

## Art

Grade Span 9/10

The art of the twentieth and twenty-first centuries with its cross-disciplinary working methods forms the basis of the art curriculum for this grade span. Consequently, the overarching principle of teaching and learning activities is cross-disciplinary integration.

The student learns to make increasingly independent decisions in project planning and the selection of techniques, materials and tools.

### Visual Media/Visual Communication

#### Graphic Design

In addition to German and Media Studies, Art occupies a key position in the curriculum with respect to the examination of the possibilities and limits of design using typeface and other design elements. The curricular content of Graphic Design stands at the intersection of language, computer technology and art. Its aim is the development of key skills relating to the use of diverse means of communication.

#### *Subject Matter Competencies*

- distinguish among the various functions of typeface and typographical design
- engage with combinations of text, images, symbols and figures and analyze their effects
- analyze text and graphic design and recognize and evaluate their purpose

#### *Methodological Competencies*

- appropriately select and use in a task-oriented manner various artistic and technical processes for the production of letters, letter combinations, fonts and layouts
- taking into account the functions of typeface and typographical design, create letters, words and short texts
- use combinations of fonts, images, symbols and figures in applied graphic design tasks
- experiment with the tension between originality and readability
- present work results appropriately and enable them to be used for other purposes

### *Social and Emotional Competencies*

- document the development of one's own perceptual and design competencies based on reflection on one's written designs
- assess and critically evaluate typeface and graphic design in one's own work and that of others
- independently plan and execute complex work processes
- seek and make decisions regarding typographical design solutions in a self-directed and confident manner

## **Photography and Film**

The student's perceptual competencies are expanded through the examination of various planes of reality in photography and film. The term *film* encompasses all conceivable forms of moving images such as videos, clips, animated films, and sequences.

The student gains familiarity with cinematic design tools and tests them through application to various tasks. He/she uses documentary and staged photography and film as bases for aesthetic work in conjunction with other areas of learning, interdisciplinary experiences and his/her personal living environment.

### **Photography**

#### *Subject Matter Competencies*

- recognize, differentiate and describe the object of a photograph, its composition and media-specific design elements
- recognize and describe means of transforming reality in front of the camera to a reality produced in the final photograph
- view and critically evaluate photographs from the fields of private, commercial and art photography, and draw conclusions about the reality depicted by the photographer
- recognize differences in staging before, during and after a shot and the emergence of a new pictorial reality
- use various forms of image production and image processing to realize one's own intentions and to complete tasks
- when viewing documentary and staged photographs, discern the intention of the photographer and critically evaluate the images' historical and technical attributes

## Film

### *Subject Matter Competencies*

- recognize and distinguish the overall visual and media-specific design elements of the film medium
- operate appropriate (audio)visual recording devices
- recognize, differentiate and produce task-appropriate components of a film, including still images, scenes and sequences
- reflect on media experiences
- recognize and apply the relationship between content and design

### *Methodological Competencies*

- relate the subject of a film, its composition and media-specific design elements
- create one's own filmic reality, in both analog and digital formats, using staging before, during and after recording
- select suitable design elements according to content

### *Social and Emotional Competencies*

- make creative decisions in a targeted manner to achieve personal expressive goals
- perceive photography/film in a differentiated manner and critically evaluate the expressive accomplishments of one's own works and those of others
- convey one's point of view in a well-reasoned manner

## The Designed Environment

### Product Design

Given the diversity and omnipresence of designed products, the student requires orientation enabling him/her to recognize quality features and arrive at selection criteria. He/she recognizes that the border between art and design is fluid. Through practical work he/she gains experience with the properties of materials and their appropriateness for certain functions. The student is sensitized to his/her own consumer behavior and the conscious use of resources and develops an open-mindedness towards diverse lifestyles.

### *Subject Matter Competencies*

- recognize and describe the relationship between the form and function of products
- test materials for their suitability for specific purposes
- describe, examine and critically evaluate the aesthetic, practical and symbolic functions of product design
- recognize and name products from the history of design

### *Methodological Competencies*

- examine, compare and evaluate the functions of selected examples from the history of design and everyday products
- design an item for daily use graphically and/or plastically
- achieve practical execution of a design
- apply knowledge and skills from other curricular areas to product design
- appropriately present work outcomes

### *Social and Emotional Competencies*

- independently arrive at design decisions regarding a product he/she designs depending on its function
- perceive product design in a differentiated way, and use and critically evaluate objects produced by himself/herself and others
- arrive at standards for the subjective evaluation of products and justify his/her choices
- document his/her subjective perception and the development of his/her design competencies by reflecting on product design
- independently plan and execute complex design-related assignments

## **Architecture**

In this subject area the student receives an overview of the architecture of the twentieth century, its antecedents, and its further development in the twenty-first century. The focus is on experiencing various building forms and their construction principles and building materials. This increasingly leads to the recognition of the connection between function and design, which is then implemented in practice by experimenting with different materials. Through an interdisciplinary approach, the student grasps the interplay of art, architecture and the history of style.

### *Subject Matter Competencies*

- categorize and evaluate characteristics of selected buildings of the twentieth and twenty-first century according to criteria such as function, construction methods, materials, design principles, cultural and geographical characteristics and ecology
- understand and describe architecture as a reaction to existing structures and the environment

### *Methodological Competencies*

- investigate, describe and document buildings and selected architectural elements according to given criteria
- test construction principles
- investigate material properties with regard to their suitability for given design elements and apply the results in practice

- examine, describe and document architecture in relation to developed and undeveloped spaces with regard to proportion, lighting conditions, visual axes and ambiance

#### *Social and Emotional Competencies*

- reflect on the connection between design and function and evaluate it independently
- independently plan, organize and execute complex work processes
- contribute goal-oriented suggestions to group work and reliably complete one's own tasks

## Visual Arts

In the visual arts curricular area, the student receives an overview of twentieth century art, its antecedents and its development in the twenty-first century. Through an examination of works in the fields of painting, graphics and sculpture, the student gains a deeper understanding of the art of the twentieth century.

The student gains insight into the relationship between form and content. In the process, he/she learns various means of analyzing and interpreting artwork. His/her own artistic practice is increasingly characterized by a reflective approach.

#### *Subject Matter Competencies*

- identify creative media and describe them according to their function; place them in relation to content in a reasoned manner; and assess their suitability for use in one's own designs
- distinguish among diverse methods of analyzing artwork
- arrive at various approaches to interpretation
- distinguish among artistic movements and recognize mutual influences

#### *Methodological Competencies*

- classify creative media based on their intended effect and apply them to one's own designs
- apply diverse methods of analyzing artwork to decipher and interpret works of art
- assign style-defining works of art to their respective artistic movements

#### *Social and Emotional Competencies*

- appropriately select creative media according to one's expressive intentions and justify their application in a reasoned manner
- plan, organize and execute complex work processes
- satisfactorily present one's own artistic results