
ART 11–21–31

OVERVIEW

Designed to complement the **Art 10–20–30** courses in high school, **Art 11–21–31** examines the role art plays in people’s lives, how it comes into being, and how people respond to it. This series of courses is designed to expand the opportunities for study in art in the high schools. It is intended to help provide needed accessibility, relevance and flexibility to the teaching of art in Alberta high schools.

Art 11–21–31 is a series of three courses unified by general goals that focus on three major components of learning in visual art:

- Function:** The ways visual imagery is used to express, shape and reflect values, beliefs and conflicts in society.
- Creation:** The achievements of artists in the past and present, including their ways of working.
- Appreciation:** Opportunities to perceive and respond to visual qualities in works of art.

Ten goals identified with these three components are the basis for objectives and concepts at each level. Each course uses the components as a framework and treats them through a different approach.

PHILOSOPHY

Art education is concerned with the **organization of visual material**. A primary reliance upon visual experience sets art education apart from the performing arts. Acquiring proficiency in art requires systematic instruction in **how we see, interpret and make sense of visual stimuli**. It requires an understanding of how others interpret the visual messages that are products of this kind of activity. It requires an education in the use of traditional and contemporary tools, materials and media.

Art education is concerned with **having individuals think and behave as artists**. For the purpose of art education, the term “artist” is equally valid to describe one who has worked for a lifetime or someone who is a relative beginner. Ultimately, art is accessible to all individuals. Its practice results in changing the individual, in changing the relationship among individuals or in changing the social/physical environment.

Art education is concerned with **pointing out the values that surround the creation and cherishing of art forms**. Art is not merely created, it is valued. The relative values given to art products not only tell us about those who produce them, but introduce notions of how values have changed over time. Learning to see gives us the means to view the works of others and perhaps to relate them to our own works. In this case, however, searching for organization may be helped by knowledge about other people’s priorities.

Art education deals with **ways in which people express their feelings in visual forms**. Art takes the human condition as the focus of study. Persons involved in the visual arts reflect upon and externalize their personal feelings and intuitions or those of their fellow human beings. As artists, they share this ability with the writer, the poet and the musician. In making parallels and discovering relationships with the performing and literary arts, the art student gains a sense of common purpose.

Art education deals with **making and defending qualitative judgments about artworks**. Becoming a perceptive critic attunes the individual to the unique contribution of the artist. By adopting the stance of critic, methods of qualitative differentiation can be developed. The art student gains a sense that not all art is the same and is able to articulate reasons for preferring one work over another.

RATIONALE

Art 11–21–31 is a sequence of experiences intended to provide an opportunity for all students to gain knowledge in the discipline of art, with an emphasis on the student as perceptive critic, consumer and historian.

It is recognized that all students at the high school level do not wish to make art, but all should have an opportunity to become knowledgeable about it. Not everyone needs to make art, as not everyone needs to write novels or poems, yet as they enjoy reading, so they can enjoy art. As a need can be seen for informed members of society to be able to comprehend and appreciate written information, so a case can be made for a need to understand images.

The courses in the **Art 11–21–31** program will enable students to achieve a greater level of cultural understanding of the creation of art by developing critical skills, and an appreciation of the role of art and artists in historical and contemporary society. The three consecutive

levels of this program are designed to take students from consideration of their own experiences with art, through an historical analysis of art forms, to a more global investigation of art in contemporary culture.

THE COURSES

Art 11

This course surveys the role of the artifact in everyday life. Students will consider predominant themes conveyed by art forms. They will also consider the role of the artist and the artist's use of materials and processes, methods of critical analysis, and understanding of people's varied approaches to appreciating artworks. This course emphasizes the student's immediate culture and environment. It is designed to meet the needs of all students who have an interest in learning about art and complements the **encounters, goals and objectives** of Art 10–20–30.

Art 21

This course surveys the history of art in Western culture. It examines changes in the function of art, in the role and influence of artists, and in culture; all of which effect changes in artifacts over time. It emphasizes the changing view of art throughout history.

Art 31

This course examines the impact of international influences and modern technology on modern art and, in turn, modern art's impact on society. It emphasizes the contemporary point of view of society.

GENERAL GOALS—ART STUDIES 11–21–31

Function	Creation	Appreciation
<ol style="list-style-type: none"> 1. The student will understand that art serves various symbolic, descriptive and decorative purposes in society. 2. The student will understand that the role, form and value of art differs through time and across cultures. 3. The student will understand that art reflects and affects cultural character. 	<ol style="list-style-type: none"> 1. The student will understand the role of the artist in the creation of artifacts. 2. The student will understand the role of culture in the creation of artifacts. 3. The student will investigate the concept of style as it affects the creation of artifacts. 4. The student will become aware of how artists work with the components of artifacts: media, techniques and visual elements. 	<ol style="list-style-type: none"> 1. The student will develop a personal approach to the appreciation of artifacts. 2. The student will analyze the affective power of artifacts over time and across cultures. 3. The student will analyze personal responses to visual imagery.

FOCUS

Function	Creation	Appreciation
<p>What are the ways visual imagery is used to express, shape and reflect the values, beliefs and conflicts in society?</p>	<p>How are the achievements of artists in the past and present identified, including the particular ways they engage in expressive activity?</p>	<p>How can the student be given opportunities to perceive and respond to visual qualities in works of art?</p>

SCOPE AND SEQUENCE—OBJECTIVES

Function of Art

What are the ways visual imagery is used to express, shape and reflect the values, beliefs and conflicts in society?

<p>Art 11: The Power of the Artifact</p> <p><i>Function: Purpose of Artifacts</i></p>	<p>Art 21: Time Evolution of the Power of Art</p> <p><i>Function: The Changing Role of Art in Society</i></p>	<p>Art 31: The Contemporary Artifact</p> <p><i>Function: The Impact of World Culture on the Purpose of Art</i></p>
<p>Students will:</p> <ol style="list-style-type: none"> 1. consider artifacts that convey different themes, meanings, beliefs and values of people in various times and cultures 2. become aware of the use of artifacts for describing and recording phenomena 3. become aware of the function of artifacts for the visual enhancement of people and their environment. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. observe the changes in symbols and their meaning in art over time 2. consider the changing values placed on different art forms over time 3. identify changes over time in the ways people use art 4. consider the emerging value of historic artifacts. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. consider the sources of changing purpose and imagery in the art of our time 2. consider the subjective and expressive currents in the art of our time 3. consider the rational–formalist currents in the art of our time 4. consider the impact of technology on the purpose of art.

Creation of Art

How are the achievements of artists in the past and present identified, including the particular ways they engage in expressive activity?

<p>Art 11: The Power of the Artifact</p> <p><i>Creation of Artifacts</i></p>	<p>Art 21: Time Evolution of the Power of Art</p> <p><i>Creation: The Changing Profession of the Artist</i></p>	<p>Art 31: The Contemporary Artifact</p> <p><i>Creation: The Impact of Technology on the Creation of Art</i></p>
<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. consider the nature of artists' styles and their affect on the character of artifacts 2. consider the characteristic styles attributed to various cultures and historic periods as they affect the way that the culture or period is identified 3. learn how artists work with media and acquire the ability to distinguish materials and processes used in various kinds of artifacts 4. observe how artists achieve different effects using the elements and principles of composition. 	<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. investigate the role and influence of artists on their societies in different eras 2. consider the development of patronage as a factor in the role of the artist 3. examine and compare a series of works developed over a period of time by a particular artist. 	<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. observe the impact of technology on the creation of artifacts 2. consider the impact of technology on the style and role of the artist.

Appreciation of Art

How can the student be given opportunities to perceive and respond to visual qualities in works of art?

<p>Art 11: The Power of the Artifact</p> <p><i>Appreciation: Analyzing the Power of Artifacts</i></p>	<p>Art 21: Time Evolution of the Power of Art</p> <p><i>Appreciation: The Changing Form of Art in Society</i></p>	<p>Art 31: The Contemporary Artifact</p> <p><i>Appreciation: Modern Art and Society</i></p>
<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. be able to describe and characterize visual features of artifacts, such as subjects, media and design 2. be able to analyze relationships among the visual features of artifacts (e.g., subject, medium and design) and to derive meaning from this analysis 3. consider how past experience influences personal reaction to a work of art 4. analyze what makes an artifact powerful over time and across cultures 5. become aware of the range and variety of forms of artistic expression. 	<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. compare art styles in different historical periods 2. compare aesthetic standards as they have changed over time 3. investigate changes in subject matter and sources of imagery over time. 	<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. examine how contemporary society acquires, appreciates and preserves artifacts 2. analyze various aspects of the modern artistic community 3. investigate the possibility of a characteristic Canadian style.

ART 11: THE POWER OF THE ARTIFACT

This course surveys the role of the artifact in everyday life. Students will consider predominant themes conveyed by art forms. They will also consider the role of the artist and the artist's use of materials and processes, methods of critical analysis, and understanding of people's varied approaches to appreciating artworks. This course emphasizes the student's immediate culture and environment. It is designed to meet the needs of all students who have an interest in learning about art and complements the **encounters, goals** and **objectives** of Art 10–20–30.

Objectives and Concepts

I. Function: Purpose of Artifacts

1. *Students will consider artifacts that convey different themes, meanings, beliefs and values of people in various times and cultures.*
 - A. The themes of life and death are treated through artifacts such as tomb paintings, fertility gods, masks and totems and guardian figures.
 - B. Themes of dreams and fantasies are treated through artifacts such as paintings, advertising art, science fiction and surrealism.
 - C. Beliefs and deities are treated through artifacts such as monuments, icons and religious architecture.
 - D. The themes of authority and power are treated through artifacts such as crowns, uniforms, flags, emblems and public architecture.
 - E. Social position is identified through artifacts that symbolize office, profession, status, rank, degrees or honours, sexuality and heroism.
 - F. Artifacts serve personal functions when they give adornment, indicate mourning, rites of passage or celebration, give protection, suggest ferocity or personal power.

G. Art serves play and recreation functions, as in the design of objects used in games, such as chessmen, cards, dolls, puppets and toys.

2. *Students will become aware of the use of artifacts for describing and recording phenomena.*

- A. Artifacts can describe and record events.
- B. Artifacts can describe and record places.
- C. Artifacts can describe and record people.
- D. Artifacts can describe and record nature.
- E. Artifacts can describe and record traditions.
- F. Artifacts can describe and record ideas.

3. *Students will become aware of the function of artifacts for the visual enhancement of people and their environment.*

- A. Artifacts have the power to enhance ourselves.
- B. Artifacts have the power to enhance our communities.
- C. Artifacts have the power to enhance our homes and environment.

II. Creation of Artifacts

1. *Students will consider the nature of artists' styles and their affect on the character of artifacts.*

- A. The individual nature of style is used to identify the works of individual artists. Features of an artist's works make them recognizable as the products of that artist only.
- B. An artist's work changes in nature over his or her lifetime.

2. *Students will consider the characteristic styles attributed to various cultures and historic periods as they affect the way that the culture or period is identified.*
 - A. Periods of art history can be identified by characteristic design features and styles.
 - B. Comparisons between artifacts of two different cultures reveal distinguishing characteristics of style.
3. *Students will learn how artists work with media and acquire the ability to distinguish materials and processes used in various kinds of artifacts.*
 - A. Artifacts contain evidence of techniques that comprise the skills of the artist.
 - B. Colour is a powerful artistic tool; it affects both artist and viewer.
4. *Students will observe how artists achieve different effects using the elements and principles of composition.*
 - A. The artist orders elements of design in developing a composition.
 - B. The components of formal composition include principles and conventions of design.

III. Appreciation: Analyzing the Power of Artifacts

1. *Students will be able to describe and characterize visual features of artifacts, such as subjects, media and design.*
 - A. Recognizing and describing the kind and the media of artifacts is part of understanding both historic and contemporary artifacts.
 - B. Recognizing and describing the subject matter and design components of artifacts is part of understanding both historic and contemporary artifacts.

2. *Students will be able to analyze relationships among the visual features of artifacts (e.g., subject, medium and design) and to derive meaning from this analysis.*
 - A. Making inferences about the meanings of artworks is part of the process of understanding both historic and contemporary artifacts.
 - B. Developing the ability to classify works of art according to an analysis of style characteristics is part of the process of understanding both historic and contemporary artifacts.
3. *Students will consider how past experience influences personal reaction to a work of art.*
 - A. A wide variation in preference for art forms or features of art can be found among individuals.
 - B. Meaning in art work is perceived differently by people with different attitudes toward the subject matter.
4. *Students will analyze what makes an artifact powerful over time and across cultures.*
 - A. The power or meaning of an artifact can be located in the artifact, its culture, its creator or its beholder.
 - B. Different symbols and objects from different societies often have similar meanings.
5. *Students will become aware of the range and variety of forms of artistic expression.*
 - A. Studying the styles and purposes of the range of contemporary artifacts is part of the process of becoming a knowledgeable viewer.

ART 21: TIME EVOLUTION OF THE POWER OF ART

This course surveys the history of art in Western culture. It examines changes in the function of art, in the role and influence of artists, and in culture; all of which effect changes in artifacts over time. It emphasizes the changing view of art throughout history.

Objectives and Concepts

I. Function: The Changing Role of Art in Society

1. *Students will observe the changes in symbols and their meaning in art over time.*
 - A. Art forms express changing interpretations of life-giving forces.
 - B. Art reflects a society's view of death.
 - C. A society's gods find expression in art forms.
 - D. Changing art forms can glorify authority and personify power.
2. *Students will consider the changing values placed on different art forms over time.*
 - A. The importance of sculpture changes as the power of the state increases.
 - B. Changes in painting reflect a society's values.
 - C. A society's values become visible in architecture.
 - D. Advances in technology increase the value of multiple images such as prints and photographs.
3. *Students will identify changes over time in the ways people use art.*
 - A. Art has been used to educate.
 - B. Art has been used to persuade.
 - C. Art has been used to record events.
 - D. Art has been used to enhance.

4. *Students will consider the emerging value of historic artifacts.*

- A. The rarity and age of artifacts tend to increase their value in our culture.
- B. Museums help to bestow value on artifacts.

II. Creation: The Changing Profession of the Artist

1. *Students will investigate the role and influence of artists on their societies in different eras.*
 - A. The social status of the artist has differed in different historical periods.
 - B. The concept of artistic individuality is specific to modern society.
2. *Students will consider the development of patronage as a factor in the role of the artist.*
 - A. Patronage practices of commissioning and paying artists to create works have affected the production and quality of works of art through time.
3. *Students will examine and compare a series of works developed over a period of time by a particular artist.*
 - A. An artist's style is identified by unique traits in that individual's work.
 - B. Artists' ways of working change throughout their lifetimes.
 - C. Artists are often influenced by the work of artists of the past as well as by their contemporaries.
 - D. Artists are often influenced by changing social conditions, political events and events in their personal lives, and these influences can be detected in changes in their work.

III. Appreciation: The Changing Form of Art in Society

1. *Students will compare art styles in different historical periods.*
 - A. Much of the art of the ancient world emphasizes power.
 - B. Western art helped to shape Christianity during the Middle Ages.
 - C. During the Renaissance, art reflected a new humanism and individualism.
2. *Students will compare aesthetic standards as they have changed over time.*
 - A. Baroque art emphasized the dramatic.
 - B. Much of the art of the Romantic period idealized nature.
 - C. The arts of the twentieth century tend to glorify change.
3. *Students will investigate changes in subject matter and sources of imagery over time.*
 - A. Texts, traditions and religious beliefs provide subject matter for art.
 - B. A nation's heroes and their heroic deeds are sources for changing imagery.
 - C. Trade and commerce, technology and industry, create changes in subject matter.

ART 31: THE CONTEMPORARY ARTIFACT

This course examines the impact of international influences and modern technology on modern art and, in turn, modern art's impact on society. It emphasizes the contemporary point of view of society.

Objectives and Concepts

I. Function: The Impact of World Culture on the Purpose of Art

1. *Students will consider the sources of changing purpose and imagery in the art of our time.*
 - A. Interest in non-Western cultures has provided new sources of imagery for twentieth century art.
 - B. Modern attention to the inner self has provided new sources of imagery and purpose for art.
 - C. Mass communication has affected the purpose of art in our time.
 - D. The modern city is a new source of imagery for twentieth century art.
 - E. The Canadian landscape has been an important source of imagery for Canadian artists of the twentieth century.
2. *Students will consider the subjective and expressive currents in the art of our time.*
 - A. Artists challenge reason and reality with fantastic and enigmatic images.
 - B. Artists strive to convey intuitive and spiritual elements in expressionist works.
3. *Students will consider the rational-formalist currents in the art of our time.*
 - A. Artists have explored the properties of light and colour in abstract minimalist works.

- B. Machine-like precision, mechanization, speed and power have been the subjects of some modern works.
- C. Pop art and super realism represent the artist's attempt to extend the traditional concepts of painting and sculpture.

4. *Students will consider the impact of technology on the purpose of art.*

- A. Science and technology have provided new symbols and reasons for making art.

II. Creation: The Impact of Technology on the Creation of Art

1. *Students will observe the impact of technology on the creation of artifacts.*

- A. Skilled use of precision tools and machines affects the design of artworks.
- B. Availability of new media influences the ways in which artists work.
- C. New processes encourage innovative image making.

2. *Students will consider the impact of technology on the style and role of the artist.*

- A. Changing communications media have enlarged the role of the artist.

III. Appreciation: Modern Art and Society

1. *Students will examine how contemporary society acquires, appreciates and preserves artifacts.*

- A. Modern society values the preservation and display of artworks for public appreciation.
- B. Individuals collect art for a variety of reasons and in a variety of ways.
- C. Modern commerce has had a substantial affect on the ownership and valuation of artifacts in contemporary society.

2. *Students will analyze various aspects of the modern artistic community.*

- A. The modern artist's relationship with society is conditioned by many mediating institutions and agencies.

3. *Students will investigate the possibility of a characteristic Canadian style.*

- A. The question of a characteristic Canadian style is a frequent theme in Canadian art, literature and criticism.

CREDITS

Art 11 and 21 may be offered for 3, 4 or 5 credits. Art 31 is a 5-credit course.