

COMMUNITY UNIT SCHOOL DISTRICT 200

Art and Design

High School – Grades: 9, 10, 11, 12

Intermediate Level - One Semester

Elective/Prerequisite for All Art Classes

- 1. Subject Expectation (State Goal 25)** **The student will know the language of the arts.**

Essential Learning 1 (Learning Standard A)	Understand the elements, organizational principles and expressive qualities of the arts
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- Critical Content 25.A.4 a. analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music, and visual arts
- elements
 - color
 - become familiar with color properties such as primary, secondary, and tertiary or triad colors, tetrads, analogous, complementary, monochromatic, tints, and shades, advancing and receding optics.
 - use of visual aids, such as a color wheel
 - line
 - identify types of line using the concept of contour line and the expressive qualities of the line character
 - space
 - distinguish between positive and negative space, recognize spatial relationships, and overlapping shapes to create the illusion of depth through the use of two dimensional and three dimensional exercises
 - shape/form
 - identify types of shapes and forms such as organic and geometric and abstract or non representational shapes in a design composition
 - texture
 - create visual texture using a variety of strokes on a ceramic surface
 - value
 - create value scales and value change, in a pencil or charcoal drawing
 - principles
 - repetition/pattern/rhythm
 - identify the regular repetition of shapes or strokes/marks, patterns, or movement in works of art or design compositions

- contrast/variety
 - identify contrast as a pronounced difference in a composition of artwork.
- emphasis/dominance/focal point
 - use the elements of design to create a compositional focal point with in a prearranged format
- balance
 - demonstrate the use of radial, asymmetric and symmetric balance within either a two dimensional or three dimensional design

Essential Learning 2 (Learning Standard B)	Understand the similarities, distinctions, and connections in and among the arts
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| Critical Content | 25.B.2 | a. recognize how elements and principles combine within art form to express ideas <ul style="list-style-type: none"> • actual examples of artwork will be presented as a means of reinforcement |
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2. Subject Expectation (State Goal 26) Through creating and performing, the student will understand how works of art are produced.

Essential Learning 1 (Learning Standard A)	Understand processes, traditional tools and modern technologies used in the arts
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| Critical Content | 26.A.4e | a. analyze and evaluate how tools/technologies (techniques) and processes combine to convey meaning <ul style="list-style-type: none"> • use two dimensional and three dimensional media to reinforce the elements and principles of art and design • use computer programs where applicable |
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3. Subject Expectation (State Goal 27) The student will understand the role of the arts in civilizations, past and present.

Essential Learning 1 (Learning Standard A)	Analyze how the arts function in history, society and everyday life
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| Critical Content | 27.A.5 | a. analyze how careers in the arts are expanding based on new technologies and societal changes <ul style="list-style-type: none"> • through the use of time lines and visuals, changes will be demonstrated |
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4. Subject Expectation (State Goal 1) The student will read with understanding and fluency.

Essential Learning 1 (Learning Standard A)	Apply word analysis and vocabulary skills to comprehend selections
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| Critical Content | 1.A.4b | a. compare the meaning of words and phrases and use analogies to explain the relationships among them <ul style="list-style-type: none">• introduce language/vocabulary specific to the design area• through the use of visuals, reinforce new language/vocabulary and its application to design |
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Essential Learning 2 (Learning Standard B)	Apply reading strategies to improve understanding and fluency
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| Critical Content | 1.B.4c | a. read age appropriate material with fluency and accuracy <ul style="list-style-type: none">• articles on techniques, skills and/or art history will be presented and reviewed |
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