INTRODUCTION TO ART
Grades 9, 10, 11, 12

Unit of Credit: One Year (Elective)

Prerequisite: First semester is a prerequisite for second semester.

Course Overview:
Introduction to Art is designed to acquaint the student with the basic techniques and methods of art. Students recognize and use the Elements of Art, Principles of Design, media exploration, development of a portfolio, history of art and contemporary art. Students receive sequential yearlong instruction in various media applications.

Units of Study:
- Drawing
- Painting
- History/criticism
- Sculpture
- Ceramics
- Printmaking
- Computer-assisted technology
- Mixed media
- Color theory
- Elements of Art
- Principles of Design
- Composition theory
- Materials and tools
- Production techniques
- Photography

Vocabulary:
Line, Value, Texture, Space, Color, Hue, Intensity, Depth, Shape, Form, Rhythm, Emphasis, Balance, Pattern, Aesthetics, Elements of Art, Principles of Design

CREATING:
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question(s):** What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.

- I can demonstrate an understanding of the Elements of Art and the Principles of Design.
- I can brainstorm an idea for a project and either develop a plan to complete it or ask for help in developing a plan.
- I can make a visual product.
- I can collaborate with others in the creative process.

- **Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
- **Essential Question(s):** How does knowing the contexts histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

VA:Cr1.2.Ia Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.

- I can identify the various societal, cultural, and historical uses of art.
- I can use constructive criticism in order to articulate my aesthetic sensibilities.
- I can make an image that makes a social statement.
- I can demonstrate an awareness of careers in the visual arts.
- I can use aesthetics to describe art and product.
- I can make real world connections related to visual art.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- **Essential Question:** How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

VA:Cr2.1.Ia Engage in making a work of art or design without having a preconceived plan.

- I can improvise a 2D or 3D product using materials given.
- I can collaborate with others on the creative process.

- **Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- **Essential Question:** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

VA:Cr2.2.Ia Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

- I can identify the various societal, cultural, and historical uses of art.
- I can use constructive criticism in order to articulate my aesthetic sensibilities.
- I can make an image that makes a social statement.
- I can demonstrate an awareness of careers in the visual arts.
- I can use aesthetics to describe art and product.
- I can make real world connections related to the visual arts.

- **Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
- **Essential Question:** How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning or designing objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

VA:Cr2.3.Ia Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

- I can prepare ideas in a visual form that will assist the viewer in their visual perception.
- I can identify the various societal, cultural, and historical uses of art.
- I can make real world connections related to the visual arts.
- I can collaborate with others in the creative process.
- I can demonstrate the ability to conceive, plan and complete an artwork.
- I can work within a studio environment ensuring the safety of myself and others.

Anchor Standard 3: Refine and complete artistic work

- **Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- **Essential Question:** What role does persistence play in revising, refining, and developing work? How do artist grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

VA:Cr3.1.Ia Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

- I can demonstrate the use of appropriate terms relating to art.
- I can collaborate with others in the creative process.
- I can demonstrate an understanding of the Elements of Art and the Principles of Design.
- I can demonstrate the ability to analyze how art communicates meaning through a process of multiple problem-solving, involving intellectual, emotional, conceptual, symbolic, expressive, and personal decisions.
- I can demonstrate the ability to conceive, plan and complete an artwork.
- I can work within the traditions of art in order to produce a body of work

- I can work within a studio environment ensuring the safety of myself and others.

PERFORMING:
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- **Essential Question:** How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

VA:Pr4.1.Ia Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

- I can explain how a piece of art is constructed.
- I can identify artists and how they use their work to influence culture.
- I can identify the various societal, cultural, and historical uses of art.
- I can use constructive criticism in order to articulate my aesthetic sensibilities.
- I can make an image that makes a social statement.
- I can prepare, exhibit and identify quality in presentation related to art.
- I can explain how a piece of art is constructed.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- **Essential Question:** What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

VA:Pr5.1.Ia Analyze and evaluate the reasons and ways an exhibition is presented.

- I can prepare, exhibit and identify quality in presentation related to art.
- I can explain how a piece of art is constructed.
- I can articulate preservation, exhibition and archival measures.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** Objects, artifacts and artworks collected, preserved, or presented either by artists, museums or other venues communicate meaning and a record

of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

- **Essential Question:** What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

VA:Pr6.1.Ia Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.

- I can identify artists and how they use their work to influence culture.
- I can identify the various societal, cultural, and historical uses of art.
- I can use constructive criticism in order to articulate my aesthetic sensibilities.
- I can make an image that makes a social statement.
- I can prepare, exhibit and identify quality in presentation related to art.
- I can explain how a piece of art is constructed.

RESPONDING:
Anchor Standard 7: Perceive and analyze artistic work

- **Enduring Understanding:** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, other, the natural world, and constructed environments.
- **Essential Question:** How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

VA:Re.7.1.Ia Hypothesize ways in which art influences perception and understanding of human experiences.

- I can use the language specific to the visual arts in conversation and constructive criticism.
- I can work with the concepts of visual arts to make art.
- I can use constructive criticism in order to articulate my aesthetic sensibilities.
- I can make an image that makes a social statement.
- I can prepare, exhibit and identify quality in presentation related to art.
- I can explain how a piece of art is constructed.
- I can use the language specific to the visual arts in conversation and constructive criticism.
- I can work with the concepts of visual arts to make art.

- **Enduring Understanding:** Visual imagery influences understanding of and responses to the world.
- **Essential Question:** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

VA:Re.7.2.Ia Analyze how one's understanding of the world is affected by experiencing visual imagery

- I can identify and analyze exemplary historic and contemporary artwork through a critical and aesthetic inquiry process.
- I can identify artists and how they use their work to influence culture.
- I can identify the various societal, cultural, and historical uses of art.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Enduring Understanding:** People gain insights into meanings of artworks by engaging in the process of art criticism.
- **Essential Question:** What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

VA.Re8.1.Ia Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

- I can speculate and articulate how context influences the content of visual art under consideration.
- I can identify and analyze exemplary historic and contemporary artwork through a critical and aesthetic inquiry process.
- I can identify artists and how they use their work to influence culture.
- I can identify the various societal, cultural, and historical uses of art.

Anchor standard 9: Apply criteria to evaluate artistic work

- **Enduring Understanding:** People evaluate art based on various criteria.
- **Essential Question:** How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

VA:Re9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works.

- I can use aesthetic principles, Elements of Art and Principles of Design in order to arrive at artistic judgements.

CONNECTING
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- **Essential Question:** How does engaging in creating art enrich people's lives? How does making art attune people to their surrounding? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas.

- I can use constructive criticism in order to articulate my aesthetic sensibilities.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- **Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.
- **Essential Question:** How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

VA:Cn11.1.Ia Describe how knowledge of culture, traditions, and history may influence personal responses to art.

- I can identify and analyze exemplary historic and contemporary artworks through a critical and aesthetic inquiry process.
- I can identify artists and how they use their work to influence culture.
- I can identify the various societal, cultural, and historical uses of art.
- I can speculate and articulate how context influences the content of visual art under consideration.