

**COMMUNITY UNIT SCHOOL DISTRICT 200**  
**ESSENTIAL LEARNINGS – VISUAL ARTS:**  
**Multi Media: High School**

The arts contribute to the education of the whole person allowing us to see ourselves as unique individuals who can think and act creatively through a variety of experiences with materials, tools and techniques. Our goal is to develop and enhance the capacity of one’s creative spirit through exploration, production, and interpretation of art experiences while meeting the expressive needs of the student. Using visual communication, students will develop a sensitivity and appreciation for a fuller understanding of life, self and others as part of a global society. Art records and reflects historical and cultural perspectives. The students will make connections between visual arts and other disciplines.

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

Essential Learning 1 (Learning Standard A)	Recognize and identify the elements, organizational principles and expressive qualities of visual arts
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- Critical Content**            **25.A.4**
- a. Color
    - identify the types of color including primary, secondary and tertiary using visual aides *such as* the color wheel
    - recognize the expressive qualities of color schemes *such as* monochromatic, analogous, complementary, warm and cool
    - identify aspects of color theory *such as* saturation, tints, and shades
  
  - b. Line
    - identify types of line such as contour line and the expressive qualities of line weight and line character
  
  - c. Space
    - demonstrate an understanding of spatial relationships of 3-D forms *such as* overlapping to create the illusions of depth on the 2-D plane
  
  - d. Shape/Form
    - identify types of shapes/forms *such as* organic and geometric and the expressive qualities of shapes and forms
  
  - e. Texture
    - identify the surface quality of texture using techniques *such as* gradation and stippling
    - demonstrate an understanding of actual and simulated textures
  
  - f. Value
    - recognize value as a means of representing light *such as* chiaroscuro
    - recognize the expressive qualities of value *such as* creating mood through the manipulation of tints and shades
    - identify the use of value as it exists in graduated blending

Critical Content 25.A.4

**PRINCIPLES**

- a. Unity/Harmony  
analyze the effective use of the elements and principles together to understand the powerful messages a work of art may communicate
- b. Repetition/Pattern/Rhythm  
identify the regular repetition of elements, patterns, or movements in a work of art
- c. Contrast/Variety  
identify differences and diversities in a work of art
- d. Emphasis/Dominance/Focal Point  
differentiate the more important from the less important by adding contrasts and directing attention by positioning the elements to focus on the focal point
- e. Balance  
identify equal or unequal distribution or arrangement of the elements within the work, such as radial, symmetrical and asymmetrical balance
- f. Movement  
identify elements and principles that guide the eye across a pictorial space or between spaces

Essential Learning 2 (Learning Standard B)	Identify the similarities, distinctions and connections in and among the arts
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Essential Learning 3	Reflect and assess one's work and the work of others
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Critical Content

- a. identify the use of elements and principles in a student artwork in individual and group critiques
- b. identify the expressive qualities of a student artwork in individual and group critiques

2. Subject expectation (State Goal 26) Through creating, producing, and performing, the student will understand how works of art are produced.

Essential Learning 1 (Learning Standard A)	Understand the processes, tools, and technology used in the arts
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| Critical Content | 26.A.4e | a. create effects <i>such as</i> value, tone, illusion, texture, and grain through the use of layering and/or burnishing of color or other drawing media |
|                  | 26.A.4e | b. identify and use appropriate techniques with presented media on 2-D and broken planes   |
|                  | 26.A.4e | c. demonstrate appropriate techniques with mixed media <i>such as</i> oil, pastels, watercolors, and chalk pastels                                       |

Essential Learning 2 (Learning Standard B)	Apply skills and knowledge to create successful work
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| Critical Content | 26.B.5  | a. apply basic drawing skills through the use of traditional media in non-traditional practices                               |
|                  | 26.B.4d | b. demonstrate knowledge of color and its properties, <i>such as</i> intensity, tints/shades to create an exercise or drawing |
|                  | 26.B.4d | c. apply knowledge of converging lines and spatial relationships to create the illusion of depth                              |

Essential Learning 3	Reflect and assess one's work and the work of others
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| Critical Content | a. identify the use of processes, tools and technology in a student artwork in individual and group critiques |
|                  | b. identify the use of expressive qualities in a composition  |

