

DeRuyter Central School District

Visual Arts

Studio Art and Advanced Art

11 Benchmarks

►Standard 1: Understanding and applying media, techniques, and processes related to the visual arts

VAHS.1.1 Uses media, techniques, tools, and processes to communicate an idea or concept based on research, environment, personal experience, observation, or imagination

VAHS.1.2 Understands the characteristics of various mediums and selects those that are appropriate for their purposes and intent

VAHS.1.3 Selects and uses appropriate media, techniques, tools, and processes to complete a desired task in Studio Art/Advanced Art respectively:

- Consistently and with limited assistance demonstrates the safe and ethical use, as well as routine maintenance, of appropriate materials
- Watercolor painting
- Acrylic painting
- 2 dimensional and 3 dimensional design
- Drawing techniques
- Architectural designs
- Logo designs
- Mosaics
- Clay
- Still-life drawings
- Abstract design (Portrait and Landscape)
- Prismacolor drawings
- Pen and Ink
- Watercolor painting
- Acrylic painting
- Brochure design
- Mask making
- Print making
- Pastels

►Standard 2: Creating and communicating a range of subject matter, symbols, and ideas using the fundamentals of art to explore perception, ideas, and viewpoints

VAHS.2.1 Create a collection of artwork based on instructional assignments and individual/collective experiences to explore perceptions, ideas, and viewpoints

- Reflect on their developing work to determine the effectiveness of selected mediums and techniques for conveying meaning and adjust their decisions accordingly
- Understands that works of art can communicate an idea and elicit a variety of responses

VAHS.2.2 Knows how to implement the elements of art and the principles of design through the creation of artworks and communication of ideas

- Demonstrates an increasing level of competence in using the elements and principles of art to create artworks
- Applies various subjects, symbols, and ideas in works of art

Cultural and Historical Connections

►Standard 3: Understanding the cultural dimensions and contributions of the arts

VAHS.3.1 Understands how the social, cultural, and historical conditions influence the function, meaning, and execution of works of art

- Identify how art from diverse world cultures reflect aspects of those cultures
- Create artworks that reflect a particular historical period of a culture
- Mask making
- In connection with 6th grade Social Studies different units

VAHS.3.2 Understands how art and artists influence change in historical and cultural contexts

- Recognizes cultural impact of art on society
- Brochures

Aesthetic and Critical Analysis

►Standard 4: Responding to and analyzing works of art

VAHS.4.1 Students will reflect upon, interpret, and evaluate works of art using the language of art criticism

- Analyze and interpret the ways in which various themes (social, cultural, and/or political) have been explored in visual art
- Work toward developing a working vocabulary using the language of art criticism
- Create their own, or shared, critical responses to works of art
- Discuss and/or write their analysis and interpretations of their own works of art and/or the art of others using appropriate critical language

VAHS.4.2 Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts

- Gain an understanding of the visual and sensory qualities (surfaces, colors, textures, shapes, sizes, volumes) in art
- Explore the themes that are found in works of visual art and how the artworks are related to other forms of art and other disciplines

Application to Life

►Standard 5: Making connections between the visual arts, other disciplines, and the real world

VAHS.5.1 Awareness of resources and opportunities for participation in visual arts in the community

- Opportunities to explore various student and professional art events including exhibitions and competitions

VAHS.5.2 Students will be aware of vocational options available in the visual arts and how to pursue them

- Made aware of the broad range of vocations in the field of visual arts including those involved with creating, performing, promoting, and exhibiting art
- Provide guidance for students who have an interest in the vocational, or a vocational, aspect of the visual arts