

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:

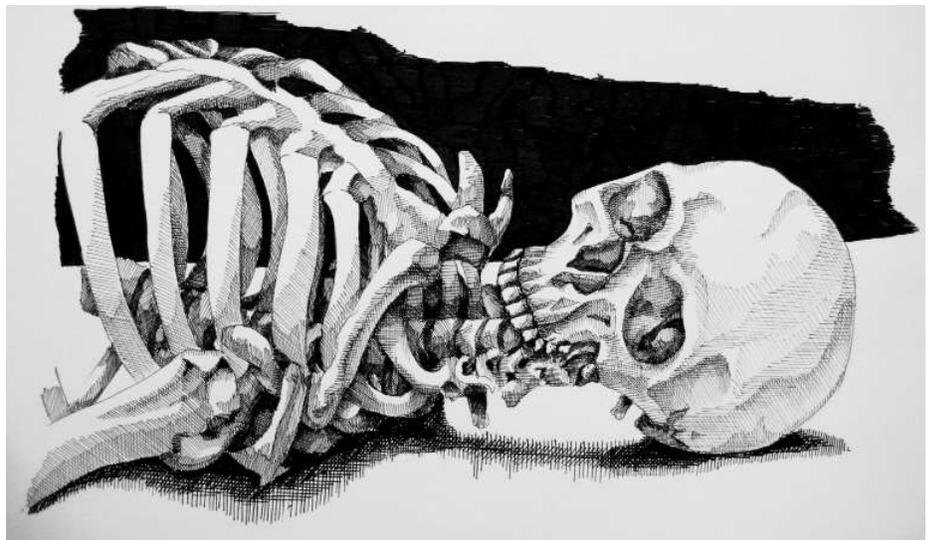
◆ Use personal criteria when making visual aesthetic judgments.

Essential Learning of the Curriculum Art III

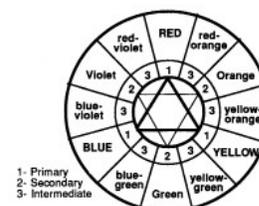
The essentials include building on the Art II experience and providing for individual exploration. The student nurtures imagination and uses it to give life to invention, ideas, and concepts. The student discovers, explains, and solves artistic problems with reason, knowledge, and technical proficiency.

Course Concepts:

The student creates by integrating the elements, techniques of the art form in a highly imaginative, complex, and coherent manner that both satisfies and enhances the given problem.



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

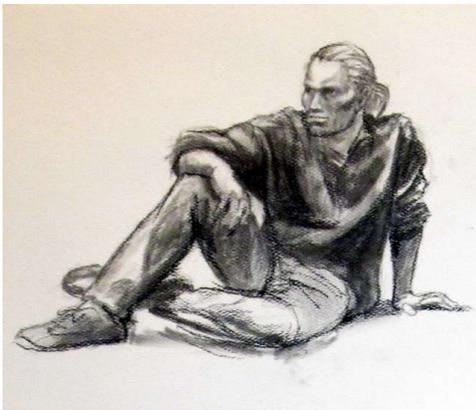
M- red-orange and blue-green

HD- red and blue

D- red-violet and blue-violet

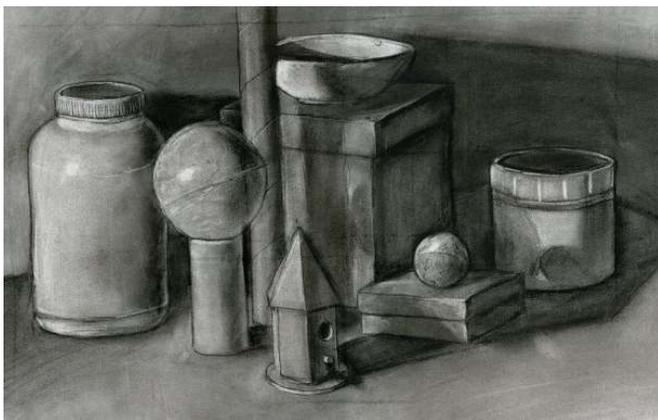
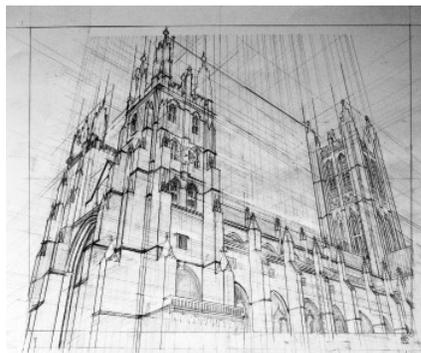
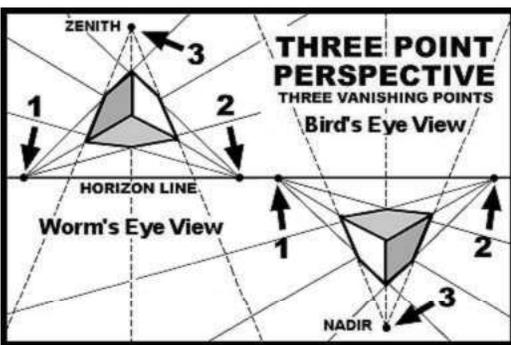
LD- violet

Figure Drawing



Foreshortening

Expressive Self-Portrait



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

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.