



VALWOOD

GO BEYOND

Introduction to Art Curriculum

Intro to Art Course Overview

| Course Description | | Topics at a Glance | | |
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| <p>This class is a prerequisite to any other Upper School visual arts course. Introduction to Art will cover the elements and principles of design. The course will also include art criticism, art in the news, how art influences modern society and careers in art. Field trip(s) to local art museums are required.</p> | | <ul style="list-style-type: none"> <li style="width: 33%;">• Culture <li style="width: 33%;">• Technology <li style="width: 33%;">• Community <li style="width: 33%;">• Critical Thinking <li style="width: 33%;">• Problem Solving <li style="width: 33%;">• Articulate <li style="width: 33%;">• Literacy <li style="width: 33%;">• Art Vocabulary <li style="width: 33%;">• Plan <li style="width: 33%;">• Create <li style="width: 33%;">• Media <li style="width: 33%;">• Discover <li style="width: 33%;">• Materials <li style="width: 33%;">• Techniques <li style="width: 33%;">• Processes <li style="width: 33%;">• Problem Solving <li style="width: 33%;">• Interpret <li style="width: 33%;">• Transfer <li style="width: 33%;">• Evaluate <li style="width: 33%;">• Differentiate <li style="width: 33%;">• Critical Thinking <li style="width: 33%;">• Art Inquiry <li style="width: 33%;">• Respond <li style="width: 33%;">• Careers in Art <li style="width: 33%;">• Lifelong Endeavours <li style="width: 33%;">• Invent <li style="width: 33%;">• Relate <li style="width: 33%;">• Visual Symbols <li style="width: 33%;">• Visual Literacy <li style="width: 33%;">• Visual Metaphors <li style="width: 33%;">• Eco-Art <li style="width: 33%;">• Observe <li style="width: 33%;">• Demonstrate <li style="width: 33%;">• Describe <li style="width: 33%;">• Recognize <li style="width: 33%;">• Identify <li style="width: 33%;">• Compare & Contrast <li style="width: 33%;">• Elements of Art <li style="width: 33%;">• Principles of Design <li style="width: 33%;">• Visual Expression <li style="width: 33%;">• Refine Ideas | | |
| Assessments | | Literacy Connections | | |
| <ul style="list-style-type: none"> • Pre-assessments • Checks for understanding • Observations/Anecdotal Records • Student questions/comments • Personal reflections • Teacher questions and prompts • Performance tasks (planning, in-progress, final assignments) • Critiques (group discussion, written reflection, in-progress) • Self and peer assessments • Artist statements and reflections | | <p>Listening: Students practice active listening to teachers, guest artists, and their peers discuss works of art.</p> <p>Speaking: Students practice speaking about their own, works of art and the works of art of their peers during art critiques. Students orally use appropriate, art vocabulary during the planning, creation and critiques of their works of art.</p> <p>Reading: Students read about works of art, artists, cultures, and events from books, computers, posters, PowerPoint presentations and handouts.</p> <p>Writing: Students write their personal responses to their own works of art by writing artist statements and titles for their artwork. Students may also critique works of art through writing. Students write in visual arts classes to the standards of the school-wide writing rubric.</p> <p>Visual Literacy: Students will interpret, negotiate and make meaning from information presented in the form of an image.</p> | | |
| Grade Level Expectations | | | | |
| Standard | Big Ideas in Seventh Grade (Grade Level Expectations) | | | |
| 1. Observe and Learn to Comprehend | <ol style="list-style-type: none"> 1. The characteristics and expressive features of art and design are used in analyzing and synthesizing the meaning in works of art 2. Understanding works of art involves knowledge of historical and cultural styles, genre, and artists over time 3. Knowledge of art vocabulary is important when critically analyzing works of arts | | | |
| 2. Envision and Critique to Reflect | <ol style="list-style-type: none"> 1. Visual literacy skills are used to create meaning from a variety of information 2. Concepts, issues, and themes in the visual arts can be used to communicate ideas in various other disciplines | | | |
| 3. Invent and Discover to Create | <ol style="list-style-type: none"> 1. Achieve the ability to plan, anticipate outcomes, and demonstrate craftsmanship in creating a work of art 2. Restructure and apply the technical skills and processes required to achieve desired results in producing works of art 3. Use of various media, materials, and tools to express specific meaning in works of art 4. Utilize current, available technology as a primary medium to create original works of art | | | |
| 4. Relate and Connect to Transfer | <ol style="list-style-type: none"> 1. Critical thinking in the arts transfers to multiple uses in life 2. The visual arts community messages its cultural traditions and events 3. Art and design strategies can solve environmental problems | | | |

1. Observe and Learn to Comprehend

Use the visual arts to express, communicate, and make meaning. To perceive art involves studying art; scrutinizing and examining art; recognizing, noticing, and seeing art; distinguishing art forms and subtleties; identifying and detecting art; becoming skilled in and gaining knowledge of art; grasping and realizing art; figuring out art; and sensing and feeling art.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the Observe and Learn to Comprehend Standard are:

- Recognize, articulate, and debate that the visual arts are a means for expression
- Make informed critical evaluations of visual and material culture, information, and technologies
- Analyze, interpret, and make meaning of art and design critically using oral and written discourse
- Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives

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| Content Area: Visual Arts - Introduction to Art | |
| Standard 1: Observe and Learn to Comprehend | |
| Valwood Graduates: Make informed critical evaluations of visual and material culture, information, and technologies | |
| Grade Level Expectation Concepts and skills students master: 1. Visual art has inherent characteristics and expressive features | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: a. Investigate and articulate the value of the characteristics and expressive features of art and design in diverse and disparate works of art | Inquiry Questions: 1. What are the ways to analyze and discuss works of art? 2. What other ways are there to analyze and discuss works of art beyond the characteristics and expressive features of art and design? |
| | Relevance and Application: 1. Visual arts provide opportunities for making informed choices about material culture by employing visual literacy in society while recognizing urban, suburban, historical, and environmental influences. 2. Rituals in creating cultural art solidify the foundational understanding of the identity and purpose of various cultures within society. 3. New technologies and media allow for innovative ways to create new rituals with evolutionary characteristics. |
| | Nature of Discipline: 1. Artists use close observation to understand objective reality. |

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| Content Area: Visual Arts - Introduction to Art | |
| Standard 1: Observe and Learn to Comprehend | |
| Valwood Graduates: Recognize, articulate, and debate that the visual arts are a means for expression Analyze, interpret, and make meaning of art and design critically using oral and written discourse | |
| Grade Level Expectation Concepts and skills students master: 3. Art and design have purpose and function | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: <ol style="list-style-type: none"> a. Investigate and articulate the aims of disparate art practices and traditions b. Investigate and articulate symbols and function in meaning and purpose of art works. c. Recognize possible careers in Art | Inquiry Questions: <ol style="list-style-type: none"> 1. What is the purpose of art? 2. How do different cultures manifest the purposes of art? 3. How can art make important contributions to society? |
| | Relevance and Application: <ol style="list-style-type: none"> 1. Visual arts provide an ability to discern the underlying intended and unintended purposes of art. 2. Visual arts provide for the ability to discern multiple solutions to visual and spatial problems. 3. Contemporary technologies have enabled the purpose of art to expand. |
| | Nature of Discipline: <ol style="list-style-type: none"> 1. Investigating art ideas provides for alternative viewpoints and encourages divergent thinking about the reasons for the existence of art. |

2. Envision and Critique to Reflect

Articulate and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information. To value art involves visualizing, articulating, and conveying art; thinking about, pondering, and contemplating art; wondering about, assessing, and questioning art concepts and contexts; expressing art; defining the relevance, significance of, and importance of art; and experiencing, interpreting, and justifying the aesthetics of art.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the Envision and Critique to Reflect Standard are:

- Recognize, demonstrate, and debate philosophic arguments about the nature of art and beauty (aesthetics)
- Recognize, demonstrate, and debate the place of art and design in history and culture
- Use specific criteria to discuss and evaluate works of art
- Critique personal work and the work of others with informed criteria
- Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information

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| Content Area: Visual Arts - Introduction to Art | |
| Standard: 2. Envision and Critique to Reflect | |
| Valwood Graduates: Critique personal work and the work of others with informed criteria Use specific criteria to discuss and evaluate works of art | |
| Grade Level Expectation Concepts and skills students master: 1. Reflective strategies are used to understand the creative process | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: <ol style="list-style-type: none"> a. Communicate and defend reasons for opinions about the intentions (successful or not) of a work of art b. Make informed judgments about the relative merits of works of art using observation, description, analysis, interpretation, evaluation and established critique models (e.g., Feldman, Broudy, Barrett). | Inquiry Questions: <ol style="list-style-type: none"> 1. When is art criticism vital, and when is it beside the point? 2. To what extent does a work of art depend on the artist's point of view? 3. To what extent does a work of art depend on the viewer's point of view? |
| | Relevance and Application: <ol style="list-style-type: none"> 1. The critical process leads to informed judgments regarding the relative merits of works of art. 2. The critical process developed through the arts also is found in all other disciplines such as scientific inquiry, mathematical problem-solving, and music and literary critique. 3. Fluency in the critical process in art develops an innate ability to investigate and persevere. 4. Artists may work independently or collaboratively in a variety of virtual or concrete environments. |
| | Nature of Discipline: <ol style="list-style-type: none"> 1. Comprehending the intentions of art leads to understanding how meaning is made. |

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| Content Area: Visual Arts - Introduction to Art | |
| Standard: 2 Envision and Critique to Reflect | |
| Valwood Graduates: Recognize, demonstrate, and debate philosophic arguments about the nature of art and beauty (aesthetics) | |
| Grade Level Expectation Concepts and skills students master: 2. Interpretation is a means for understanding and evaluating works of art | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: <ol style="list-style-type: none"> a. Analyze and interpret philosophies of Western and non-Western art b. Understand the point of view of one of the following aesthetic stances: formalist, imitationalist, expressionist or contextualist. c. Understand the ability of art to evoke a viewer response and command sustained attention. | Inquiry Questions: <ol style="list-style-type: none"> 1. How do underlying structures unconsciously guide the creation of art works? 2. How is art criticism influenced by a method of analysis, based upon an informed opinion, to arrive at a personal opinion? 3. How does the stance of a formalist, imitationalist, expressionist or contextualist influence the evaluation and interpretation of a work of art? 4. How and why do works of art stand the test of time and become important works of art throughout cultures? |
| | Relevance and Application: <ol style="list-style-type: none"> 1. Art reflects the history and culture in which it is created. 2. Innovation and critical reasoning results from utilizing known structures and identifying ways to stretch boundaries. 3. Using current technologies to research diverse approaches from around the globe and applying them to new artistic styles creates a merging of ideas. |
| | Nature of Discipline: <ol style="list-style-type: none"> 1. Every artist has a style, just as every artistic period has a style. 2. In the fine arts critique is influenced by a method of analysis. Critique is based upon an informed opinion, and never upon personal opinion. Informed opinion is accepted as being technical knowledge, personal or professional experience, or specified training. |

3. Invent and Discover to Create

Generate works of arts that employ unique ideas, feelings, and values using different media, technologies, styles, and forms of expression. To make art involves creating, inventing, conceiving, formulating, and imagining art; communicating, ascertaining, and learning about art; building, crafting, and generating art; assembling and manufacturing art; discovering, fashioning, and producing art; and causing art to exist.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the Invent and Discover to Create Standard are:

- Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research
- Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design
- Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies
- Recognize, compare, and affirm that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives

4. Relate and Connect to Transfer

Recognize, articulate, and validate the value of the visual arts to lifelong learning and the human experience. To respond to art involves relating to art; connecting to art; personally linking to art; associating with art; bonding to art; moving toward art sensibilities; shifting to art orientations; thinking about art; attaching meaning to art; replying to art; reacting to art; internalizing art; personalizing art; and relating art to culture and diversity.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the Relate and Connect to Transfer Standard are:

- Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts
- Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas
- Transfer the value of visual arts to lifelong learning and the human experience
- Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas

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| Content Area: Visual Arts - Introduction to Art | |
| Standard: 4. Relate and Connect to Transfer | |
| Valwood Graduates: Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas | |
| Grade Level Expectation Concepts and skills students master: 1. The work of art scholars impacts how art is viewed today | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: a. Discern the value of works of art based on historical significance, craftsmanship, cultural context, and originality using appropriate, domain-specific terminology that honors sensitive traditions b. Describe, refine and organize personal ideas about aesthetic qualities of a work of art. | Inquiry Questions: 1. What constitutes art? According to whom? 2. Why create? 3. How does <i>aesthetics and</i> beauty influence the quality of life? |
| | Relevance and Application: 1. Manipulating and analyzing various criticisms from existing and historical art scholars allows students to identify how art can elicit varying opinions. 2. Providing knowledge and relevance of artistic and cultural history can help to bring about alternative views of previous and contemporary societies. 3. Giving context and new thinking to works of art, scholars hold the knowledge of the past and present. |
| | Nature of Discipline: 1. Informed opinions about art are debated, but not necessarily resolved. 2. Investigating diverse cultures and their viewpoints leads to a more knowledgeable society. |

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| Content Area: Visual Arts - Introduction to Art | |
| Standard: 4. Relate and Connect to Transfer | |
| Valwood Graduates: Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas | |
| Grade Level Expectation Concepts and skills students master: 2. The work of art scholars impacts how art is viewed today | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: <ul style="list-style-type: none"> c. Research and debate viewpoints (by examination, comparing and contrasting aesthetic ideals) found in a variety of resources that focus on and discuss visual art and design d. Research and investigate the intentions and aesthetic sensibilities of those who created specific works of art throughout a variety of cultures. | Inquiry Questions: <ul style="list-style-type: none"> 4. What constitutes art? According to whom? 5. Why create? 6. How does beauty (natural and man-made) influence the quality of life? |
| | Relevance and Application: <ul style="list-style-type: none"> 4. Manipulating and analyzing various criticisms from existing and historical art scholars allows students to identify how art can elicit varying opinions. 5. Providing knowledge and relevance of artistic and cultural history can help to bring about alternative views of previous and contemporary societies. 6. Giving context and new thinking to works of art, scholars hold the knowledge of the past and present. |
| | Nature of Discipline: <ul style="list-style-type: none"> 3. Informed opinions about art are debated, but not necessarily resolved. 4. Investigating diverse cultures and their viewpoints leads to a more knowledgeable society. |

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| Content Area: Visual Arts - Introduction to Art | |
| Standard: 4. Relate and Connect to Transfer | |
| Valwood Graduates: Transfer the value of visual arts to lifelong learning and the human experience Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas | |
| Grade Level Expectation Concepts and skills students master: 3. Art is a lifelong endeavor | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: <ol style="list-style-type: none"> a. Compare and contrast the roles and intentions of artists and designers in historical and contemporary context b. Research the range of careers available to artists such as museum curation, automobile design, gaming design, medical illustration, and photojournalism c. Describe the effects that works of art have on groups, individuals and cultures. | Inquiry Questions: <ol style="list-style-type: none"> 1. How and why is art used as a vehicle for communication? 2. To what extent does good design integrate form with function? 3. How is art used in everyday life? How does art affect everyday life? |
| | Relevance and Application: <ol style="list-style-type: none"> 1. Integrating and connecting knowledge and skills in art to other fields of study gives a broader understanding of the roles that artists play in society. 2. Using job placement technology to research the range of careers available for personal career development provide insight into the many levels of visual art skills that are valued in today's workforce such as graphic design and software design skills in marketing, forensics, medicine, and video game design. |
| | Nature of Discipline: <ol style="list-style-type: none"> 1. Artists and designers make important contributions to society. |