

Visual Art Department

Indian Hill Exempted Village School District

Curriculum Outline - Grades 9-12

Standard I: Historical, Cultural, and Social Contexts

Benchmark A. Explain how and why visual art forms develop in the contexts in which they were made (e.g., cultural, social, historical, and political).

- Indicator 1. Discuss the roles of visual art forms within social contexts. Grade 9
- Indicator 2. Explain the relationship of a selected work of art to the time period in which it is created. Grade 9
- Indicator 3. Research and describe the cultural values in various traditions that influence contemporary art media. Grade 9
- Indicator 4. Explain how art historians, curators, anthropologists, and philosophers contribute to our understanding of art history. Grade 10
- Indicator 5. Make a presentation, using words and images, to show how visual art affects changes in styles, trends, content, and expressions over time. Grade 10
- Indicator 6. Research and report on the historical, cultural, social or political foundations of selected art forms. Grade 11
- Indicator 7. Analyze a work of art and explain how it reflects the heritages, traditions, attitudes, and beliefs of the artist. Grade 11
- Indicator 8. Understand and apply knowledge of art history in oral or written discussion about selected works of art. Grade 12

Benchmark B. Compare works of art to one another in terms of the historical, cultural, social, and political influences evident in the works.

- Indicator 1. Compare and contrast the stylistic characteristics of visual art from one historical period with those of the previous time period. Grade 9
- Indicator 2. Explain the circumstances and events that influence artists to create monuments and site-specific works. Grade 10
- Indicator 3. Explain how issues of time, place, and culture influence trends in the visual arts. Grade 11
- Indicator 4. Identify and compare the relationship between artworks on the basis of history, culture, and aesthetic qualities. Grade 12

Benchmark C. Explain the characteristics and content of culturally and historically representative artworks to demonstrate understanding of how visual art reflects historical issues, events, and cultural traditions.

- Indicator 1. Connect a variety of contemporary art forms, media, and styles to their cultural, historical, and social origins. Grade 9
- Indicator 2. Explain how art history interrelates with the study of aesthetics, criticism, and art-making. Grade 9
- Indicator 3. Investigate the recurrence of a particular style or technique in art history (e.g., pointillism and realism). Grade 10
- Indicator 4. Compare the artistic styles and subject matter in artworks by artists of different cultures. Grade 10
- Indicator 5. Investigate and describe artistic styles and / or images in traditional and non-traditional settings (e.g., media images, computer graphics, television, film and video). Grade 11
- Indicator 6. Describe the use of technology as a visual art medium using computer generated examples. Grade 12

Benchmark D. Select a culture and create an original work of art that demonstrates understanding of a historical, social, or political issue of the culture.

- Indicator 1. Analyze major changes to artistic styles throughout art history and determine the historical, social, political, or artistic factors that influenced the change (e.g., Cezanne to Braque). Grade 9
- Indicator 2. Describe the various sources visual artists use to generate ideas for artworks (e.g., personal experience, imagination, interests, everyday events , and social issues. Grade 10
- Indicator 3. Identify an artist, or work of art, of personal interest and write about the historical, social, cultural, or political factors influencing the artist or the work. Grade 11
- Indicator 4. Explain the process used to acquire and use knowledge from art history for art production. Grade 11
- Indicator 5. Determine the influence of community or cultural values on the choices artists make when creating art. Grade 12
- Indicator 6. Incorporate knowledge and ideas from art history to produce innovative projects (e.g., independent study, senior portfolio, and interdisciplinary projects). Grade 12

Standard II: Creative Expression and Communication

Benchmark A. Demonstrate mastery of materials, concepts, and personal concentration when creating original artworks.

- Indicator 1. Demonstrate perceptual skill when drawing from direct observation. Grade 9
- Indicator 2. Create original artworks in at least two three-dimensional media and several two-dimensional media that show the development of a personal style. Grade 10
- Indicator 3. Create original works of art that demonstrate increased complexity and skill and which use a variety of two-dimensional and three-dimensional media. Grade 11
- Indicator 4. Integrate the elements of art and principles of design using a variety of media to solve specific visual art problems and to convey meaning. Grade 12

Benchmark B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship between materials, techniques, and ideas.

- Indicator 1. Use available technology as a tool to explore art techniques and to express ideas (e.g., digital imagery, video, and computer graphics). Grade 9
- Indicator 2. Make informed choices in the selection of materials, subject matter, and techniques to achieve certain visual effects. Grade 9
- Indicator 3. Evaluate their choices of compositional elements in terms of how those choices affect the subject matter of the work. Grade 10
- Indicator 4. Trace the origin of symbolism, imagery, and metaphor in art and demonstrate the use of these visual devices in their artworks. Grade 10
- Indicator 5. Create artwork that interprets a theme, idea, or concept and demonstrate technical skill and the perceptive use of visual art elements (e.g., show light sources, different vantage points, and local or subjective color). Grade 11
- Indicator 6. Produce artworks that demonstrate a range of individual ideas, subject matter, and themes with at least one idea explored in depth. Grade 11
- Indicator 7. Solve visual art problems that demonstrate skill, imagination, and in-depth understanding of media and processes. Grade 12

Benchmark C. Engage in ongoing assessment to revise and improve artworks and to produce a well organized portfolio of works.

- Indicator 1. Explain their artistic processes from conceiving an idea to completing a work of art. Grade 9
- Indicator 2. Develop criteria for assessing the quality of their artworks. Grade 9
- Indicator 3. Use criteria to revise works-in-progress and describe changes made and what was learned in the

process. Grade 10

- Indicator 4. Use feedback and self-assessment to organize a collection of their artworks in a variety of media. Grade 11
- Indicator 5. During the assessment process, reflect on the effectiveness of their processes and choice of materials and techniques to achieve intended purposes. Grade 11
- Indicator 6. Prepare a digital portfolio of artworks demonstrating knowledge of technology and its application to visual art. Grade 12
- Indicator 7. Organize and display their original artworks as part of a public art exhibition. Grade 12
- Indicator 8. Prepare a portfolio of personal works demonstrating technical skill, a range of media, and various original solutions to two- and three-dimensional problems. Grade 12

Standard III: Analyzing and Responding

Benchmark A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.

- Indicator 1. Apply various methods of art criticism to analyze and interpret works of art (e.g., the methods of Edmund Burke Feldman, Louis Lankford, or Terry Barrett). Grade 9
- Indicator 2. Explain how art media and techniques influence artistic decisions. Grade 9
- Indicator 3. Analyze the way media, technique, compositional elements and subject matter work together to create meaning in selected artworks. Grade 10
- Indicator 4. Apply methods of art criticism in writing and speaking about works of art. Grade 10
- Indicator 5. Describe the relationship between the content or ideas in artworks and the artist's choice of media. Grade 11
- Indicator 6. Analyze and interpret the way in which the theme or meaning in an artwork expresses a social, political, or cultural comment and use examples from the artwork to support the interpretation. Grade 12

Benchmark B. Show evidence of how form, style, and presentation contribute to meanings in works of art.

- Indicator 1. Research and describe the work of an artist on the basis of how the artist's choice of media and style contribute to the meaning of the work. Grade 9
- Indicator 2. Understand how the structure and composition of an art form relate to its purpose. Grade 10
- Indicator 3. Explain how visual, spatial, and temporal concepts integrate with content to communicate meaning in artworks. Grade 11
- Indicator 4. Explain the role of galleries, museums, art periodicals, and performances in interpreting meaning in artworks. Grade 12
- Indicator 5. Examine and evaluate the role of print media, film, and video in visual art. Grade 12

Benchmark C. Critique their own work, the works of peers, and other artists on the basis of the formal, technical, and expressive aspects in the works.

- Indicator 1. Use appropriate vocabulary to define and describe techniques, materials, and methods that artists use to create works of art. Grade 9
- Indicator 2. Analyze and describe the visual aspects of their own artworks and the work of others. Grade 9
- Indicator 3. Develop and use criteria to select works for their portfolios that reflect artistic growth and achievement. Grade 10
- Indicator 4. Apply peer review and critique processes to a student exhibition. Grade 11
- Indicator 5. Construct a rationale for the merit of a specific work of art, using work that falls outside their conceptions of art. Grade 12

Standard IV: Valuing the Arts / Aesthetic Reflection

Benchmark A. Communicate how an aesthetic point of view contributes to the ideas, emotions, and overall impact of personal artworks and the works of others.

- Indicator 1. Demonstrate skill in evaluating the methods and beliefs used for refining and reworking the ideas that influence the creation of their own works of art. Grade 9
- Indicator 2. Articulate how individual beliefs, cultural traditions, and current social contexts influence response to the meanings in works of art. Grade 10
- Indicator 3. Explain their processes and rationales for refining and reworking their own artworks. Grade 10
- Indicator 4. Develop aesthetic criteria for selecting a body of work for their portfolios that demonstrates accomplishment, knowledge, and skill in the visual arts. Grade 10
- Indicator 5. Explain how the value of a work of art is affected by the manner in which it is exhibited. Grade 11
- Indicator 6. Compare the ways in which the emotional impact of a specific artwork affects the interpretation. Grade 12

Benchmark B. Identify and analyze a variety of viewpoints on aesthetic issues and develop a personal point of view.

- Indicator 1. Demonstrate logical reasoning when arguing the merit of a selected work of art and discuss the arguments put forward by others. Grade 9
- Indicator 2. Justify the merits of specific works of art using theories that may be different from their own conceptions of art. Grade 10
- Indicator 3. Analyze how society influences the interpretation of works of art. Grade 11
- Indicator 4. Identify aesthetic issues connected to the public display of works of art. Grade 11
- Indicator 5. Compare and contrast responses to works of visual art on the basis of how well the works communicate intent and purpose. Grade 11
- Indicator 6. Apply critical thinking skills to synthesize the beliefs of significant philosophers about the nature of art. Grade 12

Benchmark C. Judge the merit of selected artworks and provide the aesthetic basis for their positions.

- Indicator 1. Research and explain various aesthetic theories in visual art. Grade 9
- Indicator 2. Identify various sources for published reviews of artworks and use them to analyze and understand different aesthetic perspectives. Grade 9
- Indicator 3. Develop and apply criteria that address the aesthetic characteristics in works of art (e.g., expressive or contextual). Grade 10
- Indicator 4. Explain how the context in which an artwork is presented influences the way it is perceived and judged. Grade 11
- Indicator 5. Demonstrate the ability to form and defend their judgments about the merits and significance of works of art. Grade 12
- Indicator 6. Research and compare the reviews of different art critics of the same work of art. Grade 12

Standard V: Connections, Relationships, and Applications

Benchmark A. Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism, or postmodernism) on the development of visual art.

- Indicator 1. Survey various art theories or movements and make a presentation (e.g., oral, written, visual, or multimedia) to explain one of them. Grade 9
- Indicator 2. Identify the philosophical beliefs, social systems, and movements that influence the function and role of art in people's lives. Grade 10
- Indicator 3. Identify ways in which culture has influenced the work of contemporary artists (e.g., photographers, painters, and sculptors). Grade 11
- Indicator 4. Research and explain the relationships between specific artworks and major historical events. Grade 11
- Indicator 5. Compare and contrast universal themes and sociopolitical issues in a variety of artworks from different cultural contexts. Grade 12
- Indicator 6. Analyze the cultural influences on art in America today. Grade 12

Benchmark B. Formulate and solve a visual art problem using strategies and perspectives from other disciplines.

- Indicator 1. Research and compare how visual art is used in a musical, theatre, or dance production. Grade 9
- Indicator 2. Research and provide examples that show the relationship of visual art to other subjects in the curriculum (e.g., English language arts, mathematics, social studies, and science). Grade 9
- Indicator 3. Compare the media, materials, and processes (e.g., perceiving, responding, creating, and communicating) used in visual art with those in other arts disciplines. Grade 10
- Indicator 4. Explain commonalities between visual art and other disciplines. 10
- Indicator 5. Research and demonstrate the relationship between visual art and other disciplines (e.g., ceramics - chemistry; photography - chemistry; mobile - physics; graphic art - technology). Grade 11
- Indicator 6. Select interdisciplinary visual art projects for a portfolio and write a description of the processes used. Grade 12

Benchmark C. List and explain opportunities for lifelong involvement in the visual arts.

- Indicator 1. Research and report on careers in the visual arts and identify the experience, education, and training needed for each one. Grade 9
- Indicator 2. Identify ways to provide active support to the arts locally and nationally. Grade 10
- Indicator 3. Identify art professions that require a portfolio for employment (e.g., architect, photographer, graphic designer, and book illustrator). Grade 11
- Indicator 4. Research one local, state, or national professional arts organization for the visual arts and describe ways that it advocates for art education. Grade 12