Greenwich Visual Arts Objectives
Drawing and Painting
High School

**Media, Techniques and Processes**

1. Uses pencils of varying degrees of hardness (2H to 8B) appropriately (*1a)

2. Uses a broader range of drawing media purposely (e.g., charcoal, chalk, kneaded erasers, conte crayons, ebony pencils, chalk pastel and pen & ink) (*1a)

2. Uses India ink with a variety of techniques that show a range of values (*1a)

3. Draws whole figures from direct observation of models posing and gesturing, with attention to proportion, space and size relationships (*1c, 2b)

4. Draws human skeletal structure from observation using a life-size human skeleton replica (*1c, 2b, 6a, 6c)

5. Uses a variety of charcoal and chalk effectively and efficiently (blends soft charcoal and vine charcoal combined with white chalk to create a complete range of values and texture (*1a)

6. Paints in the style of a period of art being studied (e.g., Surrealism) (*1a, 2b, 4c)

7. Discusses and uses the features of acrylic paints effectively (*1a)

8. Paints from direct observation studying the effects of light, including transparent and reflective objects (*1c, 2b)

9. Uses a sketchbook to record ideas visually and to practice and further develop concepts taught in class (*1a, 1d)

10. Develops ideas from thumbnail sketches or studies to a finished drawing and composition (*1a, 1b)
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Elements and Principles

1. Draws from observation (e.g., landscape, still life, figurative) using purposeful contour lines to show depth with a variety of pressure and line quality (*2a, 2e)

2. Draws landscapes, still-lifes and figures from observation using increasingly complex subject matter (e.g., reflective objects, dense vegetation, depth, textures, and figures within environments) (*2a, 2e)

3. Applies an understanding of the human body and its proportions when creating his or her drawings and paintings (e.g., after studying Leonardo da Vinci, Michelangelo, and a variety of anatomy books) (*2b, 2c, 6c)

4. Draws a self-portrait with attention to proportion and the realistic depiction of values to create a likeness of themselves (*1a, 2b)

5. Applies an understanding of atmospheric perspective to the use of color and line when creating his or her drawings and paintings. (*2b)

6. Applies an understanding of the relativity of color (e.g., the difference between a red next to a black and a red next to a white) (*2b)

7. Identifies and discusses tertiary color (e.g., red-orange, yellow-green) and its use in creating the subtitles of a still life (*2b)

7. Paints a picture from his or her imagination in the Surrealistic style, with attention to unifying the composition using the elements and principles of art (e.g., color, line, shape, shape, form, pattern, texture, contrast, rhythm, balance, movement) (*1a, 1b, 1d, 2c, 3b)

8. Applies an understanding of scale when creating his or her drawings and paintings (*2b)

9. Discusses how to make his or her artwork more original (*1b)

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10. Analyzes, interprets and discusses given artworks from a variety of movements and periods for the use of all of the elements and principles of art, using appropriate art vocabulary (e.g., color, line, space, shape, form, pattern, texture, contrast, rhythm, composition, balance, movement, unity) (*2a, 2b)

Content

1. Applies his or her personal visual interpretation in a more individual way to a painting and/or drawing from observation (*3a, 3b)

2. Refines his or her personal style by the continued production of his or her studio artwork (*3a, 3b)

3. Develops a more personal preference and aesthetic through the continued analysis of his or her own artwork and that of others (*3a, 3b, 3c, 3d, 5a, 5b)

4. Continues to describe his or her own personal experience through the direction of increasingly more complex and developmentally appropriate concepts in their art-making (e.g., transitions, fears, fantasies, dreams, and other issues specific to the growth and maturity of adolescents) (*3a, 3b, 3c, 3d, 5b)

5. Records and translates his or her world into the creative process through the routine use of a sketchbook (*6a, 6c)

History and Cultures

1. Analyzes and discusses the contour drawings of Pablo Picasso and how he combined observation and metaphor in his work (*4a, 4c, 4e)

2. Discusses how the Surrealists unified their compositions using the elements and principles by comparing and analyzing their paintings (e.g., Salvador Dali’s Persistence of Memory (1931), Rene Magritte’s Time Transfixed (1938), Marc Chagall’s Bouquet with Flying Lovers (1934-47) (*4c, 4d, 5a, 5b, 2b)

3. Analyzes the roots of surrealism and its historical context and connections with the study of psychiatry by discussing and comparing the artwork of Salvador Dali (1904-1989), Joan Miro (1893-1983), Frida Kahlo (1910-1954) and Giorgio de Chirico (1888-1978) (*4a, 4c)
4. Analyzes the use of line in the work of German painter Kathe Kollwitz (1867-1945), an important artist in the expressionist movement, and her use of social and ethical issues in her artwork (*4a, 4c)

5. Analyzes the development of the system of 2-point perspective in art and Filippo Brunelleschi’s (1377-1446) role in the development of the science of perspective during the Renaissance (*4c, 4d, 5a, 5b, 6b, 6c)

6. Discusses and analyzes the relativity of color and representation of light that the Impressionists used in their paintings by looking at their artwork (e.g., Paul Cezanne (1839-1906), Georges Seurat (1859-1891) (*4a)

7. Analyzes the use of multi-point perspective and illusion in the artwork of M.C. Escher (*4c, 4d, 4e, 5d)

**Evaluation**

1. Judges the quality of an artwork by describing and evaluating it on specific art elements and design principles (e.g., the artist’s use of color, shape, form, movement) (*5c)

2. Judges the degree to which a given work is truly representative of its period (*5a)

3. Analyzes symbolic representations in a given work and discusses various interpretations of those symbolic representations (*5b)

4. Discusses a well-known artwork, using appropriate art vocabulary (e.g., judging the success of various art elements used, discussing whether it achieved its purpose, comparing it to other works by the same artist, contrasting it to other works within a specific artistic period or movement (*4d, 5a, 5b)

5. Evaluates the artwork of his or her classmates, based on rubrics supplied by the teacher, in a group critique (*5c).

6. Evaluates his or her own artwork over time, based on rubrics supplied by the teacher (*5d)

7. Evaluates strategies to improve his or her technique in drawing and painting (*5d)
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8. Writes about his or her own artwork, using appropriate art vocabulary (e.g., explaining the purpose, describing the process of creating the work, judging the success of the techniques used) (*5d)

9. Describes how specific art elements are used in his or own artwork and discusses its strengths and weaknesses (*5d)

12. Evaluates the originality of his or her artwork (*5d)

Connections

1. Records and translates his or her world into the creative process through the routine use of a sketchbook. (*6a, 6c)

2. Uses written assessments to describe and evaluate the learning and conceptual thinking behind his or her projects (*6a, 6c)

3. Judges the effectiveness and influence of art in everyday life (e.g., in advertisements, propaganda, media) (*6d)

4. Uses measurement in determining the correct proportions, widths and lengths for cutting mats to display his or her artwork (*6c)

5. Uses mathematical principles of geometry as they relate to the artistic concepts of perspective, proportion, symmetry, and length, width, and depth (*6a, 6c)

6. Compares and contrasts the works of artists from different historical and cultural contexts and how they reflect the ideas of their periods *6b, 6c)

7. Uses empirical observation to record the characteristics and structures of natural things (*6a, 6c)
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Aesthetic Appreciation

1. Believes that it is important to give his or her best effort in order to create artwork (*5d)

2. Wants to improve his or her technical skill in the arts (*5d)

3. Enjoys experimenting with new art techniques (*5d)

4. Enjoys reading art criticism and art history (*5a)

5. Appreciates the influence that one artist can have on another (*6b)

6. Appreciates the great range of works that are considered to be art and the incorporation of aesthetics into everyday life (*6a, 6c)

7. Values the creative process used by artists in many fields (*6b)

8. Understands that art is an integral part of the human experience for all peoples (*2a)

9. Appreciates the enrichment that art brings to his or her own life experience (*3b)