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.

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**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.

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<th>Elements and Principles of Design</th>
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**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**
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.

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.