

QUICK REFERENCE: 12TH GRADE VISUAL ARTS

VISUAL ART KNOWING

A. VISUAL MEMORY AND KNOWLEDGE

Content Standard

Students in Wisconsin will know and remember information and ideas about the art and design around them and throughout the world.

Rationale:

The study of art involves not only creating art, but also knowing and remembering information and ideas about art and design. Museums, galleries, and other institutions employing arts professionals help preserve, protect, interpret, and evaluate works of art and architecture. Art critics, aestheticians, historians, and philosophers all work to better interpret the political, anthropological, social, philosophical, and psychological impact of the arts. Students in our schools need to know about art and design now and throughout history in order to better understand the arts, themselves, and the world around them.

PERFORMANCE STANDARDS

By the end of grade 12 students will:

- A.12.1 Possess a mental storehouse of images
- A.12.2 Know advanced vocabulary related to their study of art
- A.12.3 Know and recognize styles of art from their own and other parts of the world
- A.12.4 Know and recognize many styles of art from various times
- A.12.5 Explain that art is one of the greatest achievements of human beings
- A.12.6 Use art as a basic way of thinking and communicating about the world

Activities may include:

- Creating a slide file collection of images to be used as a resource by students and teachers throughout the school
- Creating a list of new art vocabulary along with photographs of the student's work
- Studying art from other parts of the world and making a photo journal about it
- Studying the major museums of the world, such as the Metropolitan Museum, the Louvre, and Prado
- Studying the great architectural monuments of history, such as the Taj Mahal, the Hagia Sophia, and the Egyptian pyramids
- Researching the body of work of a woman artist whose works the student admires, such as Kathe Kollwitz, Miriam Shapiro, or Georgia O'Keeffe, and write about the message which is communicated

B: ART HISTORY, CITIZENSHIP, AND ENVIRONMENT

Content Standard

Students in Wisconsin will understand the value and significance of the visual arts media and design in relation to art history, citizenship, the environment, and social development.

Rationale:

The study of human history and different cultures and their art forms represents a legacy that enriches our lives and allows us to see our own and other cultures from different perspectives. When students understand the form and function of the visual arts and design, they can better understand people as well as art objects. Students will communicate better with others and develop more tolerance for other lifestyles and points of view through the study of cultural images and artifacts.

PERFORMANCE STANDARDS

By the end of grade 12 students will:

- B.12.1 Demonstrate how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs
- B.12.2 Show ways that form, function, meaning, and expressive qualities of art and design change from culture to culture and artist to artist
- B.12.3 Relate works of art and designed objects to specific cultures, times, and places
- B.12.4 Know how artists, designers, and cultures influence art
- B.12.5 Understand how their choices in art are shaped by their own culture and society
- B.12.6 Describe, analyze, interpret, and judge art images and objects from various cultures, artists, and designers
- B.12.7 Understand and apply environmental and aesthetic issues to concepts related to the design of packaging, industrial products, and cities
- B.12.8 Know the contributions of art historians, cultural anthropologists, and philosophers of art to our understanding of art and design

Activities may include:

- Studying the history of photography and how artists, such as Ansel Adams and Walker Evans used it to communicate ideas
- Studying paintings of social and political concerns, such as Spanish artist Francisco Goya's *First of May* or Pablo Picasso's *Guernica*, and writing an interpretation of it

- Making an exhibit of how art changes from culture to culture, focusing on a theme which runs throughout history, such as the human figure or symbols in art
- Studying the history of the automobile and identifying the influences on its design
- Studying a contemporary art form, such as video art, and writing an essay about it
- Creating a display with visuals and words showing the aesthetics of different cultures students have studied
- Studying an environmental and aesthetic issue, such as the effects of plastics and Styrofoam commercial packaging on the environment, and the responsibility of the artist in those issues
- Researching art and design issues through art periodicals, such as *Art News*, *American Craft*, *Ceramic Monthly*, *Graphis*, *Ornament*, and *Living Architecture*, plus books and videos and discussing issues in class

VISUAL ART DOING

C: VISUAL DESIGN AND PRODUCTION

Content Standard

Students in Wisconsin will design and produce quality original images and objects, such as paintings, sculptures, designed objects, photographs, graphic designs, videos, and computer images.

Rationale:

There are time-honored processes of making art and principles of visual expression that are essential to the practice of creating images and objects. These processes and principles change over time. Artists need to recognize and respond to these changes. Just as other subject areas have guidelines, procedures, and bodies of knowledge that students learn, so do the visual arts.

PERFORMANCE STANDARDS

By the end of grade 12 students will:

- C.12.1 Use the elements and principles of design in sophisticated ways
- C.12.2 Understand the procedures of developing quality design
- C.12.3 Use design to create artworks that have different meanings
- C.12.4 Use advanced design techniques to improve and/or change artwork
- C.12.5 Analyze the complexities of nature and use challenging artistic images and ideas as visual resources
- C.12.6 Experiment visually with sketches for complex solutions involving concepts and symbols
- C.12.7 Apply advanced craft and skills to consistently produce quality art
- C.12.8 Use the natural characteristics of materials and their possibilities and limitations to create works of art
- C.12.9 Use ongoing reflective strategies to assess and better understand one's work and that of others during the creative process
- C.12.10 Assume personal responsibility for their learning and the creative process

Activities may include:

- Creating a painting in which colors appear to be similar and yet are different
- Creating a quality graphic design for the school yearbook
- Designing one advertisement and altering it to appeal to different audiences
- Studying fractals and creating a design based on those patterns in nature
- Developing an idea book to collect ideas from poetry, artistic images, and contemporary issues
- Keeping a sketchbook or idea book to record and develop visual ideas
- Developing skill in an advanced combined printing process, such as serigraphy and monoprinting
- Creating a figure sculpture using found materials and objects
- Keeping a journal to reflect on daily learning, including self and peer-assessments

- Developing a portfolio including artwork in series to achieve an in-depth study of an issue or concept

D. PRACTICAL APPLICATIONS

Content Standard

Students in Wisconsin will apply their knowledge of people, places, ideas, and language of art to their daily lives.

Rationale:

Learning about people, places, ideas, and language of art and applying this to daily life is what arts education is all about. Thinking deeply, creatively, and critically enables students to connect their knowledge to their local and worldwide communities and daily activities. Research shows that students who are educated in the arts perform

better in other areas, show respect for others, work more cooperatively, and are able to think better. These are lifelong skills applicable to daily living and learning.

PERFORMANCE STANDARDS

By the end of grade 12 students will:

- D.12.1 Know about the history, public art, and unique architecture of their cultural community
- D.12.2 Know about artists and designers, such as architects, furniture designers, critics, preservationists, museum curators, and gallery owners, in their community
- D.12.3 Explain how the environment influences the look and use of art, architecture, and design
- D.12.4 Use basic concepts in art, such as “form follows function,” “destruction of the box,” “less is more,” balance, symmetry, integrity, authenticity, and originality
- D.12.5 Know common language in art, such as abstraction, representation, impressionism, reproduction, serigraphy, sculpture, graphic design, construction, and aesthetics
- D.12.6 Apply problem-solving strategies that promote fluency, flexibility, elaboration, and originality

Activities may include:

- Taking a field trip to a city, such as Milwaukee, Madison, or Chicago, to take an architectural tour of important buildings
- Making a videotape about an artist or designer in the community
- Studying Wisconsin architecture, such as the Monona Terrace Convention Center, Madison, and the proposed addition to the Milwaukee Art Museum
- Creating a list of basic art concepts in a journal or idea book
- Creating a list of art terminology and meanings in a journal or idea book
- Identifying a team to solve a problem related to the school environment, such as developing school pride or school beautification

VISUAL ART COMMUNICATING

E: VISUAL COMMUNICATION AND EXPRESSION

Content Standard

Students in Wisconsin will produce quality images and objects that effectively communicate and express ideas using varied media, techniques, and processes.

Rationale:

Images and objects (cars, appliances, clothing, furniture, buildings, works of art, etc.) carry meanings and communicate ideas. Designers, graphic artists, architects, and other artists use a variety of processes to communicate ideas. Students need to learn how to read images and understand the meanings carried by objects.

PERFORMANCE STANDARDS

By the end of grade 12 students will:

- E.12.1 Communicate ideas by producing sophisticated studio art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics
- E.12.2 Communicate ideas by producing advanced design art forms, such as graphic design, product design, architecture, landscape, and media arts, such as film, photography, and multimedia
- E.12.3 Communicate ideas by producing popular images and objects, such as folk art, traditional arts and crafts, popular arts, mass media, and consumer products
- E.12.4 Communicate ideas by producing advanced visual communication forms useful in everyday life, such as sketches, diagrams, graphs, plans, and models
- E.12.5 Continue to use the visual arts to express ideas that can't be expressed by words alone

Activities may include:

- Creating artwork, such as a collage (pasted two-dimensional materials), to illustrate a deeply felt political issue
- Designing and making a toy for a child including using one's own material(s)
- Creating a group environment on a current theme or issue using technology along with traditional materials
- Designing a plan for a model community recreation area
- Making a work of art, such as a photo montage (pasted photographs) or sculpture, that expresses one's inner being and/or thoughts

F. VISUAL MEDIA AND TECHNOLOGY

Content Standard

Students in Wisconsin will understand the role of, and be able to use, computers, video, and other technological tools and equipment

Rationale:

We live in a visual and technological world where people are constantly confronted with complex print and media works. These images and artworks are created by designers and artists highly skilled in the use of computers, video,

and other technological tools. Careers in areas such as multimedia design and the film industry are rich and growing. Art education teaches students how to understand and create with new technologies.

PERFORMANCE STANDARDS

By the end of grade 12 students will:

- F.12.1 Make informed judgments about mass media, such as magazines, television, computers, and films
- F.12.2 Understand visual techniques used in mass media
- F.12.3 Interpret visual messages in advertisements, news, and entertainment programs
- F.12.4 Recognize stereotyping in visual media
- F.12.5 Understand the effects of production techniques on viewers' perceptions
- F.12.6 Use a range of media techniques to create art
- F.12.7 Apply a working knowledge of media production systems
- F.12.8 Revise media productions based on personal reflection and audience response

Activities may include:

- Comparing the graphic design of two or more magazines, such as *Smithsonian*, *Newsweek*, *Art News*, and *Bon Appetit*
- Comparing and contrasting similar advertisements of a product such as teenage clothing, and how the advertisements affect the audience
- Analyzing the visual choices used in a high-profile news program
- Looking for examples of stereotyping (race, gender, age, or occupation) in the media and examining how some television stations are addressing this issue
- Studying the works of George Lucas and his company, Industrial Light and Magic

- Making a video including computer images with sound and music, showing camera position, composition, lighting, and set design
- Studying animation in film, such as *Nightmare Before Christmas*, *James and the Giant Peach*, and *Toy Story*.
- Making drawings, photos, or video clips to show different ways one would redesign a scene from film or video

VISUAL ART THINKING

G. ART CRITICISM

Content Standard

Students in Wisconsin will interpret visual experiences, such as artwork, designed objects, architecture, movies, television, and multimedia images, using a range of subject matter, symbols, and ideas.

Rationale:

People throughout history have recorded experiences in a variety of visual forms, including fine art, folk art, designed objects, movies, television, and multimedia images, that document their time and heritage. Students will need more experiences in these areas to be prepared for the highly technological world in which they will live and work, and to understand artistic images of other times and cultures.

PERFORMANCE STANDARDS

By the end of grade 12 students will:

- G.12.1 Use visual images as tools for thinking and communicating
- G.12.2 Know how to find the meanings in artwork
- G.12.3 Interpret more complex meanings in challenging works of art, including media arts

G.12.4 Create works of art that have complex meanings

Activities may include:

- Studying drawings, such as those of Leonardo da Vinci, to understand his ideas and creative genius
- Looking at an unfamiliar work of art and finding the meaning in it, such as the *Statuettes from the Abu Temple*, by Tell Asmar
- Discussing the deeper meanings of film and media, such as *Independence Day*, *Jurassic Park*, and *Babe*
- Creating a work of art that depicts a situation that affected one deeply, such as a rejection, a separation from a loved one, or a deep loss

H. VISUAL THINKING

Content Standard

Students in Wisconsin will develop perception, visual discrimination, and media literacy skills to become visually educated people.

Rationale:

Students able to analyze problems and arrive at new solutions do so because they have the ability to use visual images to communicate ideas. Because of the visual nature of mass media today, students need to understand images and communicate visually. The world is full of visual images and symbols, and students need to develop the ability to understand them.

PERFORMANCE STANDARDS

By the end of grade 12 students will:

- H.12.1 Interpret complex patterns and forms by drawing them
- H.12.2 Know how human eyes work to see subtle changes in light, color, textures, and surfaces
- H.12.3 Use careful observation to draw, paint, and sculpt from life
- H.12.4 Create two-dimensional plans to make three-dimensional models
- H.12.5 Make and interpret maps, charts, and plans

H.12.6 Be critical viewers and producers of mass-media images

Activities may include:

- Finding patterns in nature, such as those created by boulders or stones, random branches or twigs tangled together, or leaves fallen on the ground
- Studying the optical art of Albers and Vasarely to better understand the "discrepancy between the physical fact and the psychic effect" of colors and shapes
- Carefully observing, analyzing, and making a drawing of microscopic animal life and algae seen through a microscope
- Collecting a variety of similar objects from nature, such as shells and seeds, and drawing in large scale the subtle differences in color, shapes, and textures
- Creating a three-dimensional plan of a house based upon a blueprint
- Analyzing and critiquing a film, such as *Star Wars*, by George Lucas

VISUAL ART UNDERSTANDING

I. PERSONAL AND SOCIAL DEVELOPMENT

Content Standard

Students in Wisconsin will use their senses and emotions through art to develop their minds and to improve social relationships.

Rationale:

Arts education integrates sensory and emotional development with the overall intellectual development of students. Our senses bring complex information into our brains and feeling is just as important as reasoning in shaping our minds. Emotional intelligence will affect how students perform in school and in life.

PERFORMANCE STANDARDS

By the end of grade 12 students will:

- I.12.1 Use art to understand their own and others' emotions
- I.12.2 Make art that explores a variety of emotions
- I.12.3 Compare and contrast feelings in a work of art
- I.12.4 Look at art and compare their feelings with those of the artist and others

- I.12.5 Understand and recognize that art reflects the history and culture in which it was created
- I.12.6 Create art that expresses deep feelings
- I.12.7 Work independently, collaboratively, and with deep concentration when creating works of art

Activities may include:

- Creating a work of art that expresses deep feelings
- Making a work of art that reflects feelings about a social issue, such as poverty, crime, war, or drugs
- Studying a memorial, such as the *Vietnam Memorial* by Maya Ying Lin or the *Holocaust Museum*, and writing a reaction
- Responding to a work of art in writing and comparing this response with that of an art critic or art historian
- Discussing a work of art, such as Dorothea Lange's photograph, *Migrant Mother*, that arouses feelings
- Studying the work of an artist, such as Christo or Freda Kahlo, to understand the time and place in which it was created
- Finding a work of art that reflects a deep social issue and causes powerful feelings and talking and writing about it

J. CULTURAL AND AESTHETIC UNDERSTANDING

Content Standard

Students in Wisconsin will reflect upon the nature of art and meaning in art and culture.

Rationale:

Reflection about art introduces big questions such as: What is Art? and, Why do people around the world and throughout the ages make art? Students learn to speak, read, write, and think about the nature of art through dialogue and personal reflection. Reflection about art allows students to make informed aesthetic judgments.

PERFORMANCE STANDARDS

By the end of grade 12 students will:

- J.12.1 Understand the purposes and functions of art
- J.12.2 Choose materials and techniques to influence the expressive quality of art
- J.12.3 Identify ways different cultures think about art
- J.12.4 Identify ways philosophers think about art
- J.12.5 Understand their own ideas about the purposes and meanings of art
- J.12.6 Know the value of art as a basic part of being human
- J.12.7 Understand and apply art criticism and aesthetic knowledge in art and design
- J.12.8 Know concepts of beauty in different cultures
- J.12.9 Identify the differences between original artworks, reproductions, and copies
- J.12.10 Reflect and talk about works of art

Activities may include:

- Studying art objects throughout history to understand their purpose and function
- Comparing and contrasting the materials and techniques of two contemporary art forms, such as the earth art of Robert Smithson and the site art of Christo
- Comparing and contrasting the works of art from two different cultures, such as the tapestries of India and those of Laos
- Reading and discussing specific sections of art books, such as *What is Art For?*, *No More Second Hand Art*, and *The Hidden Order of Art*
- Having a school and community forum on the purposes and meanings of art
- Taking down or covering all artworks in the school for a week and surveying the students and faculty to determine how this affects the environment in the school
- Describing, analyzing, interpreting, and judging a work of art
- Comparing and contrasting the architecture of various countries, such as that of India and America
- Creating a panel of students to discuss the issue of artists using other's work in their art, as well as collaborating in the production of artwork
- Assessing and talking about a student's art based on responses from a peer, a teacher, a parent, and an artist from the community

VISUAL ART CREATING

K. MAKING CONNECTIONS

Content Standard

Students in Wisconsin will make connections among the arts, other disciplines, other cultures, and the world of work.

Rationale:

Fields of knowledge and disciplines are intimately connected. Fragmentation of knowledge prevents people from absorbing the vast information that shapes their lives. The arts help students integrate knowledge and experience and to become better thinkers, problem solvers, creators, communicators, and citizens.

PERFORMANCE STANDARDS

By the end of grade 12 students will:

- K.12.1 Connect their knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology
- K.12.2 Invent new artistic forms to communicate ideas and solutions to problems
- K.12.3 Apply what they know about the nature of life, nature, the physical world, and the human condition to their understanding and creation of art
- K.12.4 Continue to use a variety of tools, such as more sophisticated application of words, numbers, sounds, movements, images, objects, emotions, technology, and spaces, to help understand and communicate about the visual world
- K.12.5 Know about a range of art activities, such as museum curation, historic preservation, collecting, and writing about art and design
- K.12.6 Know the similarities and differences of world cultures by studying their fine arts: music, dance, theatre, literature, and architecture

Activities may include:

- Selecting an assignment from another class, such as scientific illustrations and mathematical scale models, that can be done visually in the art class
- Creating a school display showing the connections between the humanities, sciences, social studies, and technology
- Making a book with illustrations and images addressing issues, such as the effects of the global economy, terrorists, wars, and politics
- Making performance art that uses a wide variety of tools to communicate a message, such as a message of brotherhood/ sisterhood/family that connects with music, dance, theatre, and technology
- Developing teams of students who help put up artwork, write about art for the student newspaper and school annual, and make presentations about art
- Planning and producing an ethnic festival and inviting community members to display the arts of their culture

L. VISUAL IMAGINATION AND CREATIVITY

Content Standard

Students in Wisconsin will use their imaginations and creativity to develop multiple solutions to problems, expand their minds, and create ideas for original works of art and design.

Rationale:

Imagination allows people to explore connections to the world, develop conceptual thought processes, and learn to use metaphors to arrive at original ideas. Art helps children become more creative, deal with complexity and ambiguity, be more flexible, solve problems in creative ways, use higher order thinking skills, and take risks.

PERFORMANCE STANDARDS

By the end of grade 12 students will:

- L.12.1 Use their knowledge, intuition, and experiences to develop ideas for artwork
- L.12.2 Continue to develop a base of knowledge and skills from which to create new ideas
- L.12.3 Use personal traits, such as independent thinking, courage, integrity, insight, and dedication, in creating quality art and design
- L.12.4 Use the knowledge of nature and works of art as sources for new ideas
- L.12.5 Develop a personal style in art and design that reflects who they are
- L.12.6 Understand that art is created by people with different world views, expresses diverse ideas, and changes over time
- L.12.7 Imagine complex situations from a variety of challenging points of view

Activities may include:

- Creating a personal work of art using one's ideas, processes, materials, and techniques
- Examining an idea thoroughly and reinterpreting it in a variety of ways
- After creating a work of art, reflecting about the experience in a journal to determine whether the student has used his or her own ideas, taken risks, and worked hard
- Finding sources, such as the history of portrait, patterns, or heroes in art, and background for a student's art
- Studying and sketching forms from nature and other designs to find sources of inspiration for designing art forms, such as jewelry, ceramics, and fabric designs
- Reflecting upon the items in a portfolio to see how personal style is developing
- Solving a computer graphic design problem in a variety of ways