

SENIOR STUDIO

Grades 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art, Two Additional Art Classes, and Consent of Instructor

Course Overview:

Senior Studio is designed to provide serious art students with an opportunity to pursue in-depth studies in different types of artistic problem-solving using a variety of media, research, documentation, assessment, and evaluation. Students will work in advanced and maximum levels through the progression of this course.

Units of Study:

- Student-selected media
- Organizing a professional portfolio for post-secondary opportunities
- Writing a resume geared toward the arts
- Writing an artist statement
- Strengthening weak areas in visual art
- In-depth examination of a specific style in art
- Studying the history of art
- Exhibiting artwork
- Visiting places in the community associated with art

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 create an artwork in the media of my choice. (S,P)
- 2) I have sufficient understanding of the technical properties of media. (K,S)

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 communicate my ideas through the media of my choice. (R,S,P)
- 2) I can choose a different media to portray a different idea. (K,R,P)

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 apply the elements and principles of design to the construction of my artwork. (S,P)
- 2) I can explain how I use the elements and principles of design to increase the power of my artwork. (K,R)

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

Learning Targets (Type):

- 1) I can assess the use of elements and principles in the artwork of other people to develop an understanding of how that makes the work stronger. (K)
- 2) I can apply art making techniques and compositional skills to the creation of my work. (S,R,P)
- 3) I can apply and change techniques and skills during the creation of my work. (R,S)

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

Learning Targets (Type):

- 1) I can identify the elements or principles I need to strengthen the creation of a piece of my artwork. (K,R)
- 2) I can identify compositional concepts in the creation of my artwork. (K,S,R,P)

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 talk about my work in relation to published artists. (K,S,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 communicate an understanding of what symbols mean in daily life. (K,S,R)
- 2) I can communicate ideas presented in the creation of my artwork. (K,S,R,P)
- 3) I can apply appropriate symbols in my work to express my ideas. (K,S,R,P)

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 begin to place artworks into an historical time frame. (K,R)

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 determine the importance of an artwork in relation to the culture it was made in. *(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 develop an understanding of how an artwork relates to the time period it which it was made. *(K,R)*
- 2) I can deduce how the culture surrounding an artwork influences what was made and what it means. *(K,S)*
- 3) I can apply historical and cultural understandings to the creation of my own work. *(K,R,S)*

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 effectively communicate my ideas and interpretations of artwork. *(S,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 begin to place when an artwork was made in history. *(K,R)*
- 2) I can find meaning to artwork as it relates to the time period it was made. *(K,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 actively listen to others explain their theories. *(S,R)*
- 2) I will develop an understanding of their thoughts even if I disagree with them. *(S,R)*

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 relate the creation of art to other areas of study. *(K,R)*
- 2) I can explain how art is used in conjunction with other disciplines to create a more interconnected understanding of the world. *(K,S,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 connect the creation of artwork to the culture in which it was created. *(K,S,P)*