

HIGH SCHOOL VISUAL ARTS CERAMICS & SCULPTURE 1 PROFICIENT

ACADEMIC STANDARDS



CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by Governing Board on June 27, 2017



STANDARDS FOR VISUAL ARTS

HIGH SCHOOL CERAMICS & SCULPTURE 1 - PROFICIENT

Ceramics and Sculpture 1 will provide students with a hands-on approach to making functional and sculptural artwork using a variety of media: clay, paper, fiber, wire, plaster, and recycled materials. Students will learn basic wheel throwing techniques with a focus on creating cylinder-formed objects and bowls and basic hand-building methods such as slab building, hollow form, and coil. A variety of decorative, glazing, and firing techniques will be introduced. Students will focus on the elements of art and principles of design with an emphasis on 3D aspects. Class projects will foster individual skills and expression and focus on creativity, expression of ideas, comprehension of tools and techniques, and problem-solving techniques explored through sculptural media.

CREATING (Investigate – Plan – Make)

Conceiving and developing new artistic ideas and work

VA.Cr1.1.HS1 Use multiple approaches (for example: thumbnail sketches/sketchbooks, journals, exploring artwork from the past) to begin creative endeavors.

VA.Cr1.2.HS1 Shape an artistic investigation (for example: brainstorm ideas, identify and select key concepts, research for assigned project) of an aspect of present-day life using a contemporary practice of art or design (for example: sculpture, drawing, painting, printmaking).

CREATING (Investigate)

Conceiving and developing new artistic ideas and work

VA.Cr2.1.HS1 Engage in making a work of art or design without having a preconceived plan (for example: experiment with materials [for example: graphite pencils, clay, acrylic paint] to generate ideas for future work; use elements and principles of modern art; address social issues in contemporary art).

VA.Cr2.2.HS1 Demonstrate safe and skillful handling of materials, tools, and equipment (for example: e-xacto knives, potter's wheels); explain how traditional and non-traditional materials may impact human health and the environment (for example: paint solvents, specific glazes, fixatives).

VA.Cr2.3.HS1 Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place (for example: determine specific needs and modify the design of an everyday object to meet these needs [for example: modify a chair to assist someone who is disabled]).

CREATING (Reflect – Refine – Continue)

Conceiving and developing new artistic ideas and work

VA.Cr3.1.HS1 Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and designs in progress (for example: class and peer critiques, written reflections on work).

PRESENTING (Select – Analyze – Share)
Interpreting and sharing artistic work

VA.Pr1.1.HS1 Analyze, select, and curate artifacts and/or artworks for presentation and preservation (for example: exhibits and portfolios based on specific criteria, spaces on school campus, digital presentation, public spaces).

VA.Pr2.1.HS1 Analyze and evaluate the reasons (for example: showcasing student artwork, recording the past, provoking thought, learning about other cultures) and ways an exhibition is presented (for example: presentation formats: labeling and displaying, visiting a museum or online exhibition).

VA.Pr3.1.HS1 Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings (for example: field trips to studios and museums followed by written reflections and discussions).

RESPONDING (Perceive – Analyze – Interpret)
Understanding and evaluating how the arts convey meaning

VA.Re1.1.HS1 Speculate about ways in which art influences people’s perception and understanding of human experiences (for example: expose students to multicultural art through guest speakers, artifacts, and online resources).

VA.Re1.2.HS1 Analyze how one’s understanding of the world is affected by experiencing visual imagery (for example: icons, logos, advertisements; show visually charged images to generate student responses and then analyze the responses).

VA.Re2.1.HS1 Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts (for example: demonstrate how to “read” [for example: describing the subject matter, composition, the medium used, historical context] a work of art).

VA.Re3.1.HS1 Establish relevant criteria in order to evaluate a work of art or collection of works.

CONNECTING (Synthesize – Relate)
Relating artistic ideas and work with personal meaning and external context.

VA.Cn1.1.HS1 Document the process of developing ideas from early stages to fully elaborated ideas (for example: use sketchbooks to reflect on and refine ideas).

VA.Cn2.1.HS1 Describe how knowledge of culture, traditions, and history may influence personal responses to art (for example: compare initial response to an artwork at the beginning of the course and periodically throughout the course to identify changes in perception after study of the context, multicultural guest speakers, interview local artists, participate in cultural events).

