

# High School Visual Arts Standards: Create

## Alaska Arts Standards-Create

Students will be able to imagine and develop artistic ideas and work.

**Anchor Standard #1:** Generate and conceptualize artistic ideas and work.

**Anchor Standard #2:** Organize and develop artistic ideas and work.

**Anchor Standard #3:** Refine and complete artistic work.

### Enduring Understandings:

- Creative and innovative thinking are essential life skills to be developed.
- Using art elements and design principles, artists/designers experiment with forms, structures, materials, concepts, media, and art-making processes while balancing experimentation, freedom and responsibility in developing and creating artworks.
- Artists/designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work.

### Essential Questions:

- What conditions, attitudes, and behaviors support creative, innovative, and inventive thinking?
- What encourages people to take creative risks?
- How does collaboration expand the creative process?
- How does knowing the context histories, and traditions of art forms help us create works of art and design?
- How do artists/designers work and reflect on the direction of their work?
- How do artists/designers learn from trial and error?
- What responsibilities come with the freedom to create?
- How do objects, artifacts, places, and design shape lives and communities?
- What role does perseverance play in revising, refining, and developing work?
- Considering art forms and careers, how do artists/designers grow and become accomplished?
- How do artists/designers create works of art or design that communicate effectively?

### Crosswalk Standards

<a href="#">Reading Standards for Literature</a>	<a href="#">Speaking and Listening</a>	<a href="#">Mathematics</a>	<a href="#">Earth and Space Science</a>	<a href="#">Life Science</a>	<a href="#">Alaska Cultural Standards</a>	<a href="#">Writing</a>
RL.9-10.2	SL.9-10.5	A2, A3, A5, E2	HS.ESS.1-1, HS.ESS.2-3	HS.LS.1-4, HS.LS.1-5, HS.LS.1-7, HS.LS.2-5	CS.E1, CS.E4	W.9-10.8

Standards	Objectives	Examples
<b>HS Proficient/Survey</b> <b>VA:CR1-HSP/Survey</b> <b>a.</b> Use multiple approaches to begin creative endeavors. (view artists past and present, experiment with materials, focus on a social statement).	Students will: <ul style="list-style-type: none"> <li>• Relate the work of artists past and present to their own art making.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze artworks by historic and contemporary artists and identify similarities in use of materials and technique.</li> </ul> <i>Resources:</i> Art 21: <a href="https://art21.org/">https://art21.org/</a> Google Arts and Culture: <a href="https://artsandculture.google.com/">https://artsandculture.google.com/</a>
<b>VA:CR1-HSP/Survey</b> <b>a.</b> Shape an artistic investigation of an aspect of present - day life using a contemporary practice of art or design.	Students will: <ul style="list-style-type: none"> <li>• Demonstrate use of a contemporary practice of art or design to create a work of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a work of art using traditional art materials.</li> </ul> <b>2-D Survey</b> -acrylic paint, graphite, charcoal, pastels (soft & oil), ink <b>3-D Survey</b> -clay: functional and sculptural, paper mache, plaster, wire, mosaic: glass, tile, cardboard, paper

<p><b>VA:CR2-HSP/Survey</b></p> <p>a. Engage in making works of art or design both spontaneously and deliberately (such as using elements and principles of design, applying artistic norms of diverse cultures, addressing social issues in contemporary art, etc.).</p>	<p><b>In 2-D Survey</b> students will identify:</p> <ul style="list-style-type: none"> <li>• Visual elements and principles of design.</li> <li>• Positive and negative space.</li> <li>• Create artworks using drawing (contour, and showing value through shading, stippling, and cross hatching) through various medias.</li> <li>• Basic color theory (primary, secondary, tertiary, complementary, monochromatic, warm and cool, tints, and shades)</li> <li>• Human face proportions</li> <li>• Compositional techniques: focal point, radial design</li> </ul> <p><b>In 3-D Survey</b> students will:</p> <ul style="list-style-type: none"> <li>• Experiment with balance</li> <li>• Create artworks using volume.</li> <li>• Differentiate between high, low relief sculpture and in-the-round sculpture.</li> <li>• Learn joining techniques for sculpture using a variety of materials.</li> <li>• Differentiate between glaze and paint for surface decoration on ceramics.</li> <li>• Apply the elements and principles of design related to 3-D art: scale, form, balance, movement, texture.</li> <li>• Construct clay pieces using the hand building techniques of pinching, coiling and slab building.</li> </ul>	<p><b>2-D Survey</b></p> <ul style="list-style-type: none"> <li>• Mix primary colors of paint to create secondary and tertiary colors.</li> <li>• Create value scales using pencil and acrylic paint.</li> <li>• Create a contour line drawing from observation.</li> <li>• Create a drawing using hatching, cross hatching and stippling to show change in value.</li> <li>• Create a self-portrait using accurate human face proportions.</li> </ul> <p><b>3-D Survey</b></p> <ul style="list-style-type: none"> <li>• Build a standing armature to support a sculpture.</li> <li>• Create volume in a wire form.</li> <li>• Create a low relief sculpture using paper, plaster or clay tile, glass mosaic etc.</li> <li>• Create a high relief sculpture using wire, clay, plaster etc.</li> <li>• Create an in-the-round sculpture using clay or cardboard, plaster etc.</li> <li>• Score and slip to create strong joints in clay.</li> <li>• Use correct techniques for cold connections using paper mache, wire and cardboard (hole and peg construction, folding tabs to create joints in paper etc.).</li> <li>• Glaze functional ceramics.</li> <li>• Create 3-D works of art that demonstrate knowledge of scale, form, balance, movement and texture.</li> <li>• Create works of art in clay using the hand building techniques of pinching, coiling and slab building</li> </ul>
<p><b>VA:CR2-HSP/Survey</b></p> <p>a. Demonstrate and apply safe use of tools, materials, and, equipment. Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Demonstrate correct use of a variety of art materials and tools to produce a work of art.</li> </ul>	<ul style="list-style-type: none"> <li>• Handle art tools safely and correctly: Hold and use a paintbrush.</li> <li>• Score and slip clay to create strong joints.</li> <li>• Handle lino gouges safely using a bench hook.</li> <li>• Safety glasses worn when working with glass.</li> <li>• Follow classroom procedure to recycle unused clay.</li> <li>• Plaster strips on skin done with release barrier.</li> <li>• Unused plaster disposed of without damaging plumbing.</li> </ul>

<p><b>VA:CR2-HSP/Survey</b></p> <p><b>a.</b> Redesign an artwork, everyday object, or place in response to contemporary issues.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Identify a contemporary issue and respond to it using art.</li> </ul>	<ul style="list-style-type: none"> <li>Domestic violence symbolic mixed media works combining words and images.</li> <li>Repurpose found materials.</li> <li>Collage magazine images as a sketchbook assignment composing to make a statement.</li> </ul>
<p><b>VA:CR3-HSP/Survey</b></p> <p><b>a.</b> Apply traditional, cultural, or contemporary criteria to examine, reflect on, and plan revisions for works of art and design in progress.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Reflect on produced artwork to determine to what level of proficiency it meets rubric standards.</li> </ul>	<ul style="list-style-type: none"> <li>Recall art vocabulary during oral critiques, or self-evaluation of finished artwork.</li> <li>Rubic outlining learning objectives to be provided to students by teacher at the beginning of each project.</li> <li>Students will reflect on their creative process and their level of proficiency meeting rubric standards, during a written critique using Feldman's Four Step Model.</li> </ul> <p><a href="http://www2.gvsu.edu/hipshean/resources/Feldman's%20Model%20Crit.pdf">http://www2.gvsu.edu/hipshean/resources/Feldman's%20Model%20Crit.pdf</a></p>
<p><b>HS Accomplished/Studio</b></p> <p><b>VA:CR1-HSAC/Studio</b></p> <p><b>a.</b> Individually or collaboratively formulate new creative problems based on student's existing artwork.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Modify their own artwork to generate a solution to a new creative problem.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a series of artworks using one medium modifying elements and principles of design in each work to: simplify, exaggerate, abstract, unify.</li> </ul>
<p><b>VA:CR1-HSAC/Studio</b></p> <p><b>a.</b> Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Choose materials and techniques to plan the creation of works of art.</li> </ul>	<ul style="list-style-type: none"> <li>Choose materials and techniques to create a work of art communicating a teacher directed theme or concept: posters for domestic violence awareness, non-objective paintings that communicate emotions using color symbolism and acrylic mediums, found object sculptures.</li> </ul>
<p><b>VA:CR2-HSAC/Studio</b></p> <p><b>a.</b> Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form using various approaches (such as using the elements and principles of design, applying artistic norms of diverse cultures, addressing social issues in contemporary art, etc.).</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Plan and develop a work of art applying skills and knowledge to formulate multiple solutions.</li> <li>Identify and apply: <ul style="list-style-type: none"> <li>Movement: directional line/IMPLIED line, simulated texture</li> </ul> </li> <li>Compositional techniques: rule of thirds, rule of odds, triangulation composition, repetition, atmospheric perspective</li> <li>Balance: symmetrical, asymmetrical</li> <li>Color symbolism used to create a mood</li> </ul>	<ul style="list-style-type: none"> <li>Create thumbnail sketches, composition studies before beginning creation of artwork.</li> <li>Manipulate the elements and principles of design considering the viewer's experience.</li> </ul>

	<ul style="list-style-type: none"> <li>• Color schemes used to create a mood: analogous, complementary, split complementary, triadic</li> <li>• Proportion and scale</li> <li>• Unity</li> <li>• Negative Space</li> <li>• Human figure proportions</li> </ul>	
<b>VA:CR2-HSAC/Studio</b> a. Demonstrate and apply safe use of tools, materials, and equipment. b. Demonstrate awareness of ethical implications of making and distributing creative work.	Students will: <ul style="list-style-type: none"> <li>• Demonstrate correct use of a variety of art materials and tools to produce a work of art.</li> <li>• Recognize the impact of their artwork on the viewer.</li> </ul>	<ul style="list-style-type: none"> <li>• Write an artist’s statement defining the intent of the artwork to be displayed next to the resolved work.</li> </ul>
<b>VA:CR2-HSAC/Studio</b> a. Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.	Students will: <ul style="list-style-type: none"> <li>• Collaborate to create a an art installation that transforms the space and impacts the viewer.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a positive affirmation and resilience technique(s) for victims of violence artwork to be installed in bathrooms for personal and private reflection.</li> <li>• Create a permanent, themed mural in the school.</li> <li>• Create an outdoor installation in the style of Andy Goldsworthy.</li> </ul>
<b>VA:CR3-HSAC/Studio</b> a. Engage in constructive critique with peers, then reflect on, re-engage, revised, and redefine works of art.	Students will: <ul style="list-style-type: none"> <li>• Practice peer critique, and reflect on feedback, and implement suggestions by refining and revising their artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in a mid-process critique, where they will discuss, explain, question, and evaluate each other’s works in progress, then revise their work taking into account suggestions from their peers.</li> </ul>
<b>HS Advanced/AP &amp; IB</b> <b>VA:CR1-HSAD/AP &amp; IB</b> a. Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.	Students will: <ul style="list-style-type: none"> <li>• Identify and examine a social issue, and the target audience for this chosen issue.</li> <li>• Defend the design</li> </ul>	<ul style="list-style-type: none"> <li>• Create a work of art based on their beliefs, experiences and personal viewpoint of a current social issue. Students are able to defend the design using a rubric with pre-established criteria.</li> </ul>
<b>VA:CR1-HSAD/AP &amp; IB</b> a. Follow or break established conventions in the making of multiple works of art or design based on a theme, idea, or concept.	Students will: <ul style="list-style-type: none"> <li>• Create a series of related artworks evaluating the art elements and principles, traditionally or breaking conventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Create the “concentration” of their AP Art Portfolio.</li> <li>• Create the “exhibition” component of their IB Visual Arts Course.</li> </ul>
<b>VA:CR2-HSAD/AP &amp; IB</b> a. Experiment, plan, and make multiple works of art and design that explores a personally meaningful theme, idea, or concept.	Students will: <ul style="list-style-type: none"> <li>• Create a series of related artworks exploring a personal theme, idea, or concept that is meaningful to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Create the “concentration” of their AP Art Portfolio.</li> <li>• Create the “exhibition” component of their IB Visual Arts Course.</li> </ul>

<p><b>VA:CR2-HSAD/AP &amp; IB</b></p> <p><b>a.</b> Demonstrate and apply safe use of tools, materials, and equipment. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Demonstrate correct use of a variety of art materials and tools to produce a work of art.</li> <li>• Predict the impact of their artwork on the viewer.</li> <li>• Defend the balance of freedom and responsibility in creating and displaying artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a “Curatorial Rationale” as part of the Exhibition component of their IB Visual Arts Course.</li> </ul>
<p><b>VA:CR2-HSAD/AP &amp; IB</b></p> <p><b>a.</b> Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people’s lives.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Analyze artwork(s) or designs of the visual and material culture and explain how the pieces impact people’s lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze artwork in the IB Comparative Study for cultural, historical and contextual significance.</li> </ul>
<p><b>VA:CR3-HSAD/AP &amp; IB</b></p> <p><b>a.</b> Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Practice peer critique, and reflect on feedback, and implement suggestions by refining and revising their artwork to further develop their personal artistic vision.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in a mid-process critique, where they will discuss, explain, question, and evaluate each other’s works in progress, then revise their work taking into account suggestions from their peers.</li> </ul>