

K-12 VISUAL ARTS CURRICULUM

OVERVIEW

Development:

2000. A committee of K-12 teachers with expertise in the visual arts revised the Visual Art curriculum over a three-year period to reflect the national, state and local standards. The committee gathered feedback from teachers, national research, and outside experts in the field. Christa McAuliffe, a Vt state consultant, worked with the department to help shape the content of the document.

2006. The art department revised this document to align with the current Vt State Grade Cluster Expectations. Arts consultant Wendy Cohen helped shape this process. The revised document consolidates seven standards learning expectations into four Grade Expectation standards. It re-orders the sequences of some Grade Expectations concepts from one grade level to another. Content is defined more clearly. The revised document includes the K-12 Visual Art Curriculum, K-12 scope and sequence modeled from the National Art Standards and the Vermont State Grade Cluster Expectations.

Implementation:

This curriculum information, along with the Grade Cluster Expectations, will be used by teachers to plan and carry out instruction. In most cases students will demonstrate standards achievement by both the process of problem solving and creativity as well as by the finished pieces of art.

Assessment:

Assessment in the Visual Arts is completed by a process that includes both student and teacher input. Students self-assess against pre-determined criteria directly related to the standards and GCE's. Students also begin to critique both their own work and the work of others through a guided process led by teachers.

Professional Development:

Professional development for all staff members is ongoing with courses, workshops, conferences, college and university contact and continued personal development as artists themselves.

Technology:

Art programs need and routinely use technologies such as cameras, presses and kilns. Computer technologies have created a new medium for artists. While the focus of our program is not technological we do offer courses/assignments to students on computers and the staff continues to relate traditional arts training to technological applications.

Grade Clusters :

The art standards for our elementary students are presented in two grade level clusters: K-2 and 3-5. Middle school is 6-8 and high school GE's are defined by course. These clusters parallel the National Standards for the Visual Arts and the Vermont State Grade Cluster Expectations. The developmental nature of age clusters works succinctly with the developmental nature of artistic achievement. Concepts, emotional, fine motor, conceptual and attention span considerations help define the developmental process of learning how to express one's self in art. Teachers can introduce interesting ideas and artistic skills at an early age and develop them at more advanced levels as students mature.

South Burlington School District

K-12 VISUAL ARTS PHILOSOPHY STATEMENT

The arts have been a part of humanity from the very beginning. Since nomadic peoples first sang and danced for their ancestors, since hunters first painted their quarry on the walls of caves, since parents first acted out the stories of heroes for their children, the arts have described, defined and deepened human experience. All peoples, everywhere, have an abiding need for meaning to connect time and space, experience and event, body and spirit, intellect and emotion. People create art to make these connections, to express the otherwise inexpressible. A society and a people without the arts are unimaginable, as breathing would be without air.

Art education cultivates the whole child gradually building intuition, reasoning, imagination and dexterity into unique forms of expression and communication. Art programs provide experiences that aid social, ethical and aesthetic development. This process requires not merely an active mind but a trained one. Art education builds the bridge between verbal and nonverbal, between the strictly logical and the emotional, to gain a better understanding of the whole.

An art education is a powerful tool for:

- understanding human experiences, both past and present;
- learning to respect the way others think, work and express themselves;
- learning artistic modes of problem solving, which bring an array of expressive, analytical, and developmental tools to every human situation;
- understanding the influence of the arts, in their power to create and reflect cultures;
- understanding interdependence of work in art with the broader world of ideas and actions;
- making decisions in situations where there are no standard answers;
- analyzing nonverbal communication and making informed judgments;
- communicating thoughts and feelings in a variety of modes for self-expression.

The arts are deeply embedded in our daily life, often so deeply or subtly that we are unaware of their presence. The arts add dimension to the environment we live in, shaping our experiences. Students in a comprehensive art education program develop the self-esteem, self-discipline, and cooperation necessary for success in life. For these reasons and a thousand more, the arts are inseparable from the very meaning of the term education.

South Burlington Art Department K-12 Scope and Sequence by Standard and Grade Expectation

Visual Arts K-12 Standard 1 Approach to Work and Citizenship

Students will demonstrate appropriate behavior, character, and citizenship defined in the State of Vermont Vital Results and Grade Expectation Approach to Work. This is the art department's overarching and most important standard. Success with this standard critically affects the successful achievement of all other art standards.

Personal Development	Reasoning, Problem Solving	Communication	Civic and Social Responsibility
<p><u>Relationships:</u> Students will interact with teachers and peers to demonstrate responsible and respectful personal and social behavior.</p> <p><u>Safety:</u> Students support a safe and orderly art studio environment at all times.</p> <p><u>Worth and Competence:</u> Students develop criteria for themselves to produce consistently high quality work.</p> <p><u>Workplace:</u> Students will exhibit dependability, productivity, self-motivation and initiative in their pursuit of artistic expression.</p>	<p><u>Approach to Work:</u> Students will demonstrate a sense of artistic purpose evidenced by work ethic, creativity, preparedness, risk taking and perseverance.</p> <p><u>Abstract and Creative Thinking:</u> Students will generate a variety of original and innovative solutions to a given problem. Students will learn to compare, contrast and revise as it relates to artistic process.</p> <p><u>Critique:</u> Students will use verbal and written means to describe, interpret, analyze and judge, as methods to improve work.</p>	<p><u>Expression:</u> Students will use art to express personal ideas and opinions effectively.</p> <p><u>Artistic Dimension:</u> Students utilize the elements, principles and techniques appropriate to the intent of their art work.</p>	<p><u>Cultural Expression:</u> Students respect and appreciate multi-cultural artistic expression to celebrate human diversity in our world. Students learn to recognize and respect the values, traditions and art of our world community</p>

**Visual Arts K-12
Standard 2
Skill Development**

A. Media and Process

Students will demonstrate an understanding of media, techniques and processes.

K-2	3-5	6-8	9-12
Use a variety of materials to create pieces of art.	Use a variety of materials with increasing comfort and familiarity. Use different materials and techniques to communicate ideas.	Choose and use media with purpose and intent. Take risks with media and materials to create original art.	Apply media, techniques and processes with intent, skill and sensitivity to communicate ideas. Develop more mature and diverse skills, building on previous learning. Demonstrate a willingness to take artistic risks.

B. Elements and Principles

Students will use the elements and principles of two and three-dimensional design in the visual arts, i.e., line, color, form, shape, texture and value, etc. See page 19 for complete list

K-2	3-5	6-8	9-12
Begin to understand and apply the basic elements of design.	Integrate the elements and principles of design in pieces of art.	Integrate the elements and principles of design in pieces of art with increasing proficiency.	Continue integration of the elements and principles of design with increasing proficiency. Stretch creativity with insight and reason.

**Visual Arts K-12
Standard 3
Reflection and Critique**

A. Art as Language

Students will use art as a language for communication and self-expression.

K-2	3-5	6-8	9-12
<p>Begin to use the process of critique by describing pieces of art using a basic vocabulary.</p> <p>Begin to communicate meaning through artwork.</p>	<p>Use the process of critique to discuss, describe, and identify design elements and principles in pieces of art.</p> <p>Purposefully communicate meaning through artwork.</p>	<p>Use the process of critique to discuss, describe and identify design elements and principles in pieces of art.</p> <p>Recognize the difference between skill building exercises and personal artistic expression.</p> <p>Experiment with personal technique.</p>	<p>Describe artistic intent in pieces of artwork.</p> <p>Participate in group critiques.</p> <p>Present and defend personal artwork.</p> <p>Use art as a vehicle for personal expression.</p>

B. Reflection and Assessment

Students will reflect upon and assess the characteristics and merits of their work and the work of others.

K-2	3-5	6-8	9-12
<p>Begin to understand there are various purposes for creating works of visual art.</p> <p>Begin to understand there are different responses to specific art works.</p>	<p>Begin to discuss and appreciate a variety of artists and styles.</p> <p>Know there are different responses to specific art works.</p> <p>Begin to assess own artwork.</p>	<p>Express verbal or written reflections about the strengths and successes of student art of both self and peers.</p> <p>Learn to self assess using pre-established project criteria.</p>	<p>Use the process of critique to analyze, describe, emotionally evaluate and aesthetically judge artwork.</p> <p>Recognize the difference between skill building exercises and personal artistic expression.</p> <p>Improve upon art and performance through self-assessment and group critique.</p> <p>Critique personal and peer artwork as well as historical and cultural works of art.</p>

**Visual Arts K-12
Standard 4
Making Connections**

A. History and Culture

Students will understand the relationship between visual arts, history and culture.

K-2	3-5	6-8	9-12
Begin to understand how art is an integral part of different cultures.	Understand and appreciate how art is an integral part of different cultures.	Explore meaning of art in a variety of cultures. Create artwork that is historically and/or culturally inspired.	Demonstrate how culture, history and the visual arts can influence each other in making and studying works of art. Explore the meaning of art within varied cultures, times and places. Create artwork that is historically and/or culturally inspired.

B. Connecting Disciplines

Students will make connections between visual arts and other disciplines.

K-2	3-5	6-8	9-12
Understand the similarities between the visual arts and other disciplines. Students will create art works that connect with other disciplines.	Identify and use connections between the visual arts and other disciplines.	Understand how the visual arts is similar to other disciplines. Incorporate knowledge of other disciplines in making art.	Incorporate knowledge of other disciplines in making art. Research and reflect upon other disciplines as it relates to the creating of artwork.

LEARNING OPPORTUNITIES

Learning Opportunities are recommended practices to support all students in attaining the VT standards.

K-12 Visual Arts instruction will include the following effective practices:

1. Emphasis on multiple artistic forms and techniques such as professional demonstrations, visiting college representatives, museum visits, research projects, displays and art shows, large and small group activities, hands on assignments and both long and short term learning activities.
2. Mini-lessons and individual student conferences based on students' diverse artistic needs.
3. Writing used as a tool for learning across the curriculum (e.g., learning logs, free writes, critiques/reflections, writing prompts and letters).
4. Opportunities to pursue visual literacy through personal interests (e.g., by self-selecting topics, materials, grouping patterns, and books).
5. Teachers who set examples by continued professional artistic development in the form of coursework, conferences and personal work such as drawing, painting, photography, sculpture, etc.

To achieve high standards, every student needs:

A. ACCESS

Content:

1. Access to rigorous content, knowledge and skills described in the VT Framework.

Instructors:

2. Access to instructors who are knowledgeable about the disciplines they teach, about the developmental characteristics of the students they teach, and about best practices in teaching and learning.

Resources:

3. Access to accurate information, materials and current resources (in addition to textbooks) that are appropriate for the learning goals.

Time:

4. Instruction that uses time effectively and flexibly to achieve learning goals.

Safe and Healthy Environment:

5. A physically and emotionally safe, educationally supportive environment in which to learn.

B. INSTRUCTION

Acquiring Knowledge and Skills:

1. Learning experiences that engage students in active learning, build on prior knowledge and

experiences, and develop conceptual and procedural understanding, along with student independence.

Variety of Instructor Roles:

2. Teachers who use a variety of teaching roles (e.g., direct instruction, facilitating, modeling, coaching, reflecting, and guiding observation), and adapt these as appropriate for different purposes of instruction and student needs.

Multiple Student Roles:

3. Opportunities to learn through a variety of roles (e.g., planner, questioner, artist, scientist, historian), alone and with others.

Application and Reflection:

4. Projects and assignments that require students to integrate and apply their learning in meaningful contexts, and to reflect on what they have learned.

Adaptive Learning Environments:

5. Learning environments that are adapted so that all students achieve success.

C. ASSESSMENT AND REPORTING

Multiple Assessment Strategies:

1. A balance and variety of assessment strategies used to gain information and provide feedback about student learning (e.g., performance assessments, self-assessments, paper-and-pencil tests, checklists, etc.).

Criteria:

2. Expectations and performance criteria are clear and public.

Use of Assessment to Inform Instruction and Guide Student Learning:

3. Assessment results that are used to influence instructional decisions and to plan the next learning steps for students.

Self-Assessment:

4. Students use clear criteria and examples to evaluate their own work.

Effective Communication of Assessment Information:

5. Classroom-based assessments that are combined with other measures to communicate information about student learning.

D. CONNECTIONS

Interdisciplinary Connections:

1. Learning experiences that illustrate strong connections within and across the fields of knowledge.

Relevance:

2. Learning experiences that have personal, community, and/or global relevance.

Family and Community Collaboration:

3. An educational climate that is collaborative, in which school staff, families, health and human services personnel, and community member's work together to support all learners.

Visual Arts Learning Expectations
Standard 2
Visual Art Skill Development

- A. Media and Process.** Students will use a variety of materials to create pieces of art.
- B. Elements and Principles.** Students will use the elements and principles of two and three-dimensional design in the visual arts; i.e., line, color, form, shape, texture, space, value, etc. See page 19 for definitions.

K-2 Students will:

Drawing

- use drawing instruments; crayons, chalk, markers, craypas, colored pencils to create line, form, shape and texture.

Painting

- use watercolor, tempera, and finger paint to explore colors, shapes, textures and self-expression.

3-D

- use scissors to cut papers, fabrics, yarn, etc.
- use paper to create form.
- use tearing to create shapes.
- use clay to build form.
- use papier-mache to create form.

Printmaking

- make monoprints.
- make stamps with found objects.
- make surface and relief prints.

- make rubbings to create prints.

- identify and manipulate primary colors.

- identify, produce and distinguish variations of line and connect lines to form shapes.

- identify basic 2D shapes.

- identify and create textures in various ways.

- recognize and create patterns.

3-5 Students will:

Drawing

- use drawing instruments; crayons, chalk, markers, craypas, charcoal, colored pencils, pen and ink to create line, form, shape and texture.

Painting

- use watercolor, tempera, finger paint, acrylic, and ink to explore colors, shapes, textures and self-expression.

3-D

- use scissors to cut papers, fabric, yarn, etc.
- use paper to create form.
- use tearing to create shapes.
- use clay to build form.
- use papier-mâché to create form.
- use plaster gauze to create form.
- make constructions from found objects (cardboard, wood, etc.).
- use yarn for weaving.

Printmaking

- make monoprints.
- make stamps with found objects.
- make surface and relief prints.
- make rubbings to create prints.
- make linoleum prints.

- identify and manipulate secondary, warm and cool, complementary colors and color values.

- Use line to depict outline and details of forms/objects.

- create 3-D works of art emphasizing one or more elements of design.

- will add decorative textures to artwork,

- will repeat a design in sequence to form a pattern.

Visual Arts Learning Expectations
Standard 3
Reflection and Critique

A. Art as Language. Students will use art as a language for communication and self-expression.

B. Reflection and Assessment. Students will reflect upon and assess the characteristics and merits of their work and the work of others.

K-2 Students will:

- share personal artwork through group viewings and discussions.
- express personal experiences, thoughts, and feelings creatively in artwork.
- use words relating to color, line, shape, texture, and pattern to describe their artwork.
- recognize that personal experiences, thoughts and feelings will shape their response to artwork.
- respect the different creative outcomes through the sharing of their artwork.

3-5 Students will:

- discuss the properties of line, shape, color, value, form, texture, and pattern as they critique their work and the work of others.
- produce artwork using past experiences and simulated situations as inspiration.
- be able to classify works of art such as portraits, landscapes, still life, sculpture, etc.
- distinguish between works of art that have the same subject matter. For example, portraits through history are compared and contrasted as to style and technique of the artist, the colors used, and the feeling the work imparts.
- identify the contribution of artists to society such as art educators, industrial designers, film makers and videographers as artists as well as fine artists and craftsmen. The emphasis is on how the products of these artists affect one's daily life.

Visual Arts Learning Expectations
Standard 4
Making Connections

- A. History and Culture.** Students will understand the relationship between visual arts, history and culture.
- B. Connecting Disciplines.** Students will make connections with the visual arts and between other disciplines.

K-2 Students will:

- compare the art expression of other cultures with the students' own culture. The focus is on art as a "storyteller" of a culture, and may include art prints, books, videos, objects, websites, artifacts and people as resources.

create original works of art which correlate with curriculums in language arts, social studies, math, science, world languages etc.

- understand that the Visual Arts require research, production and assessment as other subjects do.

3-5 Students will:

- continue to explore and compare the characteristics of art works in various eras and cultures through web sites, artifacts, books, prints, video and people as resources.

- create original works of art which correlate with curriculums in language arts, social studies, math, science, world languages etc.

- understand that the Visual Arts require research, production and assessment as other subjects do.

Visual Arts Learning Expectations
Standard 2
Visual Art Skills

A. Media and Process. Students will demonstrate and understanding of media, techniques, and process.

B. Elements and Principles. Students will use the elements and principles of two and three dimensional design in the visual arts; ie line, color, shape, form, texture, space, value etc. See definitions page 19.

GRADE 6

Students will:

- render drawings using a variety of line and value.
- create 3D sculptures with various materials.
- create artwork using watercolor, tempera, found objects etc. as a means of expression.
- demonstrate the planning process of idea, research, draft, revision, final.
- demonstrate process for using visual resources.
- demonstrate original thinking through the creative process.
- display their artwork as part of the artistic process.
- develop a heightened perception of the world around them by acute visual observation.
- render natural forms in perspective.
- learn the relationship between subject matter, foreground and background environment.
- utilize imagination as a means of expression.
- demonstrate how an element of art or a principle of design can be used to create purposeful artistic effects.
- learn basic color wheel elements and use color as a means of expression.
- use appropriate media techniques to create texture or the appearance of texture.

GRADE 7

Students will:

- render full value range in their drawings.
- render textures and value using stippling, hatching and crosshatching.
- demonstrate the process of idea, research, draft, revision, and final piece.
- demonstrate process for the use of visual resources.
- create with paper mache, wire and other media.
- demonstrate original thinking through the creative process.
- display their artwork as part of the artistic process.
- use a variety of perspective devices including value to create the illusion of depth and space.
- discriminate between positive and negative space.
- develop continued perception skills using contour line exercises.
- Record the human figure using a variety of methods ie: contour, gesture, wire, paper mache’.
- learn to realistically render the human face and/or body using a variety of methods ie: grid, observation, visual reference.
- use paper mache’ as a 3 dimensional art form.
- apply design principles of unity, repetition, and variety in two and three dimensional art form.
- utilize art terminology.

GRADE 8

Students will:

- Use culminating art skills from grades 6 & 7 to create best work.
- demonstrate the planning process of idea, research, draft, revision, and final piece.
- demonstrate various line and value qualities in their drawings.
- create with a variety of media.
- demonstrate process for the use of visual resources.
- demonstrate original thinking skills while problem solving through the creative process.
- display their artwork as part of the artistic process.
- demonstrate color competency through primary, secondary, tertiary, monochromatic, complementary and analogous applications.
- utilize value in a variety of media.
- apply an understanding of composition to final art projects.
- utilize art vocabulary when talking about art.

**Visual Arts Learning Expectations
Standard 3
Making Connections**

- A. History and Culture.** Students will understand the relationship between the visual arts, history and culture.
- B. Connecting Disciplines.** Students will make connections between the visual arts and other disciplines.

GRADE 6

Students will:

- develop a heightened perception of the world around him/her by acute visual observations.
- learn to use resource materials for observation.
- discover the role of art in historical documentation or as a reflection of the times.
- create works of art based on various techniques of master artists.
- utilize writing standards as defined by the SBSD.

GRADE 7

Students will:

- discover the role of art in historic documentation or reflection of the times.
- compare and analyze relationships between other cultures than our own through art.
- utilize art terminology.
- identify art and design application in the real world and learn about possible careers in art.
- understand how art in different cultures support their traditions and values.
- utilize writing standards as defined by the SBSD.

GRADE 8

Students will:

- . create works of art based on the techniques and/or political/social work of specific master artists.
- identify personal and cultural uses of communicative symbols.
- demonstrate an understanding of how the arts contribute to mental and physical health. ie: self-expression of anger, joy, confusion, happiness and frustration.
- utilize writing standards as defined by SBSD.

Visual Arts Learning Expectations
Standard 4
Reflection and Critique

A. Reflection and Assessment. Students will reflect upon and assess the characteristics and merits of their work and the work of others.

B Art as Language. Students will use art as a language for communication and self-expression.

GRADE 6

Students will:

- develop a heightened perception of the world around him/her by acute visual observations.
- present and display his/her artwork as part of the artistic process.
- Learn to critique one's own art and the work of others by identifying the work's strongest elements.
- Use a variety of media to express one's feelings, opinions or beliefs.
- utilize art vocabulary when discussing art ie: line, shape, value, color, texture etc.
- learn to ask constructive questions about others art work.

GRADE 7

Students will:

- identify the use of the elements of art and the principles of design in their work and the work of others.
- present and display his/her artwork as part of the artistic process.
- utilize art terminology as it applies to a specific piece, movement or objective. Ie: rhythm, repetition, emphasis, etc.
- Learn to critique one's own art and the work of others by identifying the work's strongest elements.
- compare and contrast differences and similarities between the art of various cultures.
- learn to make affirming statements about your work and the work of others.

GRADE 8

Students will:

- identify and use the elements of art and the principles of design when critiquing their own work and the work of others.
- utilize specific art terminology in describing and responding to artwork. Ie: perspective, stippling, symmetry, figure, contour etc.
- Learn to critique one's own art and the work of others by identifying the work's strongest elements.
- apply an understanding of composition and design to the display of artwork.
- demonstrate appropriate cooperative social and working skills while critiquing your own work and the work of others.
- use constructive methods of inquiry and affirming observations to give feedback to other artists.

Visual Arts Learning Expectations
Standard 2
Skill Development

A. Media and Processes. Students will demonstrate an understanding of media, techniques and processes.

ART I/IA
BASIC ART/NEW MEDIA

Students will:

Drawing/II-D

- exhibit drawing techniques to reproduce surface textures.
- utilize a variety of media; pencil, pen & ink, pastel.
- utilize mark making techniques; stipple, cross hatching, incising, linear work.
- demonstrate gesture-drawing skills.
- understand perspective techniques.
- render realistic, abstract and expressive works.
- utilize imagery based upon observation & imagination.
- investigate anatomy drawing and proportion.
- utilize non-traditional drawing materials and techniques.
- practice sketching.
- investigate graphic arts applications; illustration, package design, posters, set design, logo design, lettering.

ADVANCED ART
II, III and IV

Students will:

Drawing/II-D

- exhibit refined drawing techniques to reproduce surface textures.
- expand upon utilization of a variety of media; pencil, pen & ink, pastel.
- utilize mark making techniques with sophistication; stipple, cross hatching, incising, linear work.
- demonstrate advanced gesture-drawing skills.
- demonstrate complex perspective techniques.
- render realistic, abstract and expressive works.
- utilize imagery based upon observation & imagination.
- investigate anatomy drawing and proportion.
- demonstrate a willingness to take artistic risks.
- utilize non-traditional drawing materials and techniques with greater proficiency.
- practice with continued sketching.

POTTERY I/II
3D STUDIO

Students will:

Production

- participate in & maintain a functional studio environment.
- utilize mark making techniques; stipple, cross hatching, incising, linear work.
- render realistic, abstract and expressive works.
- learn hand building techniques; pinch, coil, slab, sculpture, etc.
- learn wheel-throwing process.
- investigate mixed media.
- utilize non-traditional tools; sponges, sticks, buttons etc.
- consider composition and placement of elements and principles.
- distinguish between decorative and functional pottery.
- consider craftsmanship.
- utilize pottery tools and equipment; wheels, turn tables, kiln, mixer, etc.

**Visual Arts Learning Expectations
Standard 2
Skill Development**

A. Media and Processes. Students will demonstrate an understanding of media, techniques and processes.

**ART I/IA
Basic Art/New Media**

Students will:

- consider composition and placement of elements and materials.

Painting and Color Theory

- demonstrate an understanding of color properties.

- complete color wheel & color scheme exercises.

- experience tempera, acrylic & watercolor paint.

- utilize non-traditional mark making tools; sticks sponges and string etc.

- utilize painting applications to reveal movement, rhythm, texture etc.

- investigate mixed media.

- learn specific uses for and care of brushes.

Three Dimensional Design/ sculpture

- experience a variety of materials; wire, wood, clay etc.

- experience modeling, assembling & collage.

- plan & construct 3-D forms.

- implement problem solving relative to materials.

**ADVANCED ART
II, III and IV**

Students will:

- investigate graphic arts applications; illustration, package design, posters, set design, logo design, lettering.

- consider composition and placement of elements and materials with increasing sophistication.

Painting and Color Theory

- expand upon an understanding of color properties.

- develop more mature and diverse skills, building on previous learning.

- utilize non-traditional mark making tools; sticks sponges and string etc.

- refine painting applications to reveal movement, rhythm, texture etc.

- continue to investigate mixed media.

- learn specific uses for and care of brushes.

Three Dimensional Design/ sculpture

- continue to experience a variety of materials; wire, wood, clay etc.

- continue to experience modeling, assembling & collage.

- continue to plan & construct 3-D forms.

- implement problem solving relative to materials with increased sophistication.

**POTTERY I/II
3D Studio**

Students will:

- plan and construct 3-D forms.
- implement creative problem solving.

- experience a variety of glazing options.

- investigate firing techniques.

**Visual Arts Learning Expectations
Standard 2
Skill Development**

A. Media and Processes. Students will use a variety of materials to create pieces of art.

PAINTING

Students will:

Drawing/2-D

- exhibit refined drawing techniques to reproduce surface textures.
- render realistic, abstract and expressive works.
- increase the understanding of perspective techniques.
- utilize imagery based upon observation & imagination.

Painting & Color Theory

- utilize understanding of color properties.
- complete color wheel & color scheme exercises with greater proficiency.
- utilize color vocabulary with greater proficiency.
- paint with a variety of materials including watercolor, tempera and acrylic.
- paint on a variety of surfaces including stretched canvas.
- implement creative problem solving relative to materials.

WORLD ART

Students will:

Drawing/2-D

- exhibit drawing technique to reproduce surface textures.
- utilize a variety of media; pencil, pen & ink, pastel.
- utilize mark making techniques; stipple, cross hatching, incising, linear work.
- demonstrate gesture-drawing skills.
- understand perspective techniques.
- render realistic, abstract and expressive works.
- utilize imagery based upon observation & imagination.
- investigate anatomy drawing and proportion.
- utilize non-traditional drawing materials and techniques.
- practice sketching.
- investigate graphic arts applications; illustration, package design, posters, set design, logo design, lettering.
- consider composition and placement of elements and materials.

Painting and Color Theory

- demonstrate an understanding of color properties.
- complete color wheel & color scheme exercises.
- experience tempera, acrylic & watercolor paint.
- utilize non-traditional mark making tools; sticks sponges and string etc.

continued

Visual Arts Learning Expectations
Standard 2
Skill Development

A. Media and Processes. Students will use a variety of materials to create pieces of art.

WORLD ART

Students will:

- utilize painting applications to reveal movement, rhythm, texture etc.
- investigate mixed media.

- learn specific uses for and care of brushes.

Three Dimensional Design/sculpture

- experience a variety of materials; wire, wood, clay etc.

- experience modeling, assembling & collage.

- plan & construct 3-D forms.

- implement problem solving relative to materials.

Visual Arts Learning Expectations
Standard 2
Skill Development

B. Elements and Principles. Students will use the elements and principles of two and three-dimensional design in the visual arts. The elements of art include: dot, line, shape, space, form, value, texture and color, etc. The principles of art include: rhythm, unity, scale, balance, movement, proportion, pattern and emphasis and variety.

ART I/IA
Basic Art/New Media

Students will:

- identify and utilize elements and principles of art.
- integrate the elements and principles of design in pieces of art.
- use elements and principles of design to achieve composition.
- use drawing techniques to suggest form, space and focal point. etc.
- produce a value scale.
- achieve changes in value and hue by blending, rubbing and other techniques.
- utilize line to suggest volume, form, space and expression etc.
- utilize value scales as drawing tools.
- utilize positive and negative space.

ADVANCED ART
II, III and IV

Students will:

- identify and utilize the elements and principles of art with increased sophistication.
- continue to integrate the elements and principles of design in pieces of art with increasing proficiency.
- use elements and principles of design to achieve strong composition.
- stretch creative use of the elements and principles.
- use refined drawing techniques to suggest form, space and focal point etc.
- produce a value scale in a variety of media.
- achieve changes in value and hue by blending, rubbing and other techniques.
- continue to utilize line to suggest volume, form, space and expression etc.
- utilize positive and negative space with increased awareness.
- utilize painting applications to reveal movement, rhythm, texture etc.

POTTERY I/II
3D Studio

Students will:

- identify and utilize the elements and principles of art.
- continue to integrate the elements and principles of design in pieces of art with increasing proficiency.
- use elements and principles of design to achieve strong composition.
- produce a variety of textures and surfaces.
- utilize both organic and geometric shapes.
- consider asymmetry and symmetry.
- consider elements and principles as related to form and function.
- utilize positive and negative space.

Visual Arts Learning Expectations
Standard 2
Skills Development

B. Elements and Principles. Students will use the elements and principles of two and three-dimensional design in the visual arts. The elements of art include: dot, line, shape, space, form, value, texture and color, etc. The principles of art include: rhythm, unity, scale, balance, movement, proportion, pattern and emphasis and variety.

PAINTING

Students will:

- continue to integrate the elements and principles of design in pieces of art with increasing proficiency.
- use elements and principles of design to achieve strong composition.
- produce value scales in variety of color media.
- emphasize use of color.
- increase use of color theory terms.
- demonstrate color mixing: primary, secondary and tertiary.
- continue to utilize line to suggest volume, form, space and expression etc.
- continue to utilize positive and negative space.
- utilize painting applications to reveal movement, rhythm, texture etc.

WORLD ART

Students will:

- identify and utilize the elements and principles of art.
- continue to integrate the elements and principles of design in pieces of art with increasing proficiency.
- use elements and principles of design to achieve strong composition.
- produce value scales in variety of media.
- use drawing techniques to suggest form, space, focal point etc.
- achieve changes in value and hue by blending, rubbing and other techniques.
- utilize line to suggest volume, form, space and expression etc.
- utilize positive and negative space.
- utilize painting applications to reveal movement, rhythm, texture etc.

Visual Arts Learning Expectations
Standard 3
Reflection and Critique

A. Art as Language. Students will use art as a vehicle for communication and self-expression.

ART I/IA
Basic Art/New Media

Students will:

- become aware that art represents what people experience intellectually, emotionally, imaginatively and visually.
- learn visual language.
- write responses to art historic movements and artists.
- use art as a vehicle for personal expression.
- thoughtfully communicate personal meaning in their artwork.

ADVANCED ART
II, III and IV

Students will:

- raise awareness that art represents what people experience intellectually, emotionally, imaginatively and visually.
- critique the work of self and others in both oral and written formats with greater proficiency.
- write responses to art historic movements and Artists with greater proficiency.
- present and defend personal artwork in oral and written format.
- read and research about art history.
- continues to use art as a vehicle for personal expression.
- thoughtfully communicate personal meaning in their artwork.
- uses innovative visual metaphors in creation of artwork.
- display artwork.

POTTERY I/II
3D Studio

Students will:

- become aware that art represents what people experience intellectually, emotionally, imaginatively and visually.
- learn visual language.
- - critique the work of self and others in both oral and written formats with greater proficiency
- write responses to art historic movements and Artists.
- present and defend personal artwork in oral and written format.
- use art as a vehicle for personal expression.
- thoughtfully communicate personal meaning in their artwork.

**Visual Arts Learning Expectations
Standard 3
Reflection and Critique**

A. Art as Language. Students will use art as a vehicle for communication and self-expression.

PAINTING

Students will:

- become aware that art represents what people experience intellectually, emotionally, imaginatively and visually.
- learn visual language.
- critique work of self and others with greater proficiency in both oral and written formats.
- write responses to art historic movements and artists with greater proficiency.
- continue to present and defend personal artwork in both oral and written formats.
- continue to use art as a vehicle for personal expression.
- thoughtfully communicate personal meaning in their artwork.
- critique work of self and others in an oral and written format.
- present and defend personal artwork in oral and written formats.

WORLD ART

Students will:

- become aware that art represents what people experience intellectually, emotionally, imaginatively and visually.
- learn visual language.
- critique work of self and others in both oral and written formats.
- write responses to art historic movements and artists.
- present and defend personal artwork in oral and written format.
- read and research about art history.
- use art as a vehicle for personal expression.
- thoughtfully communicate personal meaning in their artwork.

Visual Arts Learning Expectations
Standard 3
Reflection and Critique

B. Assessment. Students will reflect upon and assess the characteristics and merits of their work and work of others.

ART I/IA
Basic Art/New Media

Students will:

- become aware that art represents what people feel intellectually, emotionally, imaginatively & visually.
- use the process of critique to analyze, describe, emotionally evaluate and aesthetically judge artwork.
- recognize the differences between skill building and personal artistic expression.
- improve art and performance through self-assessment and group critique.
- create portfolio of their work.

ADVANCED ART
II, III and IV

Students will:

- continues to become aware that art represents what people feel intellectually, emotionally, imaginatively & visually.
- continue to use the process of critique to analyze, describe, emotionally evaluate and aesthetically judge artwork.
- continue to recognize the differences between skill building and personal artistic expression.
- improve art and performance through self-assessment and group critique.
- make affirming statements with specific evidences.
- create and refine their artist portfolio.

POTTERY I/II
3D Studio

Students will:

- become aware that art represents what people feel intellectually, emotionally, imaginatively & visually.
- use the process of critique to analyze, describe, emotionally evaluate and aesthetically judge artwork.
- recognize the differences between skill building and personal artistic expression.
- improve art and performance through self-assessment and group critique.

**Visual Arts Learning Expectations
Standard 3
Reflection and Critique**

B. Assessment. Students will reflect upon and assess the characteristics and merits of their work and work of others.

PAINTING

Students will:

- continue to become aware that art represents what people feel intellectually, emotionally, imaginatively & visually.
- continue to use the process of critique to analyze, describe, emotionally evaluate and aesthetically judge artwork.
- continue to recognize the differences between skill building and personal artistic expression.
- continue to improve art and performance through self-assessment and group critique.
- refine their artist portfolio.

WORLD ART

Students will:

- become aware that art represents what people feel intellectually, emotionally, imaginatively & visually.
- use the process of critique to analyze, describe, emotionally evaluate and aesthetically judge artwork.
- recognize the differences between skill building and personal artistic expression.
- improve art and performance through self-assessment and group critique.

Visual Arts Learning Expectations
Standard 4
Making Connections

A. History and Culture. Students will understand the relationship between visual arts, history and culture.

ART I/IA
Basic Art/New Media

Students will:

- demonstrate how culture, history and the visual arts can influence each other in making and studying works of art.
- explore the meaning of art in varied cultures, times and places.
- create artwork that is historically and/or culturally inspired.
- write responses to art historic movements and artists.
- refer to master works to recognize elements and principles etc.

ADVANCED ART
II, III and IV

Students will:

- continue to demonstrate how culture, history and the visual arts can influence each other in making and studying works of art.
- continue to explore the meaning of art in varied cultures, times and places.
- continue to create artwork that is historically and/or culturally inspired.
- write responses to art historic movements and artists with greater proficiency.
- continue to refer to master works to recognize elements and principles etc.

POTTERY I/II
3D Studio

Students will:

- demonstrate how culture, history and the visual arts can influence each other in making and studying works of art.
- explore the meaning of art in varied cultures, times and places.
- create artwork that is historically and/or culturally inspired.
- write responses to art historic movements and artists.
- refer to master works to recognize elements and principles etc.

Visual Arts Learning Expectations
Standard 4
Making Connections

A. History and Culture. Students will understand the relationship between visual arts, history and culture.

PAINTING

Students will:

- continue to demonstrate how culture, history and the visual arts can influence each other in making and studying works of art.
- continue to explore the meaning of art in varied cultures, times and places.
- continue to create artwork that is historically and/or culturally inspired.
- write responses to art historic movements and artists with greater proficiency.
- continue to refer to master works to recognize elements and principles etc.

WORLD ART

Students will:

- demonstrate how culture, history and the visual arts can influence each other in making and studying works of art.
- explore the meaning of art in varied cultures, times and places.
- create artwork that is historically and/or culturally inspired.
- create art pieces directly related to World Studies course work.
- experience art forms as they vary among cultures.
- write responses to art historic movements and artists.
- refer to master works to recognize elements and principles etc.
- develop greater global awareness through art assignments.

Visual Arts Learning Expectations
Standard 4
Making Connections

B. Connecting Disciplines. Students will continue to make connections between visual arts and other disciplines.

ART I/IA
Basic Art/New Media

Students will:

- call upon knowledge of other subject areas to create art.
- research and reflect as it relates to the creation of artwork.
- identify connections between the visual arts and other disciplines.
- utilize resources & materials beyond the art department to create artwork.
- thoughtfully communicate connections to other disciplines through artwork.

ADVANCED ART
II, III and IV

Students will:

- continue to call upon knowledge of other subject areas to create art.
- continue to research and reflect as it relates to the creation of artwork.
- continue to identify connections between the visual arts and other disciplines.
- continue to utilize resources & materials beyond the art department to create artwork.
- continue to thoughtfully communicate connections to other disciplines through artwork with greater proficiency.
- identify opportunities for life long involvement in the arts.
- investigate the levels of discipline, knowledge and skills required for career preparation in the arts.
- demonstrate an understanding of how the arts contribute to physical and mental health.

POTTERY I/II
3D Studio

Students will:

- call upon knowledge of other subject areas to create art.
- research and reflect as it relates to the creation of artwork.
- identify connections between the visual arts and other disciplines.
- utilize resources & materials beyond the art department to create artwork.
- thoughtfully communicate connections to other disciplines through artwork.

Visual Arts Learning Expectations
Standard 7
Making Connections

B. History and Culture. Students will make connections between visual arts and other disciplines.

PAINTING

Students will:

- continue to call upon knowledge of other subject areas to create art.
- continue to research and reflect as it relates to the creation of artwork.
- continue to identify connections between the visual arts and other disciplines.
- continue to utilize resources & materials beyond the art department to create artwork.
- continue to thoughtfully communicate connections to other disciplines through artwork with proficiency.
- demonstrate an understanding of how the arts can contribute to physical and mental health.

WORLD ART

Students will:

- call upon knowledge of other subject areas to create art.
- research and reflect as it relates to the creation of artwork.
- identify connections between the visual arts and other disciplines.
- utilize resources & materials beyond the art department to create artwork.
- thoughtfully communicate connections to other disciplines through artwork.
- students will experience thematic units relative to World Studies.
- students will reflect upon World Studies assignments through their sketchbook assignments.
- write responses to historical events and cultural beliefs investigated in World Studies/ World Art.
- students will demonstrate understanding of historical events & cultural beliefs through the creation of art.

K-12 VISUAL ARTS ASSESSMENT

The Art department has developed a systematic assessment tool that includes common elements K-12. Students and their work are assessed in three areas:

Approach to work and Citizenship development, **comprehension of standards and lesson,** and **finally the artistic merits of the actual piece.** The K-5, 6-8, and 9-12 tools are developmentally appropriate for the age groups and look somewhat different from one another.

This method encourages students with less confidence to participate fully in the artistic process without grade anxiety since only one third of the grade is aimed at the finished piece. Two thirds of the grade is focused on the process of creativity, risk taking, self-discipline and artistic intent. It makes it possible for students with motivation and little experience to achieve good grades and self-confidence. It also challenges more experienced students to push themselves artistically and to contribute to class in positive ways. This tool clearly defines which areas each student needs to address for improvement toward artistic and personal growth.

See Standard 3: Reflection and Assessment—Students will reflect upon and assess the characteristics and merits of their work and the work of others.

2/02/06