Course Description:
The essentials include the ability to fluently apply and demonstrate an understanding of the skills and process of making to express feelings and ideas in art work. The student will plan and make further developments in the light of discussions about the progress and meaning of produced work and make own informed judgments.

Essential Skills/Processes: Students will--

- Develop awareness, imagination, perception, understanding and skill;
- Foster creativity, self-expression, self-confidence and self-discipline;
- Expand craftsmanship, technology, problem solving abilities, cultural understandings and safety procedures;
- Incorporate in his/her own artwork an understanding of the specific methods and approaches used by artists, craft workers, and designers with whom they have a particular affinity;
- Maintain an up-to-date portfolio for future employment; complete taking slides work in portfolio; consider transforming portfolio to computer format via scanner or video toaster, and be prepared to discuss the works presented in the portfolio.

Essential Knowledge: Students will--

- Be able to make fine discriminations when integrating elements, principles and techniques into his/her work. The student’s compositions should reflect a level of sophistication and risk-taking;
- Research contrasting interpretations from multiple perspectives; should be able to recognize the current trends in the arts as well as emerging artists;
- Take advantage of community art and cultural events;
- Demonstrate consistent care of materials, control of tools and complex techniques; use mastery and subtlety in communicating clear ideas and feelings, achieving a desired effect;
- Be made more aware of advances in technology that impact art education and career opportunities;
- Identify strengths and how to apply those strengths to career planning and life long learning.

Resources:

Curriculum Connections: The following are recommended to reinforce basic skills and to expand students' interest and ability: aesthetic environment, visiting artists, guest speakers, career study, art games, supplemental readings, student presentations, and field trips to museums, galleries, artists’ studios, and related arts performances.
Math – representing 3-D objects on 2-D surface; creating 3-D representations of 2-D drawings/sketches. Using geometric shapes and forms as a basis for rendering the human figure. Use of ruler, compass, and protractor for measuring, dividing, and constructing grids, color wheels, scale models, tessellations, and architectural forms. Use of proportion and ratio. Studying perspective as a basis for creating depth.

Social Studies – Art; a visual record of history. Discussing the influence of American and foreign history, geography, and culture in art. Art class as a resource for information and techniques for student projects in social studies classes.

Language Arts – Use of writing and oral communication skills when analyzing and problem solving. Literature as a source of subject matter for artwork and art as an inspiration for creative writing; research skills.

Science – Awareness of color theory, chemical toxicity, appropriate solvents, and chemical reactions (plaster, clay, glazes, etc.) Visually reflect observations of plant and flower characteristics (flora and fauna). Art class as a resource for information and techniques for student exercise projects.

Foreign Languages – study the art and artists of foreign cultures; art vocabulary (specifically tools and techniques) derived from foreign languages.

Fine Arts – Set design. Flyers, posters, and program designs for musical performances and stage productions; awareness of interactive influences of drama, dance, music, and visual arts.

- Stafford County Public Schools: [http://stafford.schoolfusion.us/](http://stafford.schoolfusion.us/)