Grades 9-12, Visual Arts

Standards:

CA CCSS Writing Standards for Literacy in Science and Technical Subject (WHST)
9.4:  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9.5:  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
9.6:  Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Grades 9-12
VAPA, Visual Arts, Artistic Perception, Proficient
1.1:  Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

VAPA, Visual Arts, Aesthetic Valuing, Proficient
4.1:  Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.
4.5:  Employ the conventions of art criticism in writing and speaking about works of art.

VAPA, Visual Arts, Connections, Relationships, Applications, Proficient
5.3:  Prepare portfolios of their own original works of art for a variety of purposes (e.g. review for postsecondary application, exhibition, job application, and personal collection).

Lesson Idea:

This example provides students the opportunity to learn, practice and produce artist statements of their own to accompany their artwork and in their portfolios. Through this process they analyze, reflect, and articulate how their personal traditions and reactions to current social, economic and political contexts inspire and impact their work. Students must also use the specific vocabulary of visual arts to create appropriate written statements for their audience. The statements produced will be distributed through the use of technology as well as printed formats for display or inclusion in portfolios.

Students engage in journal writing to capture ideas for their artist statement. They respond in their journals while examining their body of artwork, reviewing their sketchbooks, reflecting upon personal impact of current social and cultural contexts, and other sources of personal creative inspirations.
Students use the journal entries to develop artist statements in which they articulate how, over time, their own works of art communicate a message or meaning of their personal beliefs, reactions, investigations, and/or their own cultural traditions. Artist statements will demonstrate clear and coherent writing including identification of the principles of design found within their artwork, employ the conventions of art criticism when discussing their work, and be appropriate for an online gallery.

Students gather peer, professional, and teacher feedback on their statements to refine their final draft. Each student posts their artist statement on the school’s visual arts online gallery of student work. A printed statement is also displayed next to the student’s work at the spring school art exhibit.

At the end of the school year, students expand their artist statements to include their perspective on their growth over time as an artist. These statements will include future areas of interest and skill, or content development they wish to pursue. Their expanded statement will be included in their individual portfolio.