

**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 Intermediate Art

The essentials include building on Art I studio experiences so that the student begins to modify his/her work as it progresses, reviewing its development and meaning by reflecting back on it's initial ideas.

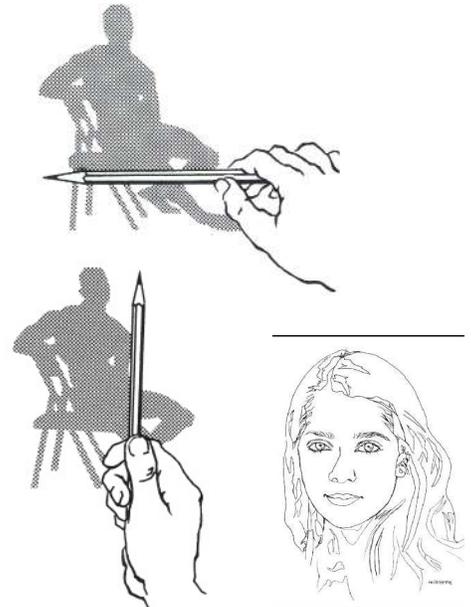
The student should begin to incorporate in his/her own work an understanding of the specific methods and approaches used by artists with whom they studied.

**Course Concepts:**

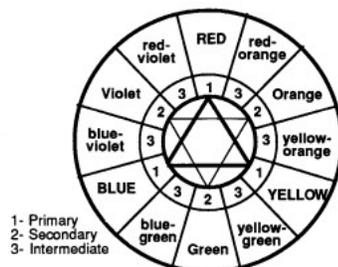
Using the elements and principles of design, the student should be able to demonstrate the use of a variety of methods to record and present observation and perceptions from direct experience, memory, and the imagination.

The student should be able to apply imaginative translations of methods and approaches employed by other artists to his/her work and in the presentation of ideas and feelings.

**Figure Drawing**



**PRINCIPLES OF DESIGN IN THE USE OF COLOR**



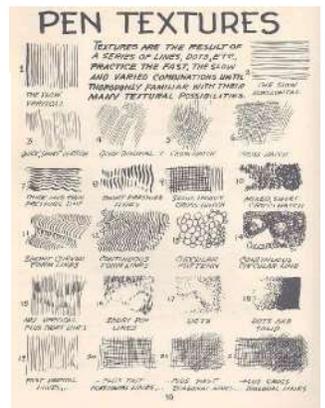
**RELATED SCHEMES**

- 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



## Illusion of Depth

- 1) **OVERLAP**-objects in front cover part of objects in back.
- 2) **PLACEMENT**- objects in distance are closer to the horizon line.
- 3) **SIZE**- objects in front are larger than those farther away.
- 4) **SPACING**- objects appear to get closer together in the distance.
- 5) **SHADING**- on the side away from the light gives form to shapes.
- 6) **COLOR**- appears brighter up close, grayed or duller in the distance.
- 7) **VALUE**- dark values seem to go away from us.
- 8) **DETAIL**- more are seen up close, less in the distance.
- 9) **FOCUS**- objects are clear in the foreground, hazy in the background.
- 10) **ANGLES**- receding parallels appear to converge at vanishing points
- 11) **DIRECTIONAL LINES**- lines used for shading and texture follow the form of the object.

## Composition



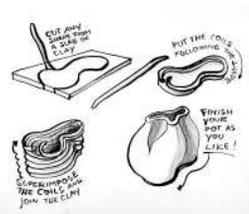
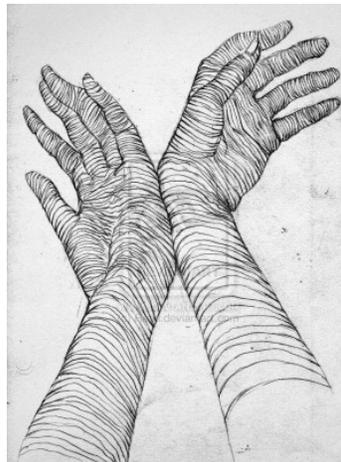
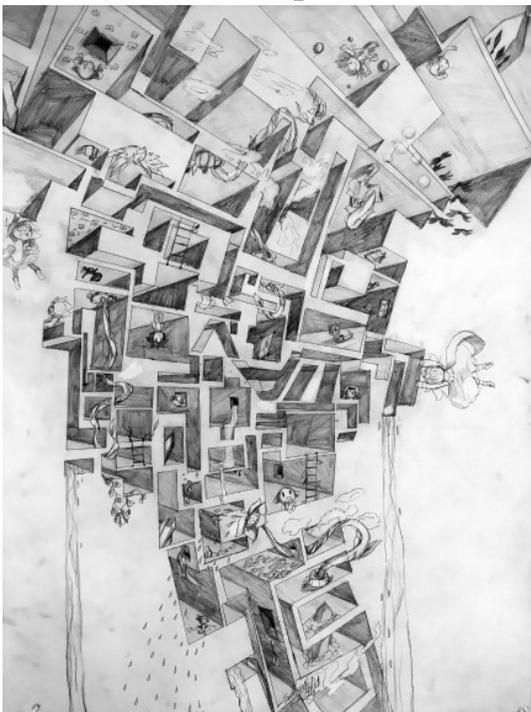
## Art History and Cultural Connections

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.

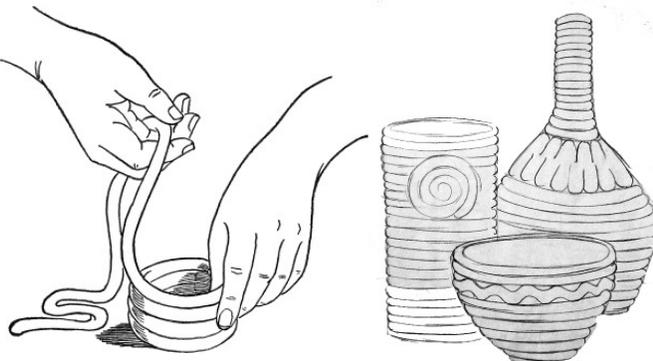
### Periods in Art History:

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

## Two Point Perspective



## Clay-Coil Construction



## 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.