**IDEAS FOR HIGH SCHOOL ART TEACHERS**

The 22-minute video *Viewpoints: How Do You Understand Art?* :

1. Introduces and gives examples of five sets of ideas (Viewpoints) viewers can use to understand artworks;
2. Illustrates how those Viewpoints can be used to expand viewers’ understanding of a single artwork; and
3. Reviews key ideas relevant to all five Viewpoints, then offers viewers practice identifying the Viewpoints they use.

The video concludes by inviting viewers to use Viewpoints to expand and deepen their own art understanding.

Before showing your students the video, it’s a good idea to print out copies of the *Viewpoints Guide* for students to follow along as they watch the video. The guide lists key ideas for each Viewpoint. The third part of the video shows five artworks long enough to give students time to consider which Viewpoint they are inclined to use to understand each. Stop the video and ask students to share their responses after looking at each of the five artworks. Students can refer to theirguides and write notes or questions on them as they respond to the artwork.

Viewing and discussing the video arms your students with a broad range of ideas for understanding art, which you can call upon in follow-up activities. For example, students can refer to their *Viewpoints Guide* during class critiques, when visiting an art museum exhibition, or when touring local public art. You can also integrate Viewpoints ideas with your curriculum. For example, use the*Viewpoints Guide* as a reference for students as you introduce artworks important to your class, such as exemplary graphite, charcoal, and oil pastel drawings in a beginning art class; master photographers’ work in a photo class; Impressionists or Modern paintings in a color unit; Classical, Medieval, and Renaissance art in an Advanced Placement or International Baccalaureate art history class; or contemporary African American, Latinx, and Native American art in a Multicultural Art unit.

Below are two National Visual Arts Standards for each high school level (Proficient, Accomplished, and Advanced). These standards identify skills particularly relevant to ideas introduced in the video. The first is a grade-appropriate responding to art skill; the second, a creating or studio skill.

**PROFICIENT STANDARDS**

***Responding: Anchor Standard #9* Apply criteria to evaluate artistic work**

**VA.RE.9.HS1:** Establish relevant criteria, as distinct from personal preference, to evaluate a work of art or collection of works.

***Creating: Anchor Standard # 3* Refine and complete artistic work**

**VA.CR3.HS1:** Apply traditional, cultural, or contemporary criteria to examine, reflect on, and plan revisions for works of artand design in progress.

**ACCOMPLISHED STANDARDS**

***Responding: Anchor Standard #7* Perceive and analyze artistic work**

**VA.RE.7.HS2b:** Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

***Creating: Anchor Standard # 3* Refine and complete artistic work**

**VA.CR.3.HS2:** Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art.

**ADVANCED STANDARDS**

***Responding:  Anchor Standard #7*Perceive and analyze artistic work**

**VA.RE.8. HS3:**  Reflect upon how responses to art develop over time based on knowledge of and experience with art and life.

***Creating:  Anchor Standard #1*Generate and conceptualize artistic ideas and work**

**VA.CR.1.HS3a:**  Visualize and hypothesize to generate plans for creating art or design that explores social issues