

ALL CENTURIES, ALL LEARNERS

Communication

All Century Learners express and exchange our thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of contexts. We engage in discussion and debate, ask thoughtful, respectful questions, and listen actively to others.

The students will:

- ◆ Communicate ideas in works of art by identifying and using steps of an artistic process, including selecting media and incorporating elements of art and principles of design.

Collaboration

All Century Learners engage positively with others to achieve common goals. We actively participate in this process through deliberation, encouragement, flexibility, reflection, responding to constructive criticism, and honoring the strengths in others and in ourselves.

The students will:

- ◆ Develop constructive approaches to critique (formative, peer-to-peer, self-reflective, summative) that are supportive in intent and that offer alternative points of view.

Critical Thinking

All Century Learners engage in inquiry, experimentation, and problem solving. We research and use credible sources and methods to evaluate, justify our thinking, and develop solutions for real world challenges.

The students will:

- ◆ Use art criticism skills to interpret, analyze, and evaluate works of art.
- ◆ Analyze how media and visual organization in works of art affect the communication of ideas.

Creativity

All Century Learners develop and use inventive and imaginative processes to construct innovative ideas and original work. We consider issues from a variety of perspectives and look for solutions that demonstrate improvement, new understandings, and divergent thinking.

The students will:

- ◆ Identify and use steps of the design process, including brainstorming, preliminary sketching, planning, reflecting, refining, elaborating, and researching, in creative problem solving.

Citizenship

All Century Learners strive to make a positive impact in our community and the world through acts of service and by demonstrating compassion, empathy, respect, and integrity. We celebrate diversity, honor our environment, and participate in our democracy.

The students will:

- ◆ Evaluate how social, cultural, and historical context contribute to meaning in works of art and design.

Wellness

All Century Learners seek balance in a safe environment by attending to physical, emotional, and intellectual needs. We strive to be resilient and self-aware, and to make healthy, conscious choices in the best interest of ourselves and others.

The students will:

- ◆ Use personal criteria when making visual aesthetic judgments.

Essential Learning of the Curriculum Art Foundation

The essentials include the development of compositional work that matches personal style. Students will begin to identify multiple solutions to problems. The student should be utilizing a personal process of creation and development, taking risks, thinking flexibly, and capitalizing on mistakes.

Course Concepts:

The student will create quality artwork that incorporates and demonstrates the student's knowledge of the organizational elements, principles, and functions of design to solve specific visual art problems.

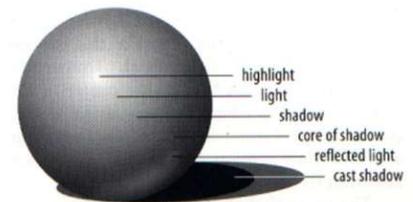
The student should be able to articulate reasons for making particular choices and could defend point of view and its relationship to the intent of the work.

Elements and Principles of Design			
The Elements		The Principles of Design	
Line	Shape	Balance	Movement
Form	Color	Repetition	Emphasis
Texture	Space	Contrast	Unity

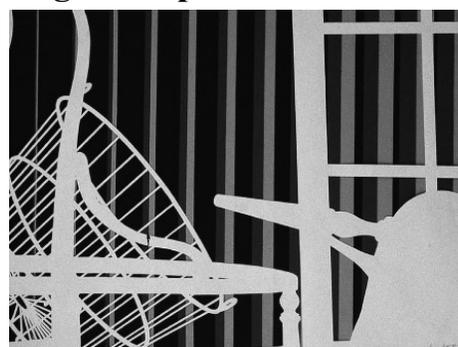
Contour Line Drawing



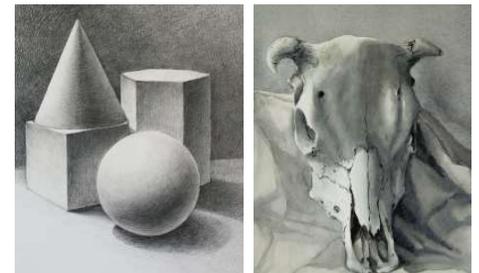
Chiaroscuro - from the Italian words: chiaro (light) and osuro (dark)
- continuous gradation of value, to create the illusion of three-dimensional form.



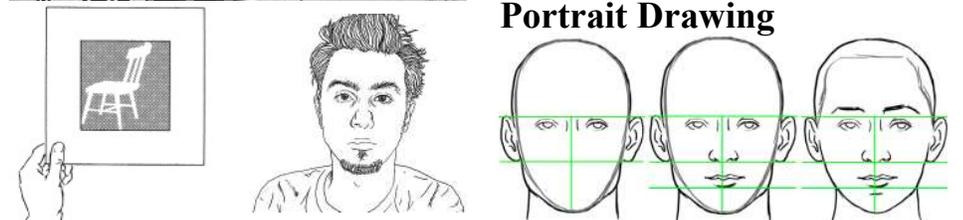
Negative Space



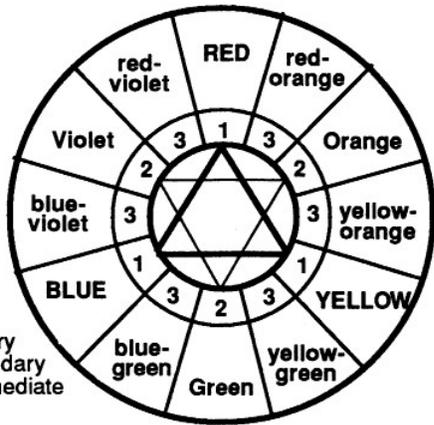
Geometric and Organic Forms



Portrait Drawing



PRINCIPLES OF DESIGN IN THE USE OF COLOR



- 1- Primary
- 2- Secondary
- 3- Intermediate

RELATED SCHEMES

Monochromatic
Analogous

CONTRASTING SCHEMES

Complementary
Double complementary
Split complementary
Triad
Tetrad

HL-yellow

L- yellow-orange and yellow-green
LL- orange and green
M- red-orange and blue-green
HD- red and blue
D- red-violet and blue-violet
LD- violet

Color Relationships

Monochromatic (one hue) color schemes evolve from a single hue which can be varied from high light to low dark and from full intensity to almost neutral.

Analogous color schemes are based on three or more hues each of which contains some degree of one hue. In other words, the hues fall within any segment of the color wheel that is less than halfway around it.

Complementary - Built on any two hues directly opposite each other on the color wheel.

Double complementary are simply two sets of complements.

Split Complementary - Another variation on the complementary theme is that composed of any hue and the two hues at each side of its complements.

Tetrad - Any four hues that are equidistant from one another on the color wheel produce a tetrad color scheme, which is a special type of split complementary color organization.

Triad - Any three hues that are equidistant from one another on the color wheel produce a triad color scheme, which is a special type of complementary color organization.

HUE - the name of the color, such as red or blue-green. It also indicates a color's warmth or coolness; red seems warm, blue seems cool, and green seems intermediate.

Primary hues are red, blue, and yellow. They are called primary because they cannot be produced by mixing other hues.

Secondary or binary hues are green, violet, and orange. Each stands midway between the two primary hues.

Tertiary, or intermediate hues are yellow-green, blue-green, blue-violet, orange-red and yellow-orange. These stand midway between a primary and secondary hue.

VALUE - the second characteristic, describes the lightness or darkness of a color. Values can be changed by adding white or water to lighten and by adding more pigment or black to darken them. Every hue is capable of being lowered to a value just above black, and of being raised to a value just under white. Values that come above middle are commonly called high values and those below middle are the low values. A value that is lighter than the normal color is called a tint, and one that is darker is called a shade.

INTENSITY - is the characteristic that tells the brightness or dullness of a color. Changes in the intensity of a color may be brought about by mixing it with its complement, which lies directly opposite on the color wheel.

One Point Perspective



Clay- Slab Construction



Ethical Procedures: Stafford County Public School students are expected to perform honestly through the production of their own work and adhere to the SCPS Code of Conduct. All artwork should be original. Use images from the Internet with caution. Ideally, work from life or use personal photographs. Carefully read the use requirements on any web site. Pictures from the Internet should be fully cited. Permission from the website owner/administrator to use a picture may be necessary.

Art History and Cultural Connections

The student should explore the work of artists from a variety of cultures and contexts through organized visual presentations. Works of art should be placed in historical context. The student should understand how value and meaning of the artist's work is subject to different interpretations.

Periods in Art History:

Prehistoric
Ancient Greece
Ancient Rome
Early Christian and Byzantine
Medieval
Romanesque
Renaissance
Mannerism
Baroque
Rococo
Neoclassicism
Romanticism
Realism
Impressionism
Post-Impressionism
Fauvism
Expressionism
Cubism
Surrealism
Abstract Expressionism
Pop Art
Op Art
Photorealism

Media and Processes

The student should apply a broad knowledge of the visual language of art; experiment with a range of media and use appropriate materials, tools, and techniques purposefully in the implementation of their ideas.

Some examples of media are: tempera paint, watercolors, graphite, charcoal, ink, plaster, paper mache, clay, and printmaking.

Process Portfolio

Maintain a portfolio for documenting artistic growth. Select representative work to take to the next level of study.