

Visual Art Appreciation

Fine Arts Curriculum Framework

2014

Course Title: Visual Art Appreciation
Course/Unit Credit: 0.5 credit

Course Number: 453100

Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.
Grades: 9-12
Prerequisites: There is no prerequisite for Visual Art Appreciation

Visual Art Appreciation

Visual Art Appreciation is a one-semester course designed to develop perceptual awareness and aesthetic sensitivity, as well as a foundation for a lifelong relationship with the arts. Students will learn the elements of art and principles of design; explore the basic processes, materials, and inherent qualities of visual art; examine a broad range of methods; conduct critical analyses of the creative processes involved in the various art forms; and reflect on the connections between society and visual art. The Standards for Accreditation require schools to offer a one-half unit of survey of fine arts or one-half unit of an advanced art or advanced music course. Visual Art Appreciation may be used to fulfill this requirement. Visual Art Appreciation also fulfills the requirement for one-half unit of fine arts for graduation. The course does not require Arkansas Department of Education approval.

Visual Art Appreciation

Responding	
	1. <i>Students will perceive and analyze artistic work.</i>
	2. <i>Students will interpret intent and meaning in artistic work.</i>
Connecting	
	3. <i>Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i>

Notes:

1. Student Learning Expectations (SLEs) may be taught in any sequence.
2. Italicized words in this document appear in the glossary.
3. All items in a bulleted list are required to be taught.
4. The examples given (e.g.,) are suggestions to guide the instructor.
5. Common Core State Standards (CCSS) alignment key, CCRA.R.1 = College and Career Ready Anchor Standard.Reading.1

Strand: Responding

Content Standard 1: Students will perceive and analyze artistic work.

		CCSS Alignment
R.1.VAA.1	<p>Describe the <i>elements of art</i> in artistic compositions</p> <ul style="list-style-type: none">• color (e.g., color wheel, complementary, analogous, monochromatic, triad, warm, cool, split complementary, hue, value, intensity)• form (e.g., geometric, organic)• line (e.g., contour, implied, gesture, sketch, outline, structural, calligraphic, weight, value, <i>expressive</i>, directional, media influences)• shape (e.g., geometric, organic)• space (e.g., positive, negative, foreground, middle ground, background, one-point, two-point, aerial perspective, overlap, placement, size, color, illusion of depth)• texture (e.g., implied, actual)• value (e.g., neutral, light, dark, high key, low key, value ranges)	CCRA.R.2, 3, 4 CCRA.W.2 CCRA.SL.2, 4 CCRA.L.6

Strand: Responding

Content Standard 1: Students will perceive and analyze artistic work.

		CCSS Alignment
R.1.VAA.2	<p>Describe the <i>principles of design</i> in artistic composition</p> <ul style="list-style-type: none">• balance (e.g., asymmetrical, radial, symmetrical)• contrast (e.g., color, form, line, shape, space, texture, value)• emphasis (e.g., dominance, focal point)• movement (e.g., depth, flow, overlap, placement, repetition, size, time)• pattern (e.g., formal, informal, repetition)• proportion (e.g., exaggeration, scale)• rhythm (e.g., pattern, repetition)• unity (e.g., repetition, order)• harmony (e.g., similarity, wholeness)• variety (e.g., difference, diversity)	CCRA.R.2, 3, 4 CCRA.W.2 CCRA.SL.2, 4 CCRA.L.6

Strand: Responding

Content Standard 1: Students will perceive and analyze artistic work.

		CCSS Alignment
R.1.VAA.3	<p>Identify art media, processes, and terminology</p> <ul style="list-style-type: none"> • functional/utilitarian works (e.g., weapons, armor, jewelry, furniture, clothing, housewares, pottery, weaving, tools, masks) • drawing (e.g., charcoal, ink, metal point, graphite, conté, chalk, pastel, digital) • painting (e.g., encaustic, tempera, oil, watercolor, acrylic, light painting, digital, fresco) • printmaking (e.g., etching, relief, engraving, screen, lithography, planography, printing press) • sculpture (e.g., additive, subtractive, casting, in the round, relief, digital, installation, assemblage, welding, fiberglass) • architecture (e.g., skyscraper, glass box, drafting, stadiums, minimalism, load bearing, arch, post and lintel, flying buttresses, keystone, dome, floor plan) • photography (e.g., slide, darkroom, digital, daguerreotype, pinhole, instant, tintype) • mixed media (e.g., collage, digital transfer, altered books) 	<p>CCRA.R.4 CCRA.SL.2 CCRA.L.6</p>
R.1.VAA.4	<p>Discuss various influences (e.g., context, understanding of human experiences, aesthetic characteristics, various environments) on <i>works of art</i></p>	<p>CCRA.R.2, 3, 7 CCRA.W.2, 7, 9 CCRA.SL.2, 3, 4</p>

Strand: Responding

Content Standard 2: Students will interpret intent and meaning in artistic work.

		CCSS Alignment
R.2.VAA.1	Describe themes (e.g., universal, societal, individual) that appear in <i>works of art</i> of various cultures throughout history	CCRA.R.1, 2 CCRA.W.1, 7, 9 CCRA.SL.1, 4 CCRA.L.6
R.2.VAA.2	Describe <i>works of art</i> (e.g., creative intentions, styles, symbols, purposes) that appear in various cultures throughout history	CCRA.R.2, 3, 4, 5, 7 CCRA.W.2, 7, 9 CCRA.SL.2, 3, 4 CCRA.L.6

Strand: Connecting

Content Standard 3: Students will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

		CCSS Alignment
CN.3.VAA.1	Describe various influences on art (e.g., social, cultural, geographical, environmental, political, spiritual, economical, technological, literary, musical, dramatic, contemporary media) throughout history	CCRA.R.2, 3, 7 CCRA.W.2, 7, 9 CCRA.SL.2, 3, 4
CN.3.VAA.2	Describe the historical and current impact of <i>works of art</i>	CCRA.R.2, 3, 7 CCRA.W.2, 7, 9 CCRA.SL.2, 3, 4
CN.3.VAA.3	Analyze various contexts (e.g., understanding of human experiences, aesthetic characteristics, various environments) of <i>works of art</i>	CCRA.R.1, 3 CCRA.W.7, 9 CCRA.SL.2

Glossary for Visual Art Appreciation

Elements of art	The basic visual tools artists use to create a work of art: color, form, line, shape, space, texture, and value
Expressive	Qualities that communicate feelings, moods, and ideas to the viewer through a work of art; expressive lines seem to reflect the artist's emotions or feelings
Principles of design	Guidelines artists use to organize the elements of art; balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity harmony, and variety
Work of art	A creation by a master or contemporary artist which has historical, social, or cultural significance

Contributors

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