



**VALWOOD**

*GO BEYOND*

**2D Design Curriculum**



## Art: 2D Design Course Overview

Course Description		Topics at a Glance	
<p>This class will cover still life, landscapes, abstract design and cartooning. The 2D class will also participate in "Visualizing Valwood," a Southern Teachers Agency calendar contest and Doodle 4 Google, an international competition sponsored by Google</p>		<ul style="list-style-type: none"> <li>• Lecture with visuals on art history time line</li> <li>• Artistic problem solving techniques</li> <li>• Basic drawing and shading skills in pencil using contour, sketch, and kneaded eraser techniques.</li> <li>• Surrealism or other artistic style taught and emulated</li> <li>• Utilization of effective composition</li> <li>• Watercolor or acrylic painting with color theory</li> <li>• Elements of art and principles of design used in creation, collaboration and critique</li> <li>• Colored pencil photo realism or other style taught and emulated</li> <li>• Sketchbook/Journal with visual and written ideas and information</li> <li>• Other traditional and new media explored</li> </ul>	
Assessments			
<ul style="list-style-type: none"> <li>• Drawing and painting studio projects in a wide variety of media, techniques and art forms.</li> <li>• Short written and oral critiques of self and other works of art.</li> <li>• Basic understanding and knowledge of art forms and time periods through lecture, media presentations and artist experiences.</li> <li>• Basic understanding of composition and the utilization of the elements of art and the principals of design.</li> <li>• Sketchbook/journal with both written and visual notes of information, cultures, art forms, and influences</li> <li>• Basic skills tests on knowledge covered during course both</li> </ul>		<p><b>Art History:</b> Students will exhibit knowledge of art forms, artists and art history, especially contemporary artists. Students will be introduced to a general overview of Art History for all genres of art. Sources could include: slideshow/lecture, visiting artist, visual information in classroom (posters/books) internet options (you-tube, museum virtual tours) and movies. Students will be asked to reflect on this knowledge (ie; notes in a sketchbook, creation of artwork, written review, etc.). Students will effectively articulate artistic influences in their works of art.</p> <p><b>21<sup>st</sup> Century graduate:</b> While students gain confidence in their creation of art works and knowledge of art, they will exercise their power to become critical thinkers about art; their own and contemporary and historical works of art. Through exploration of drawing and painting art making experiences, they will invent ways to communicate and idea through a work of art. Through a variety of resources such as: a Visiting Artists workshop, field trips, etc. students expand their repertoire of knowledge of how and why art was/is and created.</p>	
Grade Level Expectations			
Standard	Grade Level Expectations (Big Ideas in High School)		
1. Observe and Learn to <b>Comprehend</b>	<ol style="list-style-type: none"> <li>1. Visual art has inherent characteristics and expressive features</li> <li>2. Historical and cultural context are found in visual art</li> <li>3. Art and design have purpose and function</li> </ol>		
2. Envision and Critique to <b>Reflect</b>	<ol style="list-style-type: none"> <li>1. Reflective strategies are used to understand the creative process</li> <li>2. A personal philosophy of art is accomplished through use of sophisticated language and studio art processes</li> <li>3. Interpretation is a means for understanding and evaluating works of art</li> </ol>		
3. Invent and Discover to <b>Create</b>	<ol style="list-style-type: none"> <li>1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas</li> <li>2. Assess and produce art with various materials and methods</li> <li>3. Make judgments from visual messages</li> </ol>		
4. Relate and Connect to <b>Transfer</b>	<ol style="list-style-type: none"> <li>1. The work of art scholars impacts how art is viewed today</li> <li>2. Communication through advanced visual methods is a necessary skill in everyday life</li> <li>3. Art is a lifelong endeavor</li> </ol>		

## **1. Observe and Learn to Comprehend**

Use the visual arts to express, communicate, and make meaning. To perceive art involves studying art; scrutinizing and examining art; recognizing, noticing, and seeing art; distinguishing art forms and subtleties; identifying and detecting art; becoming skilled in and gaining knowledge of art; grasping and realizing art; figuring out art; and sensing and feeling art.

### **Valwood Graduate Competencies**

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

#### **Valwood Graduate Competencies in the Observe and Learn to Comprehend Standard are:**

- Recognize, articulate, and debate that the visual arts are a means for expression
- Make informed critical evaluations of visual and material culture, information, and technologies
- Analyze, interpret, and make meaning of art and design critically using oral and written discourse
- Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives

<b>Content Area: Visual Arts - 2D Design</b>	
<b>Standard 1: Observe and Learn to Comprehend</b>	
<b>Valwood Graduates:</b> Make informed critical evaluations of visual and material culture, information, and technologies	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 1. Visual art has inherent characteristics and expressive features	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> a. Investigate and articulate the value of the characteristics and expressive features of art and design in diverse and disparate works of art	<b>Inquiry Questions:</b> 1. What are the ways to analyze and discuss works of art? 2. What other ways are there to analyze and discuss works of art beyond the characteristics and expressive features of art and design?
	<b>Relevance and Application:</b> 1. Visual arts provide opportunities for making informed choices about material culture by employing visual literacy in society while recognizing urban, suburban, historical, and environmental influences. 2. Rituals in creating cultural art solidify the foundational understanding of the identity and purpose of various cultures within society. 3. New technologies and media allow for innovative ways to create new rituals with evolutionary characteristics.
	<b>Nature of Discipline:</b> 1. Artists use close observation to understand objective reality.

<b>Content Area: Visual Arts - 2D Design</b>	
<b>Standard 1: Observe and Learn to Comprehend</b>	
<b>Valwood Graduates:</b> Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 2. Historical and cultural context are found in visual art	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Discern the complexity of art and historical paradigms in cultural context</li> <li>b. Discuss art history using an expanded art vocabulary.</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. What is considered art?</li> <li>2. How does context affect works of art?</li> <li>3. Why would context matter when interpreting art?</li> <li>4. What is a culturally sensitive issue, and how does it impact works of art?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Interpreting visual art provides an ability to place contemporary art culture in a broader, historical context.</li> <li>2. Technology creates new interdisciplinary art forms that build on historical art forms.</li> <li>3. Innovators of the past were not highly valued, and it is only recently that society is recognizing their importance.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. The new media of today creates the future of art.</li> <li>2. Respect for the art of cultures informs our diversity.</li> </ol>

## 2. Envision and Critique to Reflect

Articulate and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information. To value art involves visualizing, articulating, and conveying art; thinking about, pondering, and contemplating art; wondering about, assessing, and questioning art concepts and contexts; expressing art; defining the relevance, significance of, and importance of art; and experiencing, interpreting, and justifying the aesthetics of art.

### **Valwood Graduate Competencies**

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

#### **Valwood Graduate Competencies in the Envision and Critique to Reflect Standard are:**

- Recognize, demonstrate, and debate philosophic arguments about the nature of art and beauty (aesthetics)
- Recognize, demonstrate, and debate the place of art and design in history and culture
- Use specific criteria to discuss and evaluate works of art
- Critique personal work and the work of others with informed criteria
- Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information

<b>Content Area: Visual Arts - 2D Design</b>	
<b>Standard 2: Envision and Critique to Reflect</b>	
<b>Valwood Graduates:</b> Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information	
<b>Grade Level Expectation</b>	
<b>Concepts and skills students master:</b> 2. A personal philosophy of art is accomplished through use of sophisticated language and studio art processes	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> a. Document and apply investigations into a range of traditional and nontraditional studio practices to personal expression	<b>Inquiry Questions:</b> 1. What is old, and what is new in any work of art? 2. How and why is art used as a vehicle for communication? 3. What is an effective critique?
	<b>Relevance and Application:</b> 1. Breaking accepted norms often gives rise to new forms of artistic expression. 2. Using current technology for personal expression opens new opportunities for varied modes of communication. 3. Articulating a personal philosophy creates individual identification in one's own works of art. 4. Interpreting the world through art, artists seek to represent concepts through a range of styles and approaches.
	<b>Nature of Discipline:</b> 1. Culture affects self-expression, whether we realize it.

<b>Content Area: Visual Arts - 2D Design</b>	
<b>Standard: 2. Envision and Critique to Reflect</b>	
<b>Valwood Graduates:</b> Recognize, demonstrate, and debate philosophic arguments about the nature of art and beauty (aesthetics)	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 3. Interpretation is a means for understanding and evaluating works of art	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> a. Demonstrate fluency in using critique vocabulary to assess personal works of art and the others' works of art both written and orally	<b>Inquiry Questions:</b> 1. How do underlying structures unconsciously guide the creation of art works? 2. Using aesthetic criteria, is all art beautiful in some way?
	<b>Relevance and Application:</b> 1. Art reflects the history and culture in which it is created. 2. Innovation and critical reasoning results from utilizing known structures and identifying ways to stretch boundaries. 3. Using current technologies to research diverse approaches from around the globe and applying them to new artistic styles creates a merging of ideas.
	<b>Nature of Discipline:</b> 1. Every artist has a style, just as every artistic period has a style.

### **3. Invent and Discover to Create**

Generate works of arts that employ unique ideas, feelings, and values using different media, technologies, styles, and forms of expression. To make art involves creating, inventing, conceiving, formulating, and imagining art; communicating, ascertaining, and learning about art; building, crafting, and generating art; assembling and manufacturing art; discovering, fashioning, and producing art; and causing art to exist.

#### **Valwood Graduate Competencies**

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

#### **Valwood Graduate Competencies in the Invent and Discover to Create Standard are:**

- Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research
- Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design
- Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies
- Recognize, compare, and affirm that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives

<b>Content Area: Visual Arts - 2D Design</b>	
<b>Standard: 3. Invent and Discover to Create</b>	
<b>Valwood Graduates:</b> Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research	
<b>Grade Level Expectation</b>	
<b>Concepts and skills students master:</b> 1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology to express ideas	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Articulate ideas that can be expressed in traditional, advanced, and evolving media</li> <li>b. Create works of art representing personal narratives that use <i>traditional and</i> new media</li> <li>c. Adhere to ethical procedures that represent originality, personal expression and craftsmanship in producing works of art.</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. How can information be shared artistically?</li> <li>2. How does creating art differ from viewing art?</li> <li>3. Using the elements of art and the principles of design, what differentiates art-making technologies?</li> <li>4. How do art-making skills express personal narratives successfully?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Skills in art and design are employed to create three-dimensional animation, film, gaming, and environmental graphic design.</li> <li>2. The identification of personal narratives in art and the translation of their meaning using new media allows for the development of the personal, self-direction skills necessary to be an artist.</li> <li>3. The translation of media allows for the development of skills to work within the commercial art environment.</li> <li>4. Through new <i>technologies</i>, <i>studio skills</i> have evolved beyond the traditional skills, and yet can still rely on the foundational structures to create new skills.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Though the artist's imagination and intuition drive the work, great art and design require skills and discipline to turn notions into a quality product.</li> </ol>

<b>Content Area: Visual Arts - 2D Design</b>	
<b>Standard: 3. Invent and Discover to Create</b>	
<b>Valwood Graduates:</b> Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 2. Assess and produce art with various materials and methods	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Skillfully use an <i>expanded</i> variety of techniques, media <i>and tools</i> to create works of art</li> <li>b. Discern and articulate the quality of personal works of art using a variety of reflective processes</li> <li>c. Skillfully create and exhibit one's own works of art</li> <li>d. Expand use of a sketchbook/journal by adding preliminary and finished drawings, critical writings, and class notes.</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. How are the characteristics and expressive features of art and design used to create art?</li> <li>2. How can an artist create works of art through combining, expanding, and sequencing?</li> <li>3. What problem-solving <i>and experimental</i> skills are employed in making works of art?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. The use of current technology as an adjunct to creating art opens the door to creating new works, and discovering lost works of art.</li> <li>2. Visual arts rely on reflective processes to create new and evolved works of art through introspection, collaboration, global connection, experimentation, and research.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. The visual arts serve multiple functions such as enlightenment, education, therapy, and entertainment.</li> </ol>

<b>Content Area: Visual Arts - 2D Design</b>	
<b>Standard: 3. Invent and Discover to Create</b>	
<b>Valwood Graduates:</b> Recognize, compare, and affirm that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 3. Make judgments from visual messages	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> a. Compare and contrast the analytical processes used to interpret works of art and images of mass media	<b>Inquiry Questions:</b> 1. Why is one type of visual image or object considered to be more important than another? 2. How is value assigned to art? 3. How does visual imagery used in mass media correlate with art?
	<b>Relevance and Application:</b> 1. Understanding the use of branding in marketing helps to use art to make purchase decisions. 2. Interpreting visual messages in advertisements, news, and entertainment helps to make informed decisions. 3. Recognizing stereotyping in visual media helps to change norms. 4. Recognizing that current technology plays a role in understanding visual culture clears the way to new thinking in art-making.
	<b>Nature of Discipline:</b> 1. The artistic process can lead to unforeseen or unpredictable outcomes.

#### **4. Relate and Connect to Transfer**

Recognize, articulate, and validate the value of the visual arts to lifelong learning and the human experience. To respond to art involves relating to art; connecting to art; personally linking to art; associating with art; bonding to art; moving toward art sensibilities; shifting to art orientations; thinking about art; attaching meaning to art; replying to art; reacting to art; internalizing art; personalizing art; and relating art to culture and diversity.

#### **Valwood Graduate Competencies**

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

#### **Valwood Graduate Competencies in the Relate and Connect to Transfer Standard are:**

- Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts
- Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas
- Transfer the value of visual arts to lifelong learning and the human experience
- Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas

<b>Content Area: Visual Arts - 2D Design</b>	
<b>Standard: 4. Relate and Connect to Transfer</b>	
<b>Valwood Graduates:</b> Transfer the value of visual arts to lifelong learning and the human experience Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 2. Communication through advanced visual methods is a necessary skill in everyday life	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Use sketches, plans, and models to create and/or design a functioning work of art</li> <li>b. Explain the personal influences <i>which</i> shape the creation of functioning art</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. Why do artists produce preliminary plans?</li> <li>2. How does material culture influence artistic decisions?</li> <li>3. What informs the look of our material culture?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Understanding the cultural influences in functional design such as architecture and furniture creates comprehension of trends and patterns in society.</li> <li>2. Knowing the role of artists and designers in creating our built environment and material culture identifies the contemporary societal role that artists possess.</li> <li>3. Shaping our understanding of new media gives us insight to the understanding of material culture.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Artists and designers are important creators of our material culture.</li> <li>2. Cultural traditions influence the creation of material culture.</li> </ol>