

# 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, and history of 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

*NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").*

### **NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.**

**Benchmark 1:** Students apply media, techniques, and processes: analyze with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

#### **Learning Targets (Type):**

- 1) I can experience media (e.g., drawing, painting, sculptural, collage, etc.). (S)
- 2) I can explore techniques. (K, S)
- 3) I can successfully analyze and synthesize information into a product. (R,P)

**Benchmark 2:** Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

#### **Learning Targets (Type):**

- 1) I can brainstorm an idea for a project and either develop a plan to complete it or ask for help in developing a plan. *(K,R)*

**NATIONAL STANDARD 2: Students use knowledge of structures and functions.**

**Benchmark 1:** Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.

**Learning Targets (Type):**

- 1) I can use the language specific to the visual arts in conversation and constructive criticism. *(K,S)*
- 2) I can work with the concepts of visual arts to make art. *(S)*

**Benchmark 2:** Students evaluate the effectiveness of artworks in terms of organizational structures and functions.

**Learning Targets (Type):**

- 1) I can explain how a piece of art is constructed. *(K,R)*

**Benchmark 3:** Students create artworks that use organizational principles and functions to solve specific visual arts problems.

**Learning Targets (Type):**

- 1) I can use my knowledge of concepts in the visual arts to create art. *(K,S)*
- 2) I can incorporate my ideas and feelings in a visual artwork.
- 3) I can trace the process I used to make a work of art, including my mistakes and creative decisions.
- 4) I can keep all of my work in a folder.

**NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.**

**Benchmark 1:** Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

**Learning Targets (Type):**

- 1) I can thoughtfully compare and contrast visual components in a piece of art. *(R)*

**Benchmark 2:** Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

**Learning Targets (Type):**

- 1) I can choose subjects that are important to me and my ideas. *(K,S)*
- 2) I can use different styles to convey different ideas. *(K,S)*
- 3) I can express different feelings in different works. *(K,S)*
- 4) I can associate my ideas with a style to enhance a work of art. *(R)*
- 5) I can follow directions and still be creative with my project. *(K)*
- 6) I can identify symbols that enhance my work. *(K)*
- 7) I can incorporate symbols to add meaning to my work. *(K,S)*

**NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.**

**Benchmark 1:** Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art, including Montana American Indian works of art.

**Learning Targets (Type):**

- 1) I can tell others why I like artwork using references from the past and present. *(S,R)*
- 2) I can identify art from different cultures. *(K)*
- 3) I can study the art of American Indian artists. *(S,K)*

**Benchmark 2:** Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places, including Montana American Indian art objects.

**Learning Targets (Type):**

- 1) I can identify selected periods or styles of art and explain how I integrated the ideas or imagery from them into my art. *(K,R)*
- 2) I can explain how the visual arts are important in a selected historical and culture period of my choosing. *(K,R)*
- 3) I can discuss how artwork is a product of the environment in which it is created. *(K,R)*

**Benchmark 3:** Students analyze relationships of works of art, including Montana American Indian works of art, to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

**Learning Targets (Type):**

- 1) I can see many different reasons for creating art. *(R)*
- 2) I can explain how various cultures affect my expression. *(K)*
- 3) I can use other people's artwork to inform my own. *(K,R)*

**NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.**

**Benchmark 1:** Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

**Learning Targets (Type):**

- 1) I can begin to explain why I make art. *(R)*

**Benchmark 2:** Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

**Learning Targets (Type):**

- 1) I can explain the meaning of my art as it relates to culture. *(R)*
- 2) With research, I can tell the difference between styles from various places and times. *(R)*
- 3) I can research different movements of art. *(S)*
- 4) I can place movements in order on a timeline using references. *(K)*
- 5) I can explain how modern art developed based on the prior movements. *(K)*
- 6) I can identify designs and ideas from various times and places. *(K)*
- 7) I can describe why famous art works from around the world are significant. *(K,R)*
- 8) I can see how ideas from the past and different cultures influence artwork. *(R)*

**Benchmark 3:** Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

**Learning Targets (Type):**

- 1) I can talk about my art and what it means to me. *(S, K)*

2) I can listen to what others say about their work. *(S)*

**NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.**

**Benchmark 1:** Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

**Learning Targets (Type):**

1) I can compare and contrast different types of art. *(R)*

**Benchmark 2:** Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

**Learning Targets (Type):**

1) I can explain how art ideas show-up in other classes. *(K,R)*

2) I notice how ideas from other subjects are used in art. *(K,R)*

3) I can see how art is used in business. *(K,R)*

4) I can research jobs that require art skills in their day-to-day execution. *(K,R)*

5) I can identify how creativity forms new ideas in all fields. *(K,R)*

6) I can see the application of art in future career opportunities. *(K,R)*