, surface decoration, and glaze applications. Covers styles of ceramic works from Western and non-Western cultures.

##### **50.04120**

**Ceramics II** - Enhances level-one skills and provides opportunities to apply design techniques in clay through hand building and/or throwing on the potter's wheel. Introduces formulation of basic glazes and kiln firing; stresses evaluation of clay forms through art criticism.

##### **50.04130**

**Ceramics III** - Enhances level-two skills and provides opportunities to apply design techniques in clay through hand building and/or wheel throwing techniques while developing personal artistic voice. Presents ceramic/pottery forms as art and craft in historical context. Explores ideas and questions about purposes and functions of ceramic forms, past and present.

##### **50.04140**

**Ceramics IV** - Enhances level-three skills and provides opportunities to apply design techniques in clay through hand building and/or wheel throwing techniques while continuing to develop personal artistic voice. Emphasizes more complex form and surface treatments using tools, glazes, resists, and multiple clay bodies.

### Creating

#### **VAHSCR.CR.1 Visualize and generate ideas for creating works of art.**

- a. Generate ceramic concepts through the sequential process of ideation, innovation, development, and actualization.
- b. Investigate choice of themes, materials, and methods as they relate to personal, contemporary, and traditional ceramic artists/works.

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

## Visual Art Georgia Standards of Excellence

- a. Document research, exploration, and problem solving to connect and express visual ideas.
- b. Individually and collaboratively generate multiple solutions to a single artistic problem and assess merits of each.
- c. Research materials and apply processes to recognize limitations and set goals regarding design, studio capabilities, and time.

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

- a. Utilize traditional and contemporary methods for constructing ceramic works (e.g. pinch, coil, slab, wheel thrown, extruded, modeled, cast).
- b. Create ceramic works using various traditional and contemporary media.
- c. Apply surface techniques (e.g. mishima, sgraffito, burnishing, slip trailing, stamping, incising, applique).
- d. Apply a range of firing techniques (e.g. pit, barrel, raku, saggar, reduction, oxidation).
- e. Utilize technology (e.g. pottery wheel, extruder, three-dimensional modeling software, power tools, hand tools, kilns).

### **VAHSCR.CR.4 Incorporate formal and informal components to create works of art.**

- a. Apply compositional principles to create representational and non-objective ceramic works.
- b. Produce a variety of ceramic works that explore the concepts of form and function to create intended effect and communicate meaning.
- c. Demonstrate the successful application of formal qualities (elements and principles) in the production of ceramic works.

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

- a. Create ceramic works based on research of historic and contemporary forms and artists, personal aesthetics, and consideration of functional requirements.
- b. Consider multiple compositional options and make appropriate changes to ceramic works of art for desired outcomes.
- c. Reflect, modify, and adapt ceramic works as a response to design challenges and critiques.

### **VAHSCR.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.**

- a. Make visual/verbal connections through recording artistic research, planning, and reflection.

## Visual Art Georgia Standards of Excellence

- b. Evaluate choice of media, techniques, and processes as a means to edit, revise, and modify ceramic works.
- c. Maintain notes and class information.

### Presenting

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

- a. Exhibit works of art with a written supporting statement that communicates process, purpose, and/or intent.
- b. Prepare personal ceramic works for exhibition.
- c. Analyze how the context and environment in which ceramic works are presented affects viewer perception.

### Responding

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

- a. Compare and contrast the influences of ceramic works of art from a wide range of contemporary and past ceramic artists.
- b. Identify and reflect on how personal experience and diverse community and global cultures inform the art making process.

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

- a. Self-assess ceramic works considering standards of craftsmanship, skill mastery, intent, and meaning as part of the creative process.
- b. Review portfolios collaboratively and individually to identify growth regarding mastery of craftsmanship, content, and composition.

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

- a. Formulate written and/or oral response to works of art through various approaches.

## Visual Art Georgia Standards of Excellence

### Connecting

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

- a. Discuss the intent of ceramic works in context to historical events.
- b. Examine universal themes that appear in ceramic works throughout various times and cultures.
- c. Analyze the way in which personal experiences affect understanding and appreciation of ceramic works.
- d. Investigate the role of ceramics as a visual record keeper.
- e. Identify specific knowledge and skills from other disciplines that inform the planning and execution of ceramic works (e.g. chemistry, physics, math, history).

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

- a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.
- b. Use creativity and imagination in planning and development of ceramic works.
- c. Use critical thinking and problem solving strategies to conceive of and develop ideas.
- d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.

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

- a. Access resources to research art (e.g. museums, internet, visiting artists, galleries, community arts organizations, visual culture).
- b. Identify various art related careers and post-secondary options.
- c. Draw inspiration for works of art from around the world and resources outside the traditional classroom.

## Visual Art Georgia Standards of Excellence

### Digital Design

Levels I – II

#### **50.07250**

**Digital Design I** - This course teaches illustration as it applies to sequential art and animation. Topics will include the narrative arc, rules of animation, character design, and anatomy for motion. Students will use a variety of hardware and software tools to create graphic design, digital media, and animation projects.

#### **50.07270**

**Digital Design II** - Enhances level-one skills. Students use a variety of hardware and software tools to create digital media projects. Students will create portfolios that showcase a variety of digital media skills. Projects can include elements of illustration, electronic publishing, application design, two-dimensional animation, video production, special effects, three-dimensional animation, music production, photography, graphic design, interface design, and web design.

### Creating

#### **VAHSDD.CR.1 Visualize and generate ideas for works of art.**

- a. Find and solve problems through open-ended inquiry, the consideration of multiple options, weighing consequences, and assessing results.
- b. Explore themes, interests, materials, and methods within a variety of digital image/animation manipulating programs and/or applications.

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

- a. Document research, exploration, and problem solving to connect and express visual ideas.
- b. Individually and collaboratively generate multiple solutions to a single artistic problem and assess merits of each.
- c. Research digital art and design materials and apply processes to recognize limitations and set goals regarding design, studio capabilities, and time.



## Visual Art Georgia Standards of Excellence

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

- a. Demonstrate understanding of the importance and strategic use of different programs and applications, based on their capabilities, in the creation of digital works of art and design.
- b. Produce digital works of art and design that exhibit an understanding and conscious selection of techniques in programs and applications to communicate intended messages or narratives.

### **VAHSDD.CR.4 Incorporate formal and informal components to create works of art.**

- a. Utilize the formal components of design, graphic design, and/or animation (e.g. contrast, repetition, timing to produce digital content) in creating digital works of art and design.
- b. Engage in making digital works of art and design considering informal components (e.g. use of text, anatomy for motion in animation, the development of characters, the narrative arc).

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

- a. Create digital works of art and design based on research of historic and contemporary forms and artists, personal aesthetics, and consideration of functional requirements.
- b. Consider multiple compositional options and make appropriate changes to digital works of art and design for desired outcomes.
- c. Reflect, modify, and adapt digital works of art and design as a response to design challenges and critiques.

### **VAHSDD.CR.6 Keep an ongoing visual and verbal record to explore and develop works of digital art and design.**

- a. Make visual/verbal connections through recording artistic research, planning, and reflection.
- b. Evaluate choice of media, techniques, and processes as a means to edit, revise, and modify digital works of art and design.
- c. Maintain notes and class information.

## **Presenting**

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

- a. Showcase digital works of art and design with a written statement that communicates purpose and/or intent.

## Visual Art Georgia Standards of Excellence

### Responding

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

- a. Combine digital images and animation with source material from traditional art media and cultural influences.
- b. Produce a variety of digital images, films, apps, and web pages based on students imported works of art and images, as well as computer generated graphics and/or animations.

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

- a. Self-assess digital works of art and design considering standards of craftsmanship, skill mastery, intent, and meaning as part of the creative process.
- b. Review portfolios collaboratively and individually to identify growth regarding mastery of craftsmanship, content, and composition.

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

- a. Formulate written and/or oral response to works of art through various approaches.

### Connecting

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

- a. Discuss the intent of digital works of art and design in context to historical events.
- b. Examine universal themes that appear in digital works of art and design throughout various times and cultures.
- c. Analyze the way in which personal experiences affect understanding and appreciation of digital works of art and design.
- d. Investigate the role of digital works of art and design as a visual record keeper.
- e. Identify artistic voice in a range of contemporary and traditional artists, designers, animators, and filmmakers.
- f. Apply information from other disciplines to enhance the understanding and production of digital works of art and design.

## Visual Art Georgia Standards of Excellence

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

- a. Collaborate in large and small groups with peers and community to examine, discuss and plan projects.
- b. Use creativity and imagination in planning and development of products.
- c. Use critical thinking and problem solving strategies to conceive of and develop ideas.
- d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.

### **VAHSDD.CN.3 Utilize a variety of resources to see how artistic learning extends beyond the walls of the classroom.**

- a. Access, analyze, and reference resources to research digital art and design content, strategies, and processes in the world (e.g. museums, internet, visiting artists/designers, galleries, community arts organizations, visual culture).
- b. Identify various digital art and design related careers and post-secondary options.
- c. Examine trends and digital citizenship concerns in digital content from the world.
- d. Draw inspiration for digital content from examples of digital content found in world.
- e. Interpret and make meaning from digital art and design.

## Visual Art Georgia Standards of Excellence

### Drawing

Levels I - IV

#### Course Descriptions:

##### **50.03110**

**Drawing I** - Explores a variety of drawing techniques and media. Emphasizes development of basic drawing skills and critical analysis skills for responding to master drawings. Examines solutions to drawing problems through student drawings and those of other artists. Covers Western and non-Western cultures.

##### **50.03120**

**Drawing II** - Enhances level-one skills in technique and provides further exploration of drawing media. Reinforces basic drawing skills and critical analysis skills for responding to master drawings of different historical styles and periods. Examines solutions to drawing problems through student drawings and those of other artists.

**50.03030 Drawing III** - Enhances level-two skills in technique and provides further exploration of drawing media. Reinforces drawing skills and critical analysis skills for responding to master drawings of different historical styles and periods. Examines solutions to increasingly complex drawing problems and development of personal style.

##### **50.03040**

**Drawing IV** - Enhances level-three skills in technique and provides further exploration of drawing media. Reinforces drawing skills and critical analysis skills for responding to master drawings of different historical styles and periods. Examines solutions to complex drawing problems and development of personal style.

### Creating

#### **VAHSDR.CR.1 Visualize and generate ideas for creating works of art.**

- a. Develop work through open-ended inquiry, consideration of multiple options, weighing consequences, and assessing results.
- b. Investigate and research various themes, interests, materials, and methods.

## Visual Art Georgia Standards of Excellence

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

- a. Use sketchbook/journal to research, explore, and invent artistic approaches to connect and express visual ideas.
- b. Critique in-process works individually and collaboratively.
- c. Experiment with papers, grounds, and other drawing surfaces and/or technologies.
- d. Develop mastery of media (e.g. graphite, colored pencil, charcoal, conte, soft pastel, oil pastel, pen and brush, found mark-making tools).
- e. Use mixed-media approaches (e.g. traditional, contemporary, digital, alternative media, video, installation, performance).
- f. Practice safe and appropriate use and care of drawing media and tools.

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

- a. Create and investigate mark-making methods (e.g. gesture, contour, cross-contour, calligraphic, emotive line).
- b. Use value to create form by incorporating a variety of approaches (e.g. rendering, hatching, cross-hatching, stippling).
- c. Apply and develop color theory approaches (e.g. high key, low key, full range of value to create specific effect and mood).
- d. Apply approaches to develop space (e.g. linear perspective atmospheric perspective, relative scale, overlapping).

### **VAHSDR.CR.4 Incorporate formal and informal components to create works of art.**

- a. Use planning approaches (e.g. thumbnail sketches, viewfinders, sighting methods to develop compositions for drawing).
- b. Apply compositional design concepts (e.g. elements and principles, activating negative space, visual weight, rule of thirds, color theories).

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

- a. Explore ideas and methods reflected in the way current culture(s) defines and uses art.
- b. Document processes which support works of art through personal research, reflection, and collaboration.

## Visual Art Georgia Standards of Excellence

**VAHSDR.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.**

- a. Self-assess and write reflections on work, idea generation, and skills progress.
- b. Reflect and analyze work through self-assessment and critique.
- c. Practice techniques (e.g. direct observation, compositional development, investigation of artistic research).

### Presenting

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

- a. Exhibit works of art with written supporting statement(s) that communicates context and/or intent of the work of art or presentation.

### Responding

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

- a. Consider the influences on works of art from a wide range of contemporary and traditional art through discussion and/or written response.
- b. Investigate and discuss how the issues of time, place, and/or culture are reflected in works of art.

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

- a. Reflect on the artistic process of works of art through a variety of approaches (e.g. portfolio review, formal and informal in-progress critique, art criticism).
- b. Consider peer feedback on in-progress work to inform decision making, analyze specific strengths and weaknesses, and analyze technique and methods in support of artistic intention.

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

- a. Formulate written and/or oral response to works of art through various approaches.

## Visual Art Georgia Standards of Excellence

### Connecting

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

- a. Discuss the intent of works of art in context to historical events.
- b. Examine universal themes that appear in works of art throughout various times and cultures.
- c. Analyze the ways in which personal experiences affect one's understanding and appreciation of works of art.
- d. Investigate the role of art as a visual record keeper.
- e. Identify specific knowledge and skills from other disciplines that inform the planning and execution of works of art.
- f. Identify artistic voice in a range of contemporary and traditional artists.

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

- a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.
- b. Use creativity and imagination in planning and development of products.
- c. Use critical thinking and problem solving strategies to conceive of and develop ideas.
- d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.

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

- a. Access resources to research art (e.g. museums, internet, visiting artists, galleries, community arts organizations, visual culture).
- b. Identify various art related careers and post-secondary options.

## Visual Art Georgia Standards of Excellence

### *Fashion Design*

#### Levels I - IV

#### **Course Description:**

##### **50.09310**

**Fashion Design I** - Introduces fashion design techniques such as mood boards, illustration, draping, patternmaking, textile manipulation, and sewing. Explores historical origins and use of fashion in Western and non-Western cultures. Applies art criticism techniques to judgments about historic and contemporary fashion designs.

##### **50.09320**

**Fashion Design II** - Emphasizes design elements and principles in the production of two- and three-dimensional works. Enhances level-one skills in fashion design and provides opportunities to apply design techniques in a variety of media. Focuses on one or a combination of several techniques to expand knowledge of historical origins of fashion design. Emphasizes mastery of more complex techniques and development of personal style culminating in an illustrated portfolio.

##### **50.09330**

**Fashion Design III** - Enhances level-two skills and provides opportunities to apply design techniques in a variety of media from a personal perspective. Continues historical study of past and present global fashion and its designers. Stresses proper use of equipment, vocabulary, and technical terms. Culminates in a mini fashion collection to be presented to peers, community, or the public at large.

##### **50.09340**

**Fashion Design IV** - Enhances level-three skills and emphasizes mastery of more complex techniques and development of personal style. Investigates the computer and its influence on and role in creating contemporary fashion designs or portfolios. Includes a cultural and historical study of master design works of different periods and styles. Culminates in a full fashion collection to be presented to peers, community, or the public at large.

### **Creating**

#### **VAHSFD.CR.1 Visualize and generate ideas for creating works of art**

- a. Explore themes, interests, materials, and methods.
- b. Solve problems through open-ended inquiry, the consideration of multiple options, weighing consequences, and assessing results.



## Visual Art Georgia Standards of Excellence

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

- a. Research and explore a range of materials and methods.
- b. Examine contemporary and historic methods, techniques, and technology used for creating fashion.
- c. Apply new information to existing knowledge to brainstorm, plan, discover connections, and recognize serendipity.
- d. Identify safe procedures for handling materials and equipment.

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

- a. Develop a series of cohesive designs that use specific techniques and/or processes.
- b. Use distinct personal aesthetic viewpoint to create original fashion designs.
- c. Analyze use of modern and traditional technologies to create innovative fashion designs.

### **VAHSFD.CR.4 Incorporate formal and informal components to create works of art.**

- a. Use thumbnail sketches, visual/verbal notes, and variety of media to develop concepts for original designs.
- b. Apply elements and principles of design to support concepts (e.g. positive/negative space, visual weight, paths of movement, non-centered focal point, dominance and subordination of design elements, variety within repetition).
- c. Employ elements and principles of design, color theory, and color schemes to create intended effects and communicate meaning.

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

- a. Develop a series of fashion designs through experimentation.
- b. Revise fashion designs to improve the quality of the final product.

### **VAHSFD.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.**

- a. Experiment with media and techniques while keeping a process journal.
- b. Expand on ideas of historical and modern aesthetic choices in personal and other cultures.

## Visual Art Georgia Standards of Excellence

### Presenting

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

- a. Prepare fashions to be exhibited in the classroom, local community, or broader, global community.
- b. Exhibit fashion design works with a written and/or verbal supporting statement that communicates purpose and intent.

### Responding

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

- a. Compare and contrast the influences of a wide range of contemporary and past fashion designers on modern fashion design.
- b. Reflect and relate the values and practices in the community, culture, and the world that inform creative choices.
- c. Evaluate the contributions of diverse peers, global cultures, and various communities.

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

- a. Reflect on the artistic process of works of art through a variety of approaches (e.g. portfolio review, formal and informal in-progress critique, art criticism).
- b. Consider peer feedback on in-progress work to inform decision making, analyze specific strengths and weaknesses, and analyze technique and methods in support of artistic intention.

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

- a. Formulate written and/or oral response to works of art through various approaches.

## Visual Art Georgia Standards of Excellence

### Connecting

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

- a. Examine the cultural practices that reflect global standards of beauty and function.
- b. Analyze how past fashion design informs contemporary design choices, conveys meaning, and choice of materials, processes, and methods.
- c. Articulate new found knowledge through discussion and/or presentations.
- d. Identify interdisciplinary connections to enhance the understanding and production of works of art.
- e. Identify creative voice in a range of historic and contemporary fashion designers.

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

- a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.
- b. Use creativity and imagination in planning and development of products.
- c. Use critical thinking and problem solving strategies to conceive of and develop ideas.
- d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.

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

- a. Access resources to research art (museums, internet, visiting artists, galleries, community arts organizations, visual culture).
- b. Identify various art related careers and post-secondary options.
- c. Draw inspiration for works of art from the world and resources outside the traditional classroom.

## Visual Art Georgia Standards of Excellence

### Fibers

Levels I – IV

#### Course Descriptions:

##### 50.04210

**Fibers I** - Introduces fabric and fiber design techniques such as weaving, stitchery and printing and a variety of design techniques, materials and supplies. Explores historical origins and use of fabric in Western and non-Western cultures. Applies art criticism techniques to judgments about fiber/fabric designs.

##### 50.04220

**Fibers II** - Enhances level-one skills in fabric/fiber design and provides opportunities to apply design techniques in a variety of media. Focuses on one, or a combination of, several techniques to produce two- and three-dimensional works. Expands knowledge of historical origins of fibers/fabrics.

##### 50.04230

**Fibers III** - Enhances level-two skills in fabric design and provides opportunities to apply design techniques in a variety of media. Emphasizes mastery of more complex techniques and development of personal style. Continues historical study of past and present fabric/fiber artists of different cultures.

##### 50.04240

**Fibers IV** - Enhances level-three skills in fabric design and provides opportunities to apply design techniques in a variety of media. Emphasizes mastery of more complex techniques and further development of personal style. Continues historical study of past and present fabric/fiber artists of different cultures.

## Visual Art Georgia Standards of Excellence

### Creating

#### **VAHSFI.CR.1 Visualize and generate ideas for creating works of art.**

- a. Explore themes, interests, materials, and methods in fiber/textile production.
- b. Solve design problems through open-ended inquiry, the considering of multiple options, weighing consequences, and assessing results.

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

- a. Research and explore a range of materials and methods for creating a variety of fiber related designs.
- b. Examine contemporary and historic materials, methods, techniques, and technologies for creating and working with fibers/textiles.
- c. Apply new information to existing knowledge and brainstorm, plan, discover connections, and recognize serendipity.
- d. Identify safe procedures for handling and working with materials and equipment.

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

- a. Develop a series of cohesive designs that use specific techniques and/or processes.
- b. Use distinct personal aesthetic viewpoint to create original fiber designs.
- c. Create innovative designs using modern and/or traditional technologies.

#### **VAHSFI.CR.4 Incorporate formal and informal components to create works of art.**

- a. Use thumbnail sketches, visual/verbal notes, and variety of media to develop concepts for original designs.
- b. Apply elements and principles of design to support concepts (e.g. positive/negative space, visual weight, paths or movement, non-centered focal point, dominance and subordination of design elements, variety within repetition).
- c. Employ elements and principles of design, color theory, and color schemes to create intended effects and communicate meaning.

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

- a. Develop a series of fiber designs through planning and experimentation.
- b. Revise designs to improve the quality of the final product

## Visual Art Georgia Standards of Excellence

**VAHSFI.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.**

- a. Experiment with media and technique while keeping a process journal.
- b. Expand on ideas of historical and modern aesthetic choices in personal and other cultures.

### **Presenting**

**VAHSFI.PR.1 Plan, prepare, and present works or art for exhibition in school, virtual environments and/or portfolio presentation.**

- a. Exhibit works of art with written and/or verbal supporting statement that communicates purpose and intent.

### **Responding**

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

- a. Compare and contrast the influences of a wide range of contemporary and past artists on modern fibers/textile design.
- b. Reflect and relate the values and practices in community culture and the world that inform individual creative choices.
- c. Evaluate contributions of diverse peers, global cultures, and communities.

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

- a. Self-assess fiber works considering standards of craftsmanship, skill mastery, intent, and meaning as part of the creative process.
- b. Review portfolios collaboratively and individually to identify growth regarding mastery of craftsmanship, content, and composition.

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

- a. Write responses to works of art through various approaches.

## Visual Art Georgia Standards of Excellence

### Connecting

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

- a. Examine the cultural practices that reflect global standards of beauty and function.
- b. Analyze how past production methods and processes inform contemporary textile/fiber design/production to convey meaning.
- c. Articulate new knowledge through discussion and/or presentation.
- d. Identify interdisciplinary connections to enhance the understanding and production of works of art.
- e. Identify creative voice in a range of contemporary fiber/textile designers.

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

- a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.
- b. Use creativity and imagination in planning and development of products.
- c. Use critical thinking and problem solving strategies to conceive of and develop ideas.
- d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.

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

- a. Access resources to research art (e.g. internet, visiting artists, galleries, community arts organizations, and visual culture).
- b. Identify various art related careers and post-secondary options.
- c. Draw inspiration for works of art from the world and resources outside the traditional classroom.

## Visual Art Georgia Standards of Excellence

### Graphics

Levels I – IV

#### Course Descriptions:

##### **50.07210**

**Graphics I** - Introduces graphic design as seen in posters, advertisements, logos, illustrations, signs, and package or product designs. Covers selected graphic design elements, vocabulary, and the media, tools, equipment, techniques, processes, and styles used for graphics. Investigates the historical development of graphic design and its function in contemporary society. Stresses using the computer as a major design tool. Explores career opportunities.

##### **50.07220**

**Graphics II** - Enhances level-one skills in graphic design. Introduces advanced design problems and how to apply creative ideas using storyboards, layouts, and models. Stresses use of vocabulary, tools, media, equipment, and techniques in planning and producing graphic art products.

##### **50.07230**

**Graphics III** - Enhances level-two skills in graphic design. Covers how to plan and present creative design ideas. Emphasizes design elements and principles, marketing psychology, production techniques, and schedules. Explores the design team concept.

##### **50.07240**

**Graphics IV** - Enhances level-three skills in graphic design. Further explores how to plan and present creative design ideas. Emphasizes design elements and principles, marketing psychology, production techniques, and schedules. Continues to explore the design team concept.

### Creating

#### **VAHSGD.CR.1 Visualize and generate ideas for creating works of art.**

- a. Use open-ended inquiry, the consideration of multiple options, weighing consequences, and assessing results.
- b. Investigate and research themes, interests, materials, and methods.
- c. Plan and generate ideas using appropriate industry platforms.



## Visual Art Georgia Standards of Excellence

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

- a. Utilize industry standard software and hardware.
- b. Demonstrate proper use and care of equipment and materials.
- c. Demonstrate knowledge of concept development with a range of aesthetic approaches (e.g. mimetic, expressivist, formalism, functionalism).
- d. Integrate tools, materials, and techniques effectively to demonstrate the correct application of media outputs for the desired end product (e.g. file formats, file management).
- e. Produce digital imagery that demonstrates digital capabilities in combining visual and verbal communication.

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

- a. Explore ideas and methods reflected in the way the current culture(s) defines and uses art.
- b. Document processes which support the works of art through personal research, reflection, collaboration, and critique.
- c. Revise, consolidate, and synthesize content.

### **VAHSGD.CR.4 Incorporate formal and informal components to create works of art.**

- a. Employ the use of basic drawing and design skills to shape an investigation of graphic design work.
- b. Consider the visual hierarchy when planning graphic design works.
- c. Consolidate production processes of a variety of digital platforms to integrate content and style.

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

- a. Use and combine a variety of digital platforms for a variety of outcomes (e.g. print, web, video).
- b. Combine digital images with traditional art media.

### **VAHSGD.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.**

- a. Self-assess and write reflections on work, idea generation, and skills progress.
- b. Reflect and analyze work through self-assessment and critique.
- c. Practice and plan layout/composition, storyboards, and investigation of artistic research.
- d. Evaluate choice of media, technique, and process as a means to edit, revise, and modify graphic art.
- e. Maintain notes and class information.

## Visual Art Georgia Standards of Excellence

### Presenting

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

- a. Consider evolving technologies when preparing work for presentation to a variety of outlets.
- b. Create an oral and/or written support statement.
- c. Revise work based on client feedback.

### Responding

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

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

- a. Identify how digital art is used in a broad range of society from consumable items, mass production, and in fine arts.
- b. Understand the relationships between traditional and digital arts.
- c. Understand the ethics and responsibility associated with digital arts (e.g. copyright, fair use, trademark).

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

- a. Formulate written and/or oral responses to artwork through various approaches.

### Connecting

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

- a. Discuss the intent of works of art in context to historical events.
- b. Examine universal themes that appear in works of art throughout various times and cultures.
- c. Analyze the ways in which personal experiences affect one's understanding and appreciation of works of art.
- d. Investigate the role of works of art as a visual record keeper.
- e. Identify specific knowledge and skills from other disciplines that inform the planning and execution of works of art.

## Visual Art Georgia Standards of Excellence

- f. Recognize artistic voice in a range of contemporary and traditional graphic artists.

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

- a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.
- b. Use creativity and imagination in planning and development of products.
- c. Use critical thinking and problem solving strategies to conceive of and develop ideas.
- d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.

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

- a. Access resources to research art (e.g. museums, internet, visiting artists, galleries, community arts organizations, visual culture).
- b. Identify various art related careers and post-secondary options.
- c. Draw inspiration for works of art from the world and resources outside the traditional classroom.
- d. Make connections between different types of businesses and organizations and how they utilize digital design.

## Visual Art Georgia Standards of Excellence

### *Jewelry and Metalcrafts*

Levels I – IV

#### Course Descriptions:

##### **50.04600**

**Jewelry and Metalcrafts I** - Introduces jewelry-making as a historical and contemporary art form. A variety of media and tools are explored. The elements of art and principals of design are used to analyze, design, create, and evaluate jewelry. The course combines aesthetics, art criticism, and art history with studio production of jewelry.

##### **50.04620**

**Jewelry and Metalcrafts II** - Enhances level-one skills in jewelry-making, art criticism, aesthetic judgement, and studio production. Emphasizes historical and contemporary origins and functions of jewelry while also exploring and experimenting with non-traditional materials. Develops a voice through the study of master artists and material choices.

##### **50.04630**

**Jewelry and Metalcrafts III** - Enhances level-two skills through advanced exploration, mastery of techniques, materials, tools, and equipment to create a cohesive body of jewelry works. Emphasizes personal voice and decision making based on aesthetic choices while gaining inspiration from jewelry masters.

##### **50.04640**

**Jewelry and Metalcrafts IV** - Students demonstrate abilities and versatility with jewelry-making techniques, problem-solving, and ideation. Develops mastery and quality in concept, composition, and execution of jewelry-making while showing a command of personal voice, ideas, and material choices. Jewelry works culminate into a final gallery showing.

### **Creating**

#### **VAHSJW.CR.1 Visualize and generate ideas for creating works of art.**

- a. Explore jewelry challenges through open-ended inquiry, the consideration of multiple options, and assessing results.
- b. Investigate choice of themes, materials, and processes (hot and cold) with attention to quality craftsmanship.
- c. Add preparatory drawings and digital images of jewelry studies to solve practical problems of functionality and comfort of jewelry.

## Visual Art Georgia Standards of Excellence

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

- a. Use open-ended inquiry to experiment and develop concepts while making specific choices related to construction and decoration processes (e.g. weaving, glass bead making).
- b. Discuss and apply elements and principles to create a successful representational or non-objective jewelry piece.
- c. Demonstrate safe and proper use of materials and equipment.

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

- a. Create jewelry through hot (e.g. enameling, forging, soldering) and cold (e.g. beading, piercing, riveting) processes with attention to craftsmanship.
- b. Set realistic goals and manage time relating to design and material choices.
- c. Use current technology to develop and create jewelry works (e.g. three-dimensional printer, digital media).
- d. Develop mastery of traditional media (e.g. clay, glass, metals, fibers) and methods (e.g. soldering, stamping, weaving).

### **VAHSJW.CR.4 Incorporate formal and informal components to create works of art.**

- a. Apply compositional elements and principles to create representational and non-objective jewelry works.
- b. Explore concepts of form and function intended to effect and communicate meaning.

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

- a. Create jewelry based on research of historical and contemporary media considering personal aesthetic and function requirements (e.g. metal, clay, stone, acrylics, glass, fibers).
- b. Produce designs inspired by observation of the natural world, research into cultures, and artists.

### **VAHSJW.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.**

- a. Experiment with media and techniques while keeping a process journal.
- b. Use journal to expand on ideas of historical and modern aesthetic choices in personal and varied cultures.

## Visual Art Georgia Standards of Excellence

### Presenting

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

- a. Exhibit jewelry with a written supporting statement that communicates personal meaning and/or intent.
- b. Document jewelry works through digital and/or paper format.

### Responding

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

- a. Compare and contrast influences of jewelry works of art from a wide range of contemporary and past jewelry artists.
- b. Identify and reflect on how personal experience, diverse communities, and global cultures inform the artmaking process.

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

- a. Review portfolio to identify growth over time, mastery of skills and techniques, generation of new ideas, evidence of risk-taking, problem-solving, and emergence of artistic voice.

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

- a. Write responses to works of art through various approaches.

### Connecting

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

- a. Resolve function and design to examine historical and contemporary functions of jewelry.
- b. Understand how knowledge of the artifacts of jewelry enriches and enhances the study of history.
- c. Analyze how personal experiences affect one's understanding and appreciation of jewelry.

## Visual Art Georgia Standards of Excellence

- d. Identify interdisciplinary connections to enhance the understanding and production of works of art.
- e. Identify artistic voice in a range of contemporary and traditional artists.

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

- a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.
- b. Use creativity and imagination in planning and development of products.
- c. Use critical thinking and problem solving strategies to conceive of and develop ideas.
- d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.

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

- a. Access resources to research jewelry (e.g. museums, internet, visiting artists, galleries, community arts organizations, visual culture).
- b. Identify various jewelry-related careers and post-secondary options.
- c. Draw inspiration for jewelry-making from the world and resources outside the traditional classroom.

## Visual Art Georgia Standards of Excellence

### Painting

Levels I – IV

#### Course Descriptions:

##### 50.03210

**Painting I** - Explores a variety of techniques and wide range of painting media. Emphasizes developing basic painting and critical analysis skills for responding to master paintings. Examines solutions to painting problems through the study of color theory and composition. Emphasizes the concept and development of personal style. Covers Western and non-Western cultures.

##### 50.03220

**Painting II** - Enhances level-one painting skills and offers opportunities to apply painting techniques in a variety of media. Emphasizes critical analysis skills for responding to master paintings of different styles and historical periods. Resolves selected painting problems and emphasizes the concept and development of personal style.

##### 50.03230

**Painting III** – Enhances level-two painting skills and offers opportunities to apply painting techniques in a variety of media. Emphasizes critical analysis skills for responding to master paintings of different styles and historical periods. Resolves increasingly complex painting problems and continues development of personal style.

##### 50.03240

**Painting IV** - Enhances level-three painting skills and offers opportunities to apply painting techniques in a variety of media. Emphasizes critical analysis skills for responding to master paintings of different styles and historical periods. Resolves complex painting problems and continues development of personal style.

### Creating

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

- a. Develop work through open-ended inquiry, consideration of multiple options, weighing consequences, and assessing results.
- b. Investigate and research various themes, interests, materials, and methods.
- c. Identify artistic voice in a range of contemporary and traditional artists.



## Visual Art Georgia Standards of Excellence

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

- a. Use sketchbook/journal to research, explore, and invent artistic approaches to connect and express visual ideas.
- b. Critique in-process works individually and collaboratively.
- c. Experiment and investigate the properties of various painting media (e.g. watercolor, acrylic, tempera, oil).
- d. Investigate brushwork and mark-making approaches to painting (e.g. calligraphic line, gestural brush work, scumbling, color value to create the illusion of three-dimensional form on a two-dimensional plane, abstract/expressive language).
- e. Explore surface manipulation of papers, grounds, and other surfaces and/or technologies.
- f. Explore mixed media approaches (e.g. traditional, digital, alternative materials, installation, video, performance).
- g. Understand and practice safe handling of painting media.

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

- a. Use complex color relationships to achieve effective composition (e.g. monochromatic, analogous, split-complementary).
- b. Demonstrate understanding of how to utilize intensity, value, and hue of color to affect the composition in works of art.
- c. Understand and utilize color theory (e.g. arbitrary, optical, tonal relationships, reflected color, expressive color).
- d. Understand impact of color interactions.

### **VAHSPA.CR.4 Incorporate formal and informal components to create works of art.**

- a. Use planning approaches to develop compositions for painting (e.g. thumbnail sketches, viewfinders, sighting methods).
- b. Apply compositional design concepts (e.g. elements and principles, activating negative space, visual weight, rule of thirds, color theories).

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

- a. Explore ideas and methods reflected in the way current culture(s) defines and uses art.
- b. Document processes which support works of art through personal research, reflection, collaboration, and critique.

## Visual Art Georgia Standards of Excellence

**VAHSPA.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.**

- a. Self-assess and write reflections on work, idea generation, and skills progress.
- b. Reflect and analyze work through self-assessment and critique.
- c. Practice techniques (e.g. direct observation, compositional development, investigation of artistic research).

### **Presenting**

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

- a. Exhibit works of art with written supporting statement(s) that communicates context and/or intent of the works of art or presentation.

### **Responding**

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

- a. Consider the influences on works of art from a wide range of contemporary and traditional works through discussion and/or written response.
- b. Investigate and discuss how the issues of time, place, and/or culture are reflected in works of art.

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

- a. Critically reflect on the artistic process of works of art through a variety of approaches (e.g. portfolio review, in progress critique, formal and informal class critique).
- b. Consider feedback from peers on in-progress work to inform decision making (e.g. analyzing specific strengths and weaknesses, technique and methods in support of artistic intention).

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

- a. Formulate written and/or oral response to works of art through various approaches.

## Visual Art Georgia Standards of Excellence

### Connecting

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

- a. Discuss the intent of works of art in context to historical events.
- b. Identify universal themes that appear in works of art throughout various times and cultures.
- c. Analyze the ways in which personal experiences affect the understanding and appreciation of works of art.
- d. Investigate the role of art as a visual record keeper.

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

- a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.
- b. Use creativity and imagination in planning and development of products.
- c. Use critical thinking and problem solving strategies to conceive of and develop ideas.
- d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.

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

- a. Access resources to research art (e.g. museums, internet, visiting artists, galleries, community arts organizations, visual culture).
- b. Identify various art related careers and post-secondary options.

## Visual Art Georgia Standards of Excellence

### Photography

Levels I-IV

#### Course Descriptions:

##### 50.07110

**Photography I** - Introduces photography as an art form. Covers the historical development of photography and photographic design and its cultural influences. Emphasizes the basics of exposing and processing photographs by introducing traditional and digital photography. Stresses appropriate processing techniques and safe use of photographic materials and equipment.

##### 50.07120

**Photography II** - Enhances level-one skills and provides opportunities to apply photographic design methods. Stresses composing and processing techniques using a 35mm/or digital camera and pinhole camera with varied focal lengths. Emphasizes appropriate processing techniques, darkroom techniques and digital photography editing. Continues to explore photography and photographers for historical and critical appraisal.

##### 50.07130

**Photography III** - Enhances level-two skills and provides opportunities to apply more complex photographic designs. Introduces advanced and experimental pinhole and/or 35mm photographic and/or digital techniques. Explores alternative/experimental developing chemicals and digital processes. Stresses personal expression of ideas and depth of exploration in selected photo techniques. Continues to explore photography and photographers for historical and critical appraisal.

##### 50.07140

**Photography IV** - Enhances level-three skills and provides opportunities to apply more complex photographic designs using advanced and experimental pinhole and/or 35mm photographic or digital techniques. Explores alternative/experimental processes in traditional or digital photography. Stresses personal expression of ideas and depth of exploration in selected photo techniques. Continues to explore photography and photographers for historical and critical appraisal.

### Creating

**VAHSPH.CR.1 - Visualize and generate ideas for creating works of art.**

## Visual Art Georgia Standards of Excellence

- a. Develop work through open-ended inquiry and consideration of the elements and principles of design.
- b. Investigate and research various themes, interests, material, and methods.

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

- a. Use a sketchbook/journal to research, explore, and invent artistic approaches to connect and express visual ideas.
- b. Critique in-process works individually and collaboratively.

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

- a. Utilize both digital and analog processes.
- b. Explore natural and studio lighting methods.
- c. Create traditional wet darkroom photographic prints.
- d. Demonstrate understanding of F/stop and shutter speed.
- e. Explore digital manipulation of photographs.
- f. Experiment and create photographs utilizing alternative processes.
- g. Demonstrate safe and proper use of photographic tools and processes.

### **VAHSPH.CR.4 Incorporate formal and informal components to create works of art.**

- a. Incorporate the elements and principles of design as they relate to the creation of a photograph.
- b. Consider and incorporate self-expression and explore how it relates to the creation of a photograph.
- c. Explore a variety of subjects and photographic styles including historical, contemporary, commercial, and fine art.

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

- a. Explore a variety of subjects and photographic styles, both historical and contemporary.
- b. Document processes which support works of art through personal research, reflection, collaboration, and critique.

### **VAHSPH.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.**

- a. Reflect and analyze work, generate ideas, and document skills progress through self-assessment and critique.
- b. Plan compositions and production elements (e.g. sets, lighting, location, wardrobe)
- c. Evaluate choice of media, technique, and process as a means to edit, revise, and modify photographic works.
- d. Maintain notes and class information.

## Visual Art Georgia Standards of Excellence

- e. Make visual/verbal connections through recording artistic research, planning, and reflection.

### Presenting

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

- a. Exhibit works of art with a written supporting artist statement that communicates purpose and/or intent.
- b. Create exhibition level series of photographs: archival quality, matted, and installed.

### Responding

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

- a. Evaluate and respond to artists' choices in technique, media, and style by relating and connecting personal photographic content to historical and contemporary photographers.

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

- a. Select, analyze, and critique works of art from various photographers and photographic styles to communicate expressive content and ideas.
- b. Self-evaluate and respond by relating and connecting personal photographs to historical and contemporary photographers and photographic movements.
- c. Interpret the aesthetics and ethics of photography.

#### **VAHSPH.RE.3 Engage in the process of art criticism to make meaning of works of art and increase visual literacy.**

- a. Formulate written and/or oral response to works of art through various approaches.

### Connecting

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

- a. Explore ideas and methods reflected in the way current culture(s) defines and uses art.
- b. Identify and discuss selected artists who have contributed to the development of photography.
- c. Explain the changes in photography brought about by new technology and media.

## Visual Art Georgia Standards of Excellence

- d. Research and identify the artistic voice of a range of contemporary and traditional photographers.
- e. Identify specific knowledge and skills from other disciplines that inform the planning and execution of works of art.

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

- a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.
- b. Use creativity and imagination in planning and development of products.
- c. Use critical thinking and problem solving strategies to conceive of and develop ideas.
- d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.

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

- a. Access resources to research art (e.g. museums, internet, visiting artists, galleries, community arts organizations, visual culture).
- b. Identify various photography related careers and emerging technological fields.
- c. Identify, compare, and contrast major styles of photography and their distinguishing characteristics.

## Visual Art Georgia Standards of Excellence

### Printmaking

Levels I – IV

#### Course Descriptions:

##### 50.05110

**Printmaking I** - Introduces a variety of printmaking techniques using processes such as relief printing (monoprint, collograph, block), intaglio processes (etching, engraving) and serigraphy (silkscreen films, stencils, block-out). Investigates the historical development of printmaking in Western and non-Western cultures. Emphasizes design elements and principles and introduces art criticism approaches applied to fine art prints.

##### 50.05120

**Printmaking II** - Enhances level-one skills and provides opportunities to practice intermediate printmaking techniques. Explores design, execution, printing, and presentation of print editions. Introduces master printmakers using various styles and techniques.

##### 50.05130

**Printmaking III** - Enhances level-two skills and explores selected techniques using complex designs, materials, tools, and equipment. May include engraving on metal, wood, or plexiglass, lithography, photo silkscreen, and other techniques. Emphasizes development of artistic voice.

##### 50.05140

**Printmaking IV** - Enhances level-three skills and further explores selected techniques using complex designs, materials, tools, and equipment. May include further investigation of engraving on metal, wood or plexiglass, lithography, photo silkscreen, and other techniques. Stresses personal expression of individual creative ideas and depth of exploration in selected techniques.

### Creating

#### **VAHSPR.CR.1 Visualize and generate ideas for creating works of art.**

- a. Develop work through open-ended inquiry, consideration of multiple options, weighing consequences, and assessing results.
- b. Investigate and research various themes, interests, materials, and methods.
- c. Identify artistic voice in a range of contemporary and traditional artists.



## Visual Art Georgia Standards of Excellence

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

- a. Use sketchbook/journal to research, explore, and invent artistic approaches to connect and express visual ideas.
- b. Critique in-process works individually and collaboratively.
- c. Experiment with papers, plates and other printing surfaces and/or technologies.
- d. Develop mastery of media (e.g. inks, etching stylus, linoleum tools, wood cutting tools, printing presses).
- e. Use mixed-media approaches (e.g. traditional, contemporary, digital, alternative media, video, installation, performance).
- f. Practice safe and appropriate use and care of printmaking media and tools.

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

- a. Create and investigate mark making methods.
- b. Produce and sign artist proofs in a series of prints using varied methods (e.g. monoprints, linoleum relief, woodcut, collagraph, etching, serigraphy, screen printing, lithography).

### **VAHSPR.CR.4 Incorporate formal and informal components to create works of art.**

- a. Use planning approaches to develop compositions for prints (e.g. thumbnail sketches, viewfinders, sighting methods).
- b. Apply compositional design concepts (e.g. elements and principles, activating negative space, visual weight, rule of thirds, color theories).

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

- a. Explore ideas and methods reflected in the way current culture(s) defines and uses art.
- b. Document processes which support works of art through personal research, reflection, and collaboration.

### **VAHSPR.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.**

- a. Self-assess and write reflections on work, idea generation, and skills progress.
- b. Reflect and analyze work through self-assessment and critique.
- c. Practices techniques (e.g. direct observation, compositional development, investigation of artistic research).

## Visual Art Georgia Standards of Excellence

### Presenting

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

- a. Exhibit works of art with written supporting statement(s) that communicates context and/or intent of the work or presentation.

### Responding

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

- a. Consider the influences on works of art from a wide range of contemporary and traditional art through discussion and/or written response.
- b. Investigate and discuss how the issues of time, place, and/or culture are reflected in works of art.

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

- a. Critically reflect on the artistic process of works of art through varied approaches (e.g. portfolio review, formal and informal in-progress class critique, art criticism).
- b. Consider feedback from peers on in-progress work to inform decision making (e.g. analyzing specific strengths and weaknesses, analysis of technique and methods in support of artistic intention).

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

- a. Formulate written and/or oral response to works of art through various approaches.

### Connecting

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

- a. Discuss the intent of works of art in context to historical events.
- b. Examine universal themes that appear in works of art throughout various times and cultures.
- c. Analyze the ways in which personal experiences affect one's understanding and appreciation of works of art.
- d. Investigate the role of works of art as a visual record keeper.

## Visual Art Georgia Standards of Excellence

- e. Identify specific knowledge and skills from other disciplines that inform the planning and execution of works of art.

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

- a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.
- b. Use creativity and imagination in planning and development of products.
- c. Use critical thinking and problem solving strategies to conceive of and develop ideas.
- d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.

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

- a. Access resources to research art (e.g. museums, internet, visiting artists, galleries, community arts organizations, visual culture).
- b. Identify various art related careers and post-secondary options.

## Visual Art Georgia Standards of Excellence

### Sculpture

Levels I – IV

#### Course Descriptions:

##### **50.06110**

**Sculpture I** - Introduces the design and production of relief sculpture and sculpture-in-the-round. Emphasizes the historical origins and functions of sculpture in Western and non-Western cultures. Includes additive, subtractive, and modeling methods. Explores traditional and nontraditional materials for sculpted works and the work of both historical and contemporary sculptural artists.

##### **50.06120**

**Sculpture II** - Enhances level-one skills and explores the design and production of relief sculpture and sculpture-in-the-round. Emphasizes the historical origins and functions of sculpture in Western and non-Western cultures. Includes additive, subtractive, and modeling methods. Explores traditional and nontraditional materials for sculpted works and the work of a variety sculptural artists.

##### **50.06130**

**Sculpture III** - Enhances level-two skills and introduces advanced exploration and mastery of selected, complex techniques, designs, materials, tools, and equipment. Introduces casting, molding, gouging, brazing, soldering, piercing, and mixed media. Stresses personal expression of creative ideas and depth of exploration in selected techniques. Continues critical study of master sculptures and sculptors.

##### **50.06140**

**Sculpture IV** - Enhances level-three skills and provides advanced exploration and mastery of selected, complex techniques, designs, materials, tools, and equipment. Further explores casting, molding, gouging, brazing, soldering, piercing, and mixed media. Stresses personal expression of creative ideas and depth of exploration in selected techniques. Continues critical study of master sculptures and sculptors.

### Creating

#### **VAHSSC.CR.1 Visualize and generate ideas for creating works of art.**

- a. Generate sculptural ideas through the sequential process of ideation, innovation, development, and actualization.

## Visual Art Georgia Standards of Excellence

- b. Investigate choice of themes, materials, and methods as they relate to personal, contemporary, and traditional sculptural artists/works.

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

- a. Document research, exploration, and problem solving to connect and express visual ideas.
- b. Individually and collaboratively generate multiple solutions to a single artistic problem and assess merits of each.
- c. Research and apply knowledge of materials and processes to recognize limitations and set goals regarding design, studio capabilities, and time.
- d. Demonstrate proper care and safe use of sculptural tools, equipment, and materials.

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

- a. Create sculptural works of art using an array of processes (e.g. additive, subtractive, modeling, casting, installation, earthworks, monumental, site specific).
- b. Incorporate varied sculptural media (e.g. paper, wood, stone, wax, metals, ceramics, plaster, found objects, fiber, concrete, resins, naturally occurring materials, interiors, exteriors).
- c. Utilize varied technology (e.g. machinery, power tools, hand tools, welding equipment, three-dimensional printing).

### **VAHSSC.CR.4 Incorporate formal and informal components to create works of art.**

- a. Apply compositional principles to create representational and non-objective sculptural works.
- b. Apply understanding of aesthetic theories in order to communicate meaning in representational and non-objective sculptural works (e.g. realism, emotionalism, formalism).
- c. Demonstrate successful application of formal qualities (elements and principles) in the production of sculptural works.

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

- a. Create sculptural works based on interpretations of historic and contemporary forms, artists, and cultures.
- b. Consider multiple compositional options and make appropriate changes to sculptural works of art for desired outcomes.
- c. Reflect, modify, and adapt sculptural work as a response to design challenges and critiques.

## Visual Art Georgia Standards of Excellence

### **VAHSSC.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.**

- a. Make visual and verbal connections through recording artistic research, planning, and reflection.
- b. Evaluate choice of media, technique, and process as a means to edit, revise, and modify sculpture.
- c. Maintain notes and class information.

### **Presenting**

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

- a. Exhibit sculpture with a written supporting statement that communicates context and/or intent of the work or presentation.
- b. Prepare personal sculptural work to be exhibited inside and outside of the classroom.
- c. Analyze how the context and environment in which sculptural works are presented affects viewer perception.

### **Responding**

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

- a. Compare and contrast the influences of sculptural works of art from a wide range of contemporary and past artists.
- b. Identify the values and contributions of diverse peers, cultures, and communities.

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

- a. Reflect upon process, craftsmanship, content, and composition of sculptural works of art.
- b. Review portfolios collaboratively and individually to identify growth regarding mastery of craftsmanship, content, and composition.

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

- a. Formulate written and/or oral response to works of art through various approaches.

## Visual Art Georgia Standards of Excellence

### Connecting

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

- a. Discuss the intent of sculpture in context to historical events.
- b. Examine universal themes that appear in sculpture throughout various times and cultures.
- c. Analyze the way in which personal experiences affect understanding and appreciation of sculpture.
- d. Investigate the role of sculpture as a visual record keeper.
- e. Identify specific knowledge and skills from other disciplines such as chemistry, physics, math, and history that inform the planning and execution of sculpture.

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

- a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.
- b. Use creativity and imagination in planning and development of products.
- c. Use critical thinking and problem solving strategies to conceive of and develop ideas.
- d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.

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

- a. Access resources to research art (e.g. museums, internet, visiting artists, galleries, community arts organizations, visual culture).
- b. Identify various art related careers and post-secondary options.
- c. Draw inspiration for works of art from the world and resources outside the traditional classroom.

## Visual Art Georgia Standards of Excellence

### Video & Filmmaking

Levels I – IV

#### Course Descriptions:

##### 50.07310

**Video & Filmmaking I** - Introduce film as a communicative art form. The course covers technical and expressive considerations of production, such as equipment, lighting, costumes, setting, props, and script. It provides opportunities to participate in each phase of production, stressing analysis of film and video production based on historical and critical analysis.

##### 50.07320

**Video & Filmmaking II** - Enhances level-one skills and provides opportunities to apply technical, expressive, and compositional principles to film and video production. Emphasizes creative ideas and approaches to production, stressing analysis of creative and expressive techniques of major film and video artists and their work.

##### 50.07330

**Video & Filmmaking III** - Enhances level-two skills and provides opportunities to apply technical, expressive, and compositional principles to film and video production. Emphasizes creative ideas and stylistic approaches to production, stressing analysis of creative and expressive techniques of major film and video artists and their works. Promotes continued discussion of film and video as an art form with aesthetic merit.

##### 50.07340

**Video & Filmmaking IV** - Enhances level-three skills and provides opportunities to apply technical, expressive, and compositional principles to film and video production. Interprets individual ideas with emphasis on compositional principles. Collaborates with other design team members. Evaluates own film and video art and the art of other artists based on a predetermined set of criteria. Talks about the aesthetic merit of film and video art.

### Creating

#### **VAHSV.F.CR.1 Engage in the creative process, culminating in the development of films.**

- a. Consider multiple options through a study of various films from different cultures.
- b. Develop an understanding of genre and how to reflect this within filmmaking.



## Visual Art Georgia Standards of Excellence

**VAHSVF.CR.2 Incorporate the formal components of filmmaking to plan and develop films.**

- a. Study and utilize the screenwriting process to create a cohesive story for the filmmaking process.
- b. Study and utilize storyboarding to generate ideas for the filmmaking process.
- c. Study and utilize the process of creating shooting schedules to plan the filmmaking process.

**VAHSVF.CR.3 Choose from a range of media, employing traditional and contemporary methods, in order to refine the filmmaking process.**

- a. Utilize contemporary and historical methods of sound design.
- b. Use a variety of media to refine the editing process.

### Producing

**VAHSVF.PR.1 Unify multiple filmmaking roles to create a cohesive film production.**

**VAHSVF.PR.2 Develop and refine various filmmaking skills such as cinematography, producing, and editing while using a variety of media.**

**VAHSVF.PR. 3 Curate, design, and promote a filmmaking production.**

### Responding

**VAHSVF.RE.1 Analyze, select, and interpret film studies based on historical and contemporary films.**

**VAHSVF.RE.2 Interpret the intent of filmmakers from a variety of historical, societal, and cultural contexts.**

**VAHSVF.RE.3 Apply formal criticism to exemplary films using filmmaking vocabulary.**

## Visual Art Georgia Standards of Excellence

### Connecting

**VAHSV.F.CN.1** Relate the context of time, society, history, and culture to film studies and deepen the understanding of the role of film within various cultures from both past and contemporary societies.

**VAHSV.F.CN.2** Relate personal experiences to historical and contemporary film research to create more complex film productions.

## Visual Art Georgia Standards of Excellence

### Visual Art Comprehensive

Levels I - VIII

#### Course Descriptions:

##### 50.02110

**Comprehensive I** - Introduces art history, art criticism, aesthetic judgment, and studio production. Emphasizes the ability to understand and use elements and principles of design through a variety of media, processes, and visual resources. Explores master artworks for historical and cultural significance.

##### 50. 02120

**Visual Art Comprehensive II** - Enhances level-one skills in art history, art criticism, aesthetic judgment, and studio production. Emphasizes and reinforces knowledge and application of the design elements and their relationship to the principles of design. Explores different two- and three-dimensional art media and processes. Investigates master artworks to increase awareness and to examine the role of art and the artist in past and contemporary societies.

##### 50.02130

**Visual Art Comprehensive III** - Enhances level-two skills in art history, art criticism, aesthetic judgment, and studio production. Provides practice in applying design elements and principles of design. Provides focus on different two- and three-dimensional art media and processes and master artworks. Stresses idea development through production and creativity and through the study of master artists and developing personal artistic voice.

##### 50.02400

**Visual Art Comprehensive IV** - Enhances level-three skills in art history, art criticism, aesthetic judgment, and studio production. Provides opportunities for in-depth application of design elements and principles of design in two- and three-dimensional art media and processes. Stresses creative problem solving through art production and the study of master artists and their works and further development of personal artistic voice.

**50.02600. Visual Art Comprehensive V**- Enhances level-four skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunities to use two and three-dimensional art media and process in the development of individual portfolios. Explores idea development and media selection of master artworks of historical and cultural significance.

**50.02170. Visual Art Comprehensive VI** - Enhances level-five skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunities to use two and three-dimensional art media and process in the development of individual portfolios. Stresses the use

## Visual Art Georgia Standards of Excellence

of research in student's idea development leading to the production of artwork. Emphasis is placed on the writing of master artists of both past and contemporary societies.

**50.02180. Visual Art Comprehensive VII** - Enhances level-six skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunities to use two and three-dimensional art media and process in the development of individual portfolios used in job, art school and college applications. Stresses research, planning and proposal writing for the production of artwork. Investigates idea development and theme in master artworks of historical and contemporary societies.

**50.02190. Visual Art Comprehensive VIII** - Enhances level-seven skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunities to use two and three-dimensional art media and process in the development of individual portfolios used in job, art school and college applications. Stresses refining of portfolio and production of slides intended for submission for judging. Enhances art-criticism writing skills of both master works and student productions. Provides opportunities for preparing and exhibiting art work.

### Creating

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

- a. Generate and conceptualize artistic ideas and work.
- b. Consider multiple options, weighing consequences, and assessing results.
- c. Practice the artistic process by researching, brainstorming, and planning to create works of art.

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

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

- a. Demonstrate a variety of skills and techniques for two-dimensional and three-dimensional works of art.
- b. Demonstrate quality craftsmanship through proper care and use of tools, materials, and equipment.
- c. Utilize and care for materials, tools, and equipment in a safe and appropriate manner.

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

- a. Use principles of design to organize elements of art to create unified compositions.
- b. Create two-dimensional works of art that incorporate observational contour drawing, value to model form, and an understanding of perspective drawing.

## Visual Art Georgia Standards of Excellence

- c. Learn fundamental color theory and the organization of color schemes to create works of art that demonstrate how to create meaning through color.
- d. Create three-dimensional works of art that incorporate a variety of sculptural methods/materials and demonstrate an understanding of relief sculpture and sculpture in the round from a variety of materials (e.g. clay, paper, plaster, wood).

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

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

- a. Make visual/verbal connections through recording artistic research, planning, and reflection.
- b. Evaluate choice of media, techniques, and processes as a means to edit, revise, and modify works of art.
- c. Maintain notes and class information.

### Presenting

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

- a. Exhibit works of art with a written supporting artist statement that communicates purpose and/or intent.

### Responding

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

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

- a. Self-evaluate in-progress and complete work using criteria such as composition, craftsmanship, technical skill, meeting goals of work, and progress over time.
- b. Develop skills and provide respectful and constructive criticism to peers as part of a community of learners.
- c. Develop a repertoire of contemporary and historical art exemplars through art criticism.

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

## Visual Art Georgia Standards of Excellence

literacy.

- a. Create a written response to works of art through various approaches.

### Connecting

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

- a. Discuss the intent of works of art in context to historical events.
- b. Examine universal themes that appear in works of art throughout various times and cultures.
- c. Analyze the ways in which personal experience affects the understanding and appreciation of works of art.
- d. Investigate the role of works of art as visual record keeper.
- e. Identify specific knowledge and skills from other disciplines that inform the planning and execution of works of art.

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

- a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.
- b. Use creativity and imagination in planning and development of products.
- c. Use critical thinking and problem solving strategies to conceive of and develop ideas.
- d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.

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

- a. Access resources to research art (e.g. museums, internet, visiting artists, galleries, community arts organizations, visual culture).
- b. Identify various art related careers and post-secondary options.
- c. Draw inspiration for works of art from the world and resources outside the traditional classroom.