



Visual Arts

Madison Public Schools
Madison, Connecticut

Dear Interested Reader:

The following document is the Madison Public Schools’
Visual Arts Curriculum Guide

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Madison, Connecticut for the work.
Thank you in advance.

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Foreword

The art curriculum has been developed for the Madison school system and is based on the newly published national Standards for Arts Education, which are defined as Dance, Music, Theater, and Visual Arts. The national standards for the Visual Arts were developed by the National Art Education Association Art Standard Committee to reflect a national consensus of the views of organizations and individuals representing educators, parents, artists, professional associations in education and in the arts, public and private educational institutions, philanthropic organizations, and leaders from government, labor, and business.

The Visual Arts Curriculum for the Madison School System will provide assistance and support to Madison visual arts teachers and administrators in the implementation of a comprehensive K - 12 visual arts program. The material described in this guide will assist visual arts teachers in designing visual arts lesson plans that will give each student the chance to meet the content and performance, or achievement, standards in visual arts. It is intended to give visual arts teachers a flexible guideline in the design and delivery of a meaningful and relevant visual arts program that is planned, ongoing and systematic.

Members of the Visual Arts Committee:

Angela Medley	Art Coordinator, Daniel Hand High School
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Visual Arts

Program Overview

Program Overview

The Madison Curriculum Management Cycle addresses the need for the continual improvement and/or updating of the schools' instructional programs through the periodic reexamination of curriculum. The process is recursive and usually occurs within a five year cycle. The full cycle includes two phases. Phase I: Development/Revision and Phase II: Implementation. Phase I has two steps: Step 1: Program Evaluation and Step 2: Research and Development. Phase II has two steps: Step 1: Implementation and Step 2: Monitoring.

The visual arts subject area committee as of November 1997 has completed the first two steps of Phase I of curriculum revision. After review of the curriculum by the district-wide curriculum council, the Superintendent of Schools and the Board of Education, it is anticipated that in the Spring of 1998 Phase II: Step 1: Implementation will be initiated.

As a result of careful study, the visual arts committee has ensured that the revised curriculum is in alignment with the national and state standards developed for visual arts. Although the language in the Madison Public Schools' curriculum guide is not exactly the same as the language in the national standards' document, the content of the goals and the objectives reflects the content contained within the national and state standards and their corresponding benchmarks.

The subject area committee throughout Phase I: Step 2: Research and Development of the Madison Curriculum Management Cycle examined several curriculum guides from schools districts within the state as well as the most recent Connecticut State Department of Education effort. The articulation of the guide's goals and objectives across grade levels has been examined carefully and has been achieved to the satisfaction of the visual arts subject area committee charged with the development of the guide. The committee believes that the Madison Public School System has developed a quality visual arts program that is planned, ongoing, and systematic.

H. Kaye Griffin
Superintendent of Schools

Karen A. Costello
Assistant Superintendent



Visual Arts

Program Components & Framework

Program Components and Framework

All of the curriculum guides developed for the Madison Public Schools will include the following components:

Philosophy:

An effective curriculum design needs to incorporate a philosophy, a statement of beliefs. The philosophy in any given discipline or subject area reflects national trends based on research and effective practice. It also incorporates the local school districts' beliefs regarding content area. Seminal pieces of literature, research studies, curriculum and assessment frameworks are referenced. An effective philosophy mirrors a vision statement and prepares the system to meet the needs of its students for 2000 and beyond.

Classroom Environment Statement

The classroom environment statement addresses the ambiance in which the students work. It is an environment which supports and facilitates growth in a given discipline. It describes the classroom in which a student's desire to want to learn and do more in the given discipline is nurtured.

Grouping Policy

The grouping policy refers to the way students are assembled so that a quality curriculum can be delivered most appropriately.

Goals

Goals address what students should know and be able to do after experiencing a quality curriculum in grades K-12. Connecticut's Common Core of Learning (1985, 1987) states that all educated citizens must possess a core of basic enabling skills and competencies that provide the critical intellectual foundations for broader acquisition of knowledge. Goals which are established for each discipline explain what those given competencies are in the designated discipline.

Outcomes / Assessments

Outcomes are the enabling skills at each grade level, which once mastered, empower the student to move towards attainment of the stated goals. Classroom activities and/or student exhibitions will correspond with the stated outcomes and serve as daily ongoing assessments.

Program Support and Celebration

The program support and celebration statement addresses how the core program is supported outside of the regular classroom activities. It addresses the availability of extracurricular activities which are designed to enhance a student's knowledge, competencies, and strategies in a subject area.

Program Implementation

The implementation section of each curriculum guide will be completed as teachers begin to utilize their subject area design. Teachers, as they use the guide, will be asked to submit sample lesson plans which are aligned or illustrative of student objectives/learner outcomes previously agreed upon during the curriculum development process.

Evaluation

The evaluation addresses the effectiveness of the program from a student performance stance. The effectiveness of the designated curriculum is determined by whether the student is gaining facility or gaining progress in a given subject area. Both formative (ongoing) and summative assessments are referenced in order to determine if students are becoming more proficient in the discipline.

Appendices

The appendices contain strategies, resource material, and other reference material to assist the teachers in the implementation of the curriculum and to assist students in learning the information presented.

Program Philosophy

We believe that the visual arts provide a unique and necessary understanding of civilization; develop creativity and problem-solving skills; provide the tools for verbal and nonverbal communication; and develop the capacity to make wise and informed choices among the products of the arts.

We believe that the making of art is of benefit to all students because of the opportunity for unique self-expression and for group participation. Art instruction provides an opportunity for self-directed learning. Students develop the ability to analyze, interpret, and evaluate their own decisions regarding their artwork and the work of others.

We believe the art program should include the utilization of current technologies in the creative process.

The art programs' mission is to provide all students with continuous and sequential study in the visual arts which will simultaneously reveal the joy of aesthetic expression, the hard work of craftsmanship, and the necessity of art within the complete human experience.

Grouping Statement

The K - 8 visual arts program in the Madison School System is a basic visual arts program. Grouping will change as opportunity for enrichment grows with an increase in resources.

- **Grades K - 5**

Students attend art classes in grades K - 5 by regular heterogeneous classrooms.

- **Grades 6 - 8**

Students attend art classes in grades 6 - 8 dependent upon the team arrangement of their particular grade. Classes are heterogeneous.

- **Grades 9 -12**

Students select courses according to the course description and requirements.

Classroom Environment Statement

The teaching and learning environment for visual arts instruction should be designed to allow for a variety of teaching and learning modalities. The Art room is a learning environment with special needs for safety, energy, lighting (artificial or natural), location, sound control, and maintenance. The size, configuration and equipment used in these spaces will depend on enrollment and organization of classes as well as the educational goals outlined in the curriculum. Art instructors in the Madison Public Schools believe the following would promote an ideal visual arts environment:

- Classrooms should be an average of 55 square feet per student. Equipment should include computer, modem, computer attached to TV monitor and VCR, slide projector and screen, chalkboard, bulletin boards, display cases, and room darkening equipment.
 - Areas should be flexible with movable furniture for both group and individual work and allow for both small group and large group presentations.
 - Classrooms should have adequate cabinets and closets for storage of supplies, on-going student work and stored student work.
 - Classrooms should have areas for art history and resource materials that may be accessed by individual students.
 - At the secondary level specialized rooms should include two-dimensional work rooms including printmaking equipment, three-dimensional work rooms, video and photography (studios and darkrooms) rooms, computer art room with appropriate technology, clay and kiln rooms.
 - Each school should have a section of the library devoted to resources for the visual arts. Media rooms in each school should be equipped with visual art software chosen by the art instructor. Art teachers should have the opportunity to schedule instructional time in the media rooms.
 - Offices for faculty should be designed for safety and storage of important and/or expensive documents and items and for conferences with students and parents.
 - Secure display space for both two-dimensional work and three-dimensional work should be available throughout the school buildings to allow for the exhibiting of student artwork.
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Art Goals*

By the end of grade 12, all students should be broadly educated in all of the arts - dance, music, theatre, and the visual arts. Additionally, all students in grades 9 - 12 should develop more in depth learning in one of the aforementioned forms. They should:

1. demonstrate understanding and use of the materials, techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:
 - a. **creating:** imagining, planning, making, evaluating, refining, presenting and exhibiting art works that express their own creative concepts, ideas and feelings;
 - b. **performing:** selecting, analyzing, interpreting, rehearsing, evaluating, refining, and presenting diverse art works through performance; and
 - c. **responding:** selecting, analyzing, interpreting, and evaluating art works and performances based on critical perception.
2. master at least one art form sufficiently to:
 - a. continue lifelong appreciation and involvement in creation or performance of that art form; and/or
 - b. pursue further study in preparation for a career.
3. demonstrate understanding of the relationships among the arts and between the arts and other disciplines.
4. seek arts' experiences and participate in the artistic life of the school and community.

* The following is the graduation requirement at Daniel Hand High School:
The State of Connecticut has mandated the following minimum graduation requirements:

Not fewer than one (1) must be in the arts or vocational education.



Visual Arts

Student Outcomes and Assessments

Grades K - 4

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part A: CREATING - imagining, planning, making, evaluating, refining, presenting and exhibiting art works that express their own creative concepts, ideas and feelings.

Explanation for the visual arts:

1. Understanding and applying media, techniques, and processes, students:

- a. know the differences between materials, techniques, and processes
- b. describe how different materials, techniques, and processes cause different responses
- c. use different media, techniques, and processes to communicate ideas, experiences, and stories
- d. use art materials and tools in a safe and responsible manner

2. Using knowledge of structures and functions, students:

- a. know the differences among visual characteristics and purposes of art in order to convey ideas
- b. describe how different expressive features and organizational principles cause different responses
- c. use visual structures and functions of art to communicate ideas

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

1.1 develop fine motor skills.

- The student will be able to:*
- 1.1a experience manipulative activities such as cutting, folding, coloring and gluing.
 - 1.1b develop skill in stenciling, weaving, and bead stringing.

1.2 gain knowledge of the elements of design.

- 1.2a name and use patterns.
- 1.2b identify textures.
- 1.2c name and use primary colors.
- 1.2d name and use warm colors
- 1.2e identify and name geometric shapes.

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| 1.3 | experience art making processes. | 1.3a | talk about artwork. |
| | | 1.3b | decide when artwork is complete. |
| | | 1.3c | become familiar with the expressive capabilities of crayons, pencils, paint, paper and modeling materials. |

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| 1.4 | use art tools and materials safely. | 1.4a | use materials appropriately. |
| | | 1.4b | follow all safety instructions. |

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part B: PERFORMING - selecting, analyzing, interpreting, rehearsing, evaluating, refining, and presenting diverse art works through performance.

Explanation for the visual arts:

3. Choosing and evaluating a range of subject matter, symbols, and ideas, students

- a. explore and understand prospective content for works of art
- b. select and use subject matter symbols, and ideas to communicate meaning

4. Understanding the visual arts in relation to history and cultures, students

- a. know that the visual arts have both a history and specific relationships to various cultures
- b. identify specific works of art a belonging to particular cultures, times, and places
- c. demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will:</i></p> <p>1.1 examine the artistic endeavors of others through the use of art prints, art books, videos and slides.</p>	<p><i>The student will be able to:</i></p> <p>1.1a discuss subject matter in artworks.</p> <p>1.1b recall subjects in artwork by increasing observational skills and memory.</p> <p>1.1c become sensitive to the subject matter in art prints through story telling and discussion.</p>

- 1.2 participate in discussing the work of classmates. 1.2a respond to the work of others in class discussion.
 1.2b use basic art vocabulary to discuss artwork.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part C: RESPONDING - selecting, analyzing, interpreting, and evaluating art works and performances based on critical perception.
Explanation for the visual arts:

5. Reflecting upon and assessing the characteristics and merits of their work and the work of others, students:
 a. understand there are various purposes for creating works of visual art
 b. describe how people's experiences influence the development of specific artworks
 c. understand there are different responses to specific artworks

6. Making connections between visual arts and other disciplines, students will:
 a. understand and use similarities and differences between characteristics of the visual arts and other art disciplines
 b. identify connections between the visual arts and other disciplines in the curriculum

Learner Outcomes

Sample Indicators / Assessments of Learning

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| <i>The student will:</i> | <i>The student will be able to:</i> |
| 1.1 recognize the parallels between music, literature and the visual arts. | 1.1a identify various art forms. |
| | 1.1b compare various art forms. |
| | 1.1c discuss the role of the illustrator in literature. |

- 1.2 develop an appreciation of multi-cultural artworks. 1.2a view and discuss artworks produced in different cultures.

GOAL #2: The student will be able to master at least one art form sufficiently to: (a) continue lifelong appreciation and involvement in creation or performance of that art form and/or (b) pursue further study in preparation for a career.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

The student will be able to:

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| 2.1 be aware of resources outside the classroom that are arts related. | 2.1a be aware of art galleries and museums. |
| | 2.1b appreciate artwork in storybooks. |

GOAL #3: The student will be able to demonstrate understanding of the relationships among the arts and between the arts and other disciplines.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

The student will be able to:

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| 3.1 become aware of resources outside the classroom that are arts related. | 3.1a become aware of art galleries and museums. |
| | 3.1b appreciate artwork in storybooks. |

GOAL #4: The student will be able to seek arts experiences and participate in the artistic life of the school and community.

Learner Outcomes		Sample Indicators / Assessments of Learning	
	<i>The student will:</i>		<i>The student will be able to:</i>
4.1	become aware that art is showcased in museums and galleries that are open to the public.	4.1a	participate in school and community based art shows.
4.2	become aware of crafts that are produced in the community.	4.2a	discuss art programs and community exhibits with the art teacher and others.
4.3	demonstrate an appreciation for various art forms.	4.3a	participate in cultural arts events.
		4.3b	experience galleries, plays, concerts and other arts related activities.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part A: CREATING - imagining, planning, making, evaluating, refining, presenting and exhibiting art works that express their own creative concepts, ideas and feelings.

Explanation for the visual arts:

1. Understanding and applying media, techniques, and processes, students:

- a. know the differences between materials, techniques, and processes
- b. describe how different materials, techniques, and processes cause different responses
- c. use different media, techniques, and processes to communicate ideas, experiences, and stories
- d. use art materials and tools in a safe and responsible manner

2. Using knowledge of structures and functions, students:

- a. know the differences among visual characteristics and purposes of art in order to convey ideas
- b. describe how different expressive features and organizational principles cause different responses
- c. use visual structures and functions of art to communicate ideas

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

The student will be able to:

1.1	refine manipulative skills.	1.1a	fold, cut and tear paper for use in artwork.
		1.1b	use art tools in drawing, painting, printmaking, modeling and sculpture.
1.2	create visual interest in artwork through a variety of methods	1.2a	use found objects in artwork.
		1.2b	use overlapping in collage work.
		1.2c	use environmental textures in artwork.
1.3	become aware of the difference between shapes and forms.	1.3a	make simple 3-D forms.
		1.3b	use and bisect geometric and free-form shapes.

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| 1.4 | experience color mixing. | 1.4a | mix two colors of paint effectively. |
| | | 1.4b | identify primary and secondary colors. |

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| 1.5 | use art tools and materials safely. | 1.5a | use materials appropriately. |
| | | 1.5b | follow all safety precautions. |

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part B: PERFORMING - selecting, analyzing, interpreting, rehearsing, evaluating, refining, and presenting diverse art works through performance.

Explanation for the visual arts:

3. Choosing and evaluating a range of subject matter, symbols, and ideas, students

- a. explore and understand prospective content for works of art
- b. select and use subject matter symbols, and ideas to communicate meaning

4. Understanding the visual arts in relation to history and cultures, students

- a. know that the visual arts have both a history and specific relationships to various cultures
- b. identify specific works of art a belonging to particular cultures, times, and places
- c. demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art.

Learner Outcomes	Sample Indicators / Assessments of Learning
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| <p><i>The student will:</i></p> <p>1.1 recognize and discuss distinct characteristics in the artwork of others through the introduction of prints and through classroom sharing.</p> | <p><i>The student will be able to:</i></p> <p>1.1a describe moods in artwork.</p> <p>1.1b identify and discuss emotions in artwork.</p> <p>1.1c produce artwork based on sensory description.</p> |
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| 2.1 | participate in discussing the work of classmates. | 2.1a | respond to the work of others in class discussion. |
| | | 2.1b | use basic art vocabulary to discuss artwork. |

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part C: RESPONDING - selecting, analyzing, interpreting, and evaluating art works and performances based on critical perception.

Explanation for the visual arts:

5. Reflecting upon and assessing the characteristics and merits of their work and the work of others, students:

- a. understand there are various purposes for creating works of visual art
- b. describe how people’s experiences influence the development of specific artworks
- c. understand there are different responses to specific artworks

6. Making connections between visual arts and other disciplines, students will:

- a. understand and use similarities and differences between characteristics of the visual arts and other art disciplines
- b. identify connections between the visual arts and other disciplines in the curriculum

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
1.1	recognize the value of artwork from other cultures and time periods.	1.1a	participate in discussions of multicultural and historic artworks.
		1.1b	use the influence of other artists as motivation for artwork.

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| 1.2 | become aware that various artists visualize the same concepts differently. | 1.2a | use the influence of other artists as motivation for artwork. |
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GOAL #2: The student will be able to master at least one art form sufficiently to: (a) continue lifelong appreciation and involvement in creation or performance of that art form and/or (b) pursue further study in preparation for a career.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

2.1 develop an appreciation for a variety of artistic disciplines.

The student will be able to:

- 2.1a tell stories based on the observation of art with literal subject matter.
- 2.1b know that art books can be obtained from school and town libraries.
- 2.1c describe similarities and differences in artworks.
- 2.1d experience computer art as an art form.
- 2.1e be aware of architecture as an art form.
- 2.1f understand that music, plays and dance are art forms.

GOAL #3: The student will be able to demonstrate understanding of the relationships among the arts and between the arts and other disciplines.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

3.1 develop an appreciation for various art forms.

The student will be able to:

- 3.1a tell stories based on the observation of art with literal subject matter.
- 3.1b know that art books can be obtained from school and town libraries.
- 3.1c describe similarities and differences in artworks.
- 3.1d experience computer art as an art form.
- 3.1e be aware of architecture as an art form.
- 3.1f understand that music, plays and dance are art forms.

GOAL #4: The student will be able to seek arts experiences and participate in the artistic life of the school and community.

Learner Outcomes		Sample Indicators / Assessments of Learning	
	<i>The student will:</i>		<i>The student will be able to:</i>
4.1	become aware that art is showcased in museums and galleries that are open to the public.	4.1a	participate in school and community based art shows.
4.2	become aware of crafts that are produced in the community.	4.2a	discuss art programs and community exhibits with the art teacher and others.
4.3	demonstrate an appreciation for various art forms.	4.3a	participate in cultural arts events.
		4.3b	experience galleries, plays, concerts and other arts related activities.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part A: CREATING - imagining, planning, making, evaluating, refining, presenting and exhibiting art works that express their own creative concepts, ideas and feelings.

Explanation for the visual arts:

1. Understanding and applying media, techniques, and processes, students:

- a. know the differences between materials, techniques, and processes
- b. describe how different materials, techniques, and processes cause different responses
- c. use different media, techniques, and processes to communicate ideas, experiences, and stories
- d. use art materials and tools in a safe and responsible manner

2. Using knowledge of structures and functions, students:

- a. know the differences among visual characteristics and purposes of art in order to convey ideas
- b. describe how different expressive features and organizational principles cause different responses
- c. use visual structures and functions of art to communicate ideas

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

The student will be able to:

1.1 use a variety of modeling materials and techniques in 3-D and relief art.

- 1.1a develop skill in clay and other modeling materials.
- 1.1b use mixed media for collage and sculpture.
- 1.1c create paper sculpture.

1.2 use a variety of drawing and painting techniques.

- 1.2a demonstrate increased skill in pencil drawing, crayon resist and other drawing and painting media.
- 1.2b use size relationships and overlapping in their artwork.
- 1.2c experiment with basic animation and computer graphics.

1.3 develop compositional techniques.

1.3a organize ideas and experiment with parts before completing artwork.

1.3b identify foreground, middleground, and background in artwork.

1.3c identify horizontal and vertical formats in artwork.

1.3d identify shadows in artwork.

1.3e identify balance and symmetry in artwork.

1.3f recognize the impact of line direction in artwork.

1.4 become aware of textile arts.

1.4a engage in stitching and weaving activities.

1.5 use art tools and materials safely.

1.5a use materials appropriately.

1.5b follow all safety precautions.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part B: PERFORMING - selecting, analyzing, interpreting, rehearsing, evaluating, refining, and presenting diverse art works through performance.

Explanation for the visual arts:

3. Choosing and evaluating a range of subject matter, symbols, and ideas, students

- a. explore and understand prospective content for works of art
- b. select and use subject matter symbols, and ideas to communicate meaning

4. Understanding the visual arts in relation to history and cultures, students

- a. know that the visual arts have both a history and specific relationships to various cultures
- b. identify specific works of art a belonging to particular cultures, times, and places
- c. demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

1.1 evaluate artwork based on criteria from art experiences and from class discussions.

The student will be able to:

- 1.1a recognize elements in art that are pleasing and displeasing.
- 1.1b identify the illusion of depth in 2-D artwork.
- 1.1c analyze mood through a developed sense of color, line, shape, brushstroke quality, texture, repetition and composition.
- 1.1d identify focal point in artwork.
- 1.1e know that line direction creates movements.
- 1.1f recognize the difference between representational and non-representational art.

1.2 use multicultural art forms to create original compositions.

1.2a create artworks influenced by cultures of Africa, Japan and the Americas.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part C: RESPONDING - selecting, analyzing, interpreting, and evaluating art works and performances based on critical perception.

Explanation for the visual arts:

5. Reflecting upon and assessing the characteristics and merits of their work and the work of others, students:

- a. understand there are various purposes for creating works of visual art
- b. describe how people's experiences influence the development of specific artworks
- c. understand there are different responses to specific artworks

6. Making connections between visual arts and other disciplines, students will:

- a. understand and use similarities and differences between characteristics of the visual arts and other art disciplines
- b. identify connections between the visual arts and other disciplines in the curriculum

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

The student will be able to:

1.1 relate concepts learned in art to other subjects such as social studies and science.

- 1.1a recognize that available materials and other cultural and environmental factors influence all art forms.
- 1.1b recognize the close relationship between the visual arts, music and literature.

GOAL #2: The student will be able to master at least one art form sufficiently to: (a) continue lifelong appreciation and involvement in creation or performance of that art form and/or (b) pursue further study in preparation for a career.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

The student will be able to:

2.1 demonstrate a continued interest in the art concepts learned in class.

- 2.1a use the classroom print collection as a resource.
- 2.1b use other artists' work as a motivation for personal artwork.
- 2.1c use resources outside the classroom to produce artwork at home.

GOAL #3: The student will be able to demonstrate understanding of the relationships among the arts and between the arts and other disciplines.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
3.1	demonstrate a continued interest in the art concepts learned in class.	3.1a	use the classroom print collection as a resource.
		3.1b	use other artists' work as a motivation for personal artwork.
		3.1c	use resources outside the classroom to produce artwork at home.
3.2	develop an understanding of how the visual arts relate to other subject areas.	3.2a	create artwork that is related to classroom social studies units.

GOAL #4: The student will be able to seek arts experiences and participate in the artistic life of the school and community.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
4.1	become aware that art is showcased in museums and galleries that are open to the public.	4.1a	participate in school and community based art shows.
4.2	become aware of crafts that are produced in the community.	4.2a	discuss art programs and community exhibits with the art teacher and others.
4.3	demonstrate an appreciation for various art forms.	4.3a	participate in cultural arts events.
		4.3b	experience galleries, plays, concerts and other art related activities.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part A: CREATING - imagining, planning, making, evaluating, refining, presenting and exhibiting art works that express their own creative concepts, ideas and feelings.

Explanation for the visual arts:

1. Understanding and applying media, techniques, and processes, students:

- a. know the differences between materials, techniques, and processes
- b. describe how different materials, techniques, and processes cause different responses
- c. use different media, techniques, and processes to communicate ideas, experiences, and stories
- d. use art materials and tools in a safe and responsible manner

2. Using knowledge of structures and functions, students:

- a. know the differences among visual characteristics and purposes of art in order to convey ideas
- b. describe how different expressive features and organizational principles cause different responses
- c. use visual structures and functions of art to communicate ideas

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

The student will be able to:

1.1 demonstrate an increased understanding of art elements and principles.

- 1.1a understand and use primary, secondary and tertiary colors.
- 1.1b incorporate increasingly complex patterns in their artwork.
- 1.1c understand bilateral and radial symmetry.
- 1.1d create space by using overlapping in artwork.
- 1.1e understand negative space in 2-D artwork.

1.2 demonstrate an increased understanding of art techniques and styles.

- 1.2a create artwork using computers or other technologies.
- 1.2b understand and use abstraction and distortion in artwork.
- 1.2c show increased ability with fibers including weaving and stitchery.
- 1.2d create 3-D constructions such as paper sculpture and clay work.

1.2e develop a concentration level to enable them to faithfully reproduce a still life or portrait from life.

1.3 use art tools and materials safely.

1.3a use materials appropriately.

1.3b follow all safety precautions.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part B: PERFORMING - selecting, analyzing, interpreting, rehearsing, evaluating, refining, and presenting diverse art works through performance.

Explanation for the visual arts:

3. Choosing and evaluating a range of subject matter, symbols, and ideas, students

a. explore and understand prospective content for works of art

b. select and use subject matter symbols, and ideas to communicate meaning

4. Understanding the visual arts in relation to history and cultures, students

a. know that the visual arts have both a history and specific relationships to various cultures

b. identify specific works of art a belonging to particular cultures, times, and places

c. demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

1.1 recognize distinct characteristics in artwork of different cultures and of different historical periods.

The student will be able to:

1.1a discuss the concept of realism and how it applies to various cultures.

1.1b use disciplined observation in analyzing art.

1.2	analyze mood in artworks.	1.2a	identify color harmonies.
		1.2b	identify atmospheric perspective in artworks.
		1.2c	discuss the elements of line, shape, color, texture and repetition in artworks and how they develop mood.
		1.2d	discuss brush stroke quality, shape and line direction in the establishment of mood or feeling in artwork.

1.3	use multicultural art forms to create original compositions.	1.3a	create artworks influenced by the cultures of Mexico and Japan.
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GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part C: RESPONDING - selecting, analyzing, interpreting, and evaluating art works and performances based on critical perception.

Explanation for the visual arts:

5. Reflecting upon and assessing the characteristics and merits of their work and the work of others, students:

- a. understand there are various purposes for creating works of visual art
- b. describe how people’s experiences influence the development of specific artworks
- c. understand there are different responses to specific artworks

6. Making connections between visual arts and other disciplines, students will:

- a. understand and use similarities and differences between characteristics of the visual arts and other art disciplines
- b. identify connections between the visual arts and other disciplines in the curriculum

Learner Outcomes

Sample Indicators / Assessments of Learning

<i>The student will:</i>		<i>The student will be able to:</i>	
1.1	relate concepts learned in art to other subjects and to societal development.	1.1a	discuss photography as an art form and as a manipulative device in advertising and promotion.
		1.1b	discuss how illustration is used to enhance literature.
		1.1c	discuss how art is an important element of religion and cultural celebration worldwide.

1.2	understand that developments in technology have impacted and changed art production.	1.2a	discuss how technology has affected the production and reproduction of artwork.
		1.2b	create computer generated artwork.

1.3	utilize their art skills in other areas of their school life.	1.3a	volunteer to create scenery, costumes, posters and props for school plays and programs.
		1.3b	illustrate papers and articles to enhance classroom research.

GOAL #2: The student will be able to master at least one art form sufficiently to: (a) continue lifelong appreciation and involvement in creation or performance of that art form and/or (b) pursue further study in preparation for a career.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

The student will be able to:

2.1	develop an appreciation for various visual artists and art forms.	2.1a	identify and discuss at least three major styles.
		2.1b	express an interest in visiting galleries and museums.
		2.1c	use the influence of other artists as motivation for personal artwork.

2.2	appreciate a variety of art forms.	2.2a	recognize and discuss the art forms of music, dance, plays and stories.
		2.2b	recognize the arts as a vehicle of self-expression.

GOAL #3: The student will be able to demonstrate understanding of the relationships among the arts and between the arts and other disciplines.

Learner Outcomes		Sample Indicators / Assessments of Learning	
	<i>The student will:</i>		<i>The student will be able to:</i>
3.1	develop an appreciation for various visual artists and art forms.	3.1a	identify and discuss at least three major styles.
		3.1b	express an interest in visiting galleries and museums.
		3.1c	use the influence of other artists as motivation for personal artwork.
3.2	appreciate a variety of art forms.	3.2a	recognize and discuss the art forms of music, dance, plays and stories.
		3.2b	recognize the arts as a vehicle of self-expression.
3.3	develop an understanding of how the visual arts relate to other subject areas.	3.3a	create artwork that involves academic and/or special subjects.

GOAL #4: The student will be able to seek arts experiences and participate in the artistic life of the school and community.

Learner Outcomes		Sample Indicators / Assessments of Learning	
	<i>The student will:</i>		<i>The student will be able to:</i>
4.1	participate in school and community based arts activities.	4.1a	contribute work for school and district art shows.
		4.1b	work on art related activities for theater and musical events.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part A: CREATING - imagining, planning, making, evaluating, refining, presenting and exhibiting art works that express their own creative concepts, ideas and feelings.

Explanation for the visual arts:

1. Understanding and applying media, techniques, and processes, students:

- a. know the differences between materials, techniques, and processes
- b. describe how different materials, techniques, and processes cause different responses
- c. use different media, techniques, and processes to communicate ideas, experiences, and stories
- d. use art materials and tools in a safe and responsible manner

2. Using knowledge of structures and functions, students:

- a. know the differences among visual characteristics and purposes of art in order to convey ideas
- b. describe how different expressive features and organizational principles cause different responses
- c. use visual structures and functions of art to communicate ideas

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

The student will be able to:

1.1 demonstrate an increased understanding of art elements and principles.

- 1.1a mix secondary and tertiary colors, tints and shades of colors.
- 1.1b understand the difference between dominance and subordination in artwork.
- 1.1c know and name the elements of design.

1.2 demonstrate increasing understanding in selection and use of form, media, techniques and processes in the creation of artworks.

- 1.2a use a variety of hand building techniques in clay work
- 1.2b produce two color relief prints.
- 1.2c understand calligraphy and advertising graphics as art forms.
- 1.2d have experience with classical proportions in figure drawing.

1.2e understand and use computers or other technologies to create artwork.

1.3 develop art vocabulary.

1.3a know and use appropriate vocabulary during the creation of artwork, discussion and critiques.

1.4 use art tools and materials safely.

1.4a use materials appropriately.
follow all safety precautions.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part B: PERFORMING - selecting, analyzing, interpreting, rehearsing, evaluating, refining, and presenting diverse art works through performance.

Explanation for the visual arts:

3. Choosing and evaluating a range of subject matter, symbols, and ideas, students

- a. explore and understand prospective content for works of art
- b. select and use subject matter symbols, and ideas to communicate meaning

4. Understanding the visual arts in relation to history and cultures, students

- a. know that the visual arts have both a history and specific relationships to various cultures
- b. identify specific works of art a belonging to particular cultures, times, and places
- c. demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

1.1 become more sensitive to the problem solving aspects of creating artworks.

The student will be able to:

1.1a identify the focal point in the artwork of other students, master artists and their own personal artwork.

- 1.1b experiment to achieve more satisfying results in their artwork.
- 1.1c use diverse sources including multicultural artwork as inspiration for personal work.

- 1.2 recognize the differences between artworks of various historical styles.
 - 1.2a discuss artworks utilizing acquired art vocabulary and knowledge of techniques.

- 1.3 use multicultural art forms to create original compositions.
 - 1.3a create artworks that reflect Asian, Native American, and Early American art traditions.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part C: RESPONDING - selecting, analyzing, interpreting, and evaluating art works and performances based on critical perception.

Explanation for the visual arts:

5. Reflecting upon and assessing the characteristics and merits of their work and the work of others, students:

- a. understand there are various purposes for creating works of visual art
- b. describe how people’s experiences influence the development of specific artworks
- c. understand there are different responses to specific artworks

6. Making connections between visual arts and other disciplines, students will:

- a. understand and use similarities and differences between characteristics of the visual arts and other art disciplines
- b. identify connections between the visual arts and other disciplines in the curriculum

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

The student will be able to:

- 1.1 relate concepts learned in art to other subjects and to societal development.
 - 1.1a discuss photography as an art form and as a manipulative device in advertising and promotion.
 - 1.1b discuss how illustration is used to enhance literature.

1.1c discuss how art is an important element of religion and cultural celebration worldwide.

1.2 understand that developments in technology have impacted and changed art production.

1.2a discuss how technology has affected the production and reproduction of artwork.

1.2b create computer generated artwork.

1.3 utilize art skills in other areas of their school life.

1.3a volunteer to create scenery, costumes, posters and props for school plays and programs.

1.3b illustrate papers and articles to enhance classroom research.

GOAL #2: The student will be able to master at least one art form sufficiently to: (a) continue lifelong appreciation and involvement in creation or performance of that art form and/or (b) pursue further study in preparation for a career.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

2.1 develop an appreciation for various visual artists and art forms.

2.1a identify and discuss at least three major styles.

2.1b express an interest in visiting galleries and museums.

2.1c use the influence of other artists as motivation for personal artwork.

The student will be able to:

2.2 appreciate a variety of art forms.

2.2a recognize and discuss the art forms of music, dance, plays and stories.

2.2b recognize the arts as a vehicle of self-expression.

GOAL #3: The student will be able to demonstrate understanding of the relationships among the arts and between the arts and other disciplines.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

3.1 develop an appreciation for various visual artists and art forms.

3.1a identify and discuss at least three major styles.

3.1b express an interest in visiting galleries and museums.

3.1c use the influence of other artists as motivation for personal artwork.

3.2 appreciate a variety of art forms.

3.2a recognize and discuss the art forms of music, dance, plays and stories.

3.2b recognize the arts as a vehicle of self-expression.

3.3 develop an understanding of how the visual arts relate to other subject areas.

3.3a create artwork that involves academic and/or special subjects.

GOAL #4: The student will be able to seek arts experiences and participate in the artistic life of the school and community.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

4.1 participate in school and community based arts activities.

The student will be able to:

4.1a contribute work for school and district art shows.

4.1b work on art related activities for theater and musical events.



Visual Arts

Student Outcomes
and Assessments
Grades 5-8

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part A: CREATING - imagining, planning, making, evaluating, refining, presenting and exhibiting art works that express their own creative concepts, ideas and feelings.

Explanation for the visual arts:

1. Understanding and applying media, techniques, and processes, students:

- a. select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
- b. intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.

2. Using knowledge of structures and functions, students:

- a. generalize about the effects of visual structures and functions and reflect upon these effects in their own work.
- b. employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.
- c. select and use the qualities of structures and functions of art to improve communication of their ideas.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

The student will be able to:

1.1 use the elements and principles of design in a deliberate manner in the creation of artwork.

- 1.1a apply the elements and principles of design to both 2-d and 3-d artwork.
- 1.1b recognize that the concept of form in 3-d work relates to shape in 2-d work.
- 1.1c use color intentionally in artwork.

1.2 demonstrate increasing skill and craftsmanship in the execution of 3-d artwork.

- 1.2a use a variety of materials to create puppets and masks.
- 1.2b distinguish between relief sculpture and sculpture in the round.

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|-----|--|------|--|
| 1.3 | experience increasingly complex drawing and painting problems. | 1.3a | use linear perspective and depth in artwork. |
| | | 1.3b | use size and value changes to create depth. |
| | | 1.3c | create optical illusions in artwork. |
| | | 1.3d | create artwork using computers and other technologies. |

- | | | | |
|-----|---------------------------------|------|--------------------------------|
| 1.4 | use tools and equipment safely. | 1.4a | use materials appropriately. |
| | | 1.4b | follow all safety precautions. |

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part B: PERFORMING - selecting, analyzing, interpreting, rehearsing, evaluating, refining, and presenting diverse art works through performance.

Explanation for the visual arts:

3. Choosing and evaluating a range of subject matter, symbols, and ideas, students

- a. integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks
- b. use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

4. Understanding the visual arts in relation to history and cultures, students

- a. know and compare the characteristics of artworks in various eras and cultures
- b. describe and place a variety of art objects in historical and cultural contexts
- c. analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

The student will be able to:

- | | | | |
|-----|--|------|--|
| 1.1 | identify historical and contemporary artworks of cultural and artistic significance. | 1.1a | compare and contrast artworks of different styles. |
|-----|--|------|--|

- 1.1b identify and discuss craftsmanship and good design in artwork.
- 1.1c identify the illusion of volume in 2-d work and discuss how it was created.
- 1.1d discuss subject matter and mood in artwork.

- 1.2 recognize the contributions of various immigrant cultures.
 - 1.2a analyze and interpret folk art from European, Asian, and African cultures.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part C: RESPONDING - selecting, analyzing, interpreting, and evaluating art works and performances based on critical perception.

Explanation for the visual arts:

5. Reflecting upon and assessing the characteristics and merits of their work and the work of others, students

- a. understand there are various purposes for creating works of visual art
- b. describe how people's experiences influence the development of specific artworks
- c. understand there are different responses to specific artworks

6. Making connections between visual arts and other disciplines, students will

- a. understand and use similarities and differences between characteristics of the visual arts and other arts disciplines
- b. identify connections between the visual arts and other disciplines in the curriculum

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

- 1.1 relate concepts learned in art to other subjects and to societal development.

The student will be able to:

- 1.1a discuss photography as an art form and as a manipulative device in advertising and promotion.
- 1.1b discuss how illustration is used to enhance literature.
- 1.1c discuss how art is an important element of religion and cultural celebration worldwide.

1.2	understand that developments in technology have impacted and changed art production.	1.2a	discuss how technology has affected the production and reproduction of artwork.
		1.2b	create computer generated artwork.

1.3	utilize art skills in other areas of school life.	1.3a	volunteer to create scenery, costumes, posters and props for school plays and programs.
		1.3b	illustrate papers and articles to enhance classroom research.

GOAL #2: The student will be able to master at least one art form sufficiently to: (a) continue lifelong appreciation and involvement in creation or performance of that art form and/or (b) pursue further study in preparation for a career.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

The student will be able to:

2.1	develop an appreciation for various visual artists and art forms.	2.1a	identify and discuss at least three major styles.
		2.1b	express an interest in visiting galleries and museums.
		2.1c	use the influence of other artists as motivation for personal artwork.

2.2	appreciate a variety of art forms.	2.2a	recognize and discuss the art forms of music, dance, plays and stories.
		2.2b	recognize the arts as a vehicle of self-expression.

GOAL #3: The student will be able to demonstrate understanding of the relationships among the arts and between the arts and other disciplines.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
3.1	develop an appreciation for various visual artists and art forms.	3.1a	identify and discuss at least three major styles.
		3.1b	express an interest in visiting galleries and museums.
		3.1c	use the influence of other artists as motivation for personal artwork.
3.2	appreciate a variety of art forms.	3.2a	recognize and discuss the art forms of music, dance, plays and stories.
		3.2b	recognize the arts as a vehicle of self-expression.
3.3	develop an understanding of how the visual arts relate to other subject areas.	3.3a	create artwork that involves academic and/or special area subjects.

GOAL #4: The student will be able to seek arts experiences and participate in the artistic life of the school and community.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
4.1	participate in school and community based arts activities.	4.1a	contribute work for school and district art shows.
		4.1b	work on art related activities for theater and musical events.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part A: CREATING - imagining, planning, making, evaluating, refining, presenting and exhibiting art works that express their own creative concepts, ideas and feelings.

Explanation for the visual arts:

1. Understanding and applying media, techniques, and processes, students:

- a. select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
- b. intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.

2. Using knowledge of structures and functions, students:

- a. generalize about the effects of visual structures and functions and reflect upon these effects in their own work.
- b. employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.
- c. select and use the qualities of structures and functions of art to improve communication of their ideas.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

The student will be able to:

1.1 analyze and apply knowledge of the elements and principles of design to their own work and the work of others.

1.1a use the elements of line, shape, space, value, texture, and color in the creation of artwork.

1.1b use balance, harmony, variety, movement, proportion and unity to create design.

1.2 develop a knowledge of color theory.

1.2a know and use primary, secondary, and intermediate colors.
be able to mix secondary and tertiary colors.

1.3 use appropriate techniques for various media.

1.3a demonstrate basic painting techniques.

1.3b demonstrate basic construction techniques.

		1.3c	use the computer or related technology to create artwork.
1.4	use appropriate vocabulary dependent upon the subject of discussion (composition, techniques, media, skills, tools, etc.)	1.4a	know and use appropriate vocabulary during the creation of art work, discussions and critiques.
1.5	develop a visual vocabulary that includes expressive work.	1.5a	create works that use abstraction and emotion.
1.6	use tools and equipment safely.	1.6a	select appropriate tools and equipment.
		1.6b	follow all safety precautions.
1.7	use technology in production process when applicable or desired.	1.7a	use technology to create artwork.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part B: **PERFORMING** - selecting, analyzing, interpreting, rehearsing, evaluating, refining, and presenting diverse art works through performance.

Explanation for the visual arts:

3. Choosing and evaluating a range of subject matter, symbols, and ideas, students

- a. integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks
- b. use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

4. Understanding the visual arts in relation to history and cultures, students

- a. know and compare the characteristics of artworks in various eras and cultures
- b. describe and place a variety of art objects in historical and cultural contexts
- c. analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
1.1	use multi-cultural art forms to create original compositions.	1.1a	create artwork that reflects the stylization of form and content of prehistoric, Egyptian, medieval, Japanese, and African art.
1.2	recognize the distinct characteristics of different art historical styles.	1.2a	analyze the differences and similarities between prehistoric, Egyptian, medieval, and Japanese art forms.
1.3	recognize the relationship between various art historical styles or periods and contemporary art forms.	1.3a	compare and contrast the influence of African art on Picasso's and other modern artists' work.
		1.3b	compare and contrast the influence of Japanese woodcuts on Impressionist and post-Impressionist work.
		1.3c	discuss artwork that utilizes computers, videos, digital cameras or other forms of technology.

1.4	understand the use of exaggeration, abstraction and emotion in works of art, both contemporary and cultural.	1.4a	create personal work that communicates emotion through the use of exaggeration, abstraction and color.
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1.5	use current technology.	1.5a	use technology to research and expand their knowledge of art.
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GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part C: RESPONDING - selecting, analyzing, interpreting, and evaluating art works and performances based on critical perception.

Explanation for the visual arts:

5. Reflecting upon and assessing the characteristics and merits of their work and the work of others, students

- a. compare multiple purposes for creating works of art
- b. analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry
- c. describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures

6. Making connections between visual arts and other disciplines, students

- a. compare characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context
- b. describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

Learner Outcomes

Sample Indicators / Assessments of Learning

1.1	<i>The student will:</i> understand creative thought processes used in problem solving.	1.1a	<i>The student will be able to:</i> discuss visual problems and solutions using appropriate terminology.
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1.2	understand the cultural and historical development of art, technology and the importance of both in daily life.	1.2a	discuss how technology has affected the production and reproduction of art.
1.3	understand the relationship between an artist and his/her culture.	1.3a	discuss how government, religion, and other societal values and structures affect the form and content of an artist's work.
1.4	understand how various artists visualize the same concepts differently.	1.4a	compare artwork in terms of theme and style.

GOAL #2: The student will be able to master at least one art form sufficiently to: (a) continue lifelong appreciation and involvement in creation or performance of that art form and/or (b) pursue further study in preparation for a career.

Learner Outcomes

Sample Indicators / Assessments of Learning

	<i>The student will:</i>		<i>The student will be able to:</i>
2.1	develop an appreciation for various visual artists and art forms.	2.1a	use the influence of other artists as motivation for personal work.
		2.1b	become acquainted with a variety of visual materials, including art slides, posters, videos, photos, and media center resources.
		2.1c	visit local galleries and/or museums for enrichment.

GOAL #3: The student will be able to demonstrate understanding of the relationships among the arts and between the arts and other disciplines.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

The student will be able to:

3.1 develop an appreciation of the organization and discipline required to produce a visual arts exhibit, a dance or musical performance and/or theatrical performance.

3.1a choose to be involved in the organization, hanging and the reception for a visual arts exhibit.

3.1b choose to be involved in extracurricular performances or other related arts activities.

3.2 develop an understanding of how the visual arts relate to other subject areas.

3.2a create artwork that involves academic and/or special area subjects.

GOAL #4: The student will be able to seek arts experiences and participate in the artistic life of the school and community.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

The student will be able to:

4.1 gain positive experience in serving the art community of Brown School.

4.1a contribute work for school and district art shows.

4.1b work on art related activities for theater and musical events.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part A: CREATING - imagining, planning, making, evaluating, refining, presenting and exhibiting art works that express their own creative concepts, ideas and feelings.

Explanation for the visual arts:

1. Understanding and applying media, techniques, and processes, students:

- a. select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
- b. intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.

2. Using knowledge of structures and functions, students:

- a. generalize about the effects of visual structures and functions and reflect upon these effects in their own work.
- b. employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.
- c. select and use the qualities of structures and functions of art to improve communication of their ideas.

Learner Outcomes

The student will:

Sample Indicators / Assessments of Learning

The student will be able to:

1.1	analyze and apply knowledge of the elements and principles of design to their own work and the work of others.	1.1a	use and understand the function of the elements and principles of design in the creation of two-dimensional and three-dimensional artwork.
		1.1b	use balance, harmony, variety, movement, proportion and unity to create design.
1.2	apply color theory to various works of art.	1.2a	create value changes in a work of art
		1.2b	use triadic, complementary, and/or analogous color themes in artworks.
1.3	use appropriate techniques for various media.	1.3a	demonstrate introductory drawing and 2-D design techniques in a variety of media.
		1.3b	demonstrate painting techniques using various media.

1.4	use visual arts media, techniques, processes, and compositional structure to effectively communicate ideas.	1.4a	create and evaluate drawings, paintings and/or designs that communicate ideas clearly and effectively.
		1.4b	use drawing as a form of expression.
		1.4c	use painting as a form of expression.
		1.4d	use two-dimensional design as a form of expression.
1.5	develop an understanding of the art of various cultures.	1.5a	use the visual vocabulary based upon the art of various cultures to create personal artwork.
1.6	use appropriate vocabulary dependent upon the subject of discussion (composition, techniques, media, skills, tools, etc.)	1.6a	know and use appropriate vocabulary during the creation of art work, discussions and critiques.
1.7	develop a visual vocabulary that includes naturalistic and expressive work.	1.7a	create works that use naturalism, abstraction and emotion.
1.8	develop skill in craftsmanship.	1.8a	produce artwork that demonstrates quality in craftsmanship.
1.9	use tools and equipment safely.	1.9a	select appropriate tools and equipment.
		1.9b	follow all safety precautions.
1.10	use technology in production process when applicable or desired.	1.10a	use technology to create artwork.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part B: **PERFORMING** - selecting, analyzing, interpreting, rehearsing, evaluating, refining, and presenting diverse art works through performance.

Explanation for the visual arts:

3. Choosing and evaluating a range of subject matter, symbols, and ideas, students

- a. integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks
- b. use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

4. Understanding the visual arts in relation to history and cultures, students

- a. know and compare the characteristics of artworks in various eras and cultures
- b. describe and place a variety of art objects in historical and cultural contexts
- c. analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
1.1	develop an appreciation for various drawing and painting styles.	1.1a	create drawings based on various artists' styles.
		1.1b	develop paintings and/or designs based upon various art styles, movements and/or artists.
1.2	identify characteristics of impressionism, surrealism, op art, post-impressionism, and fauvism.	1.2a	create works of art based on impressionism, surrealism, pop art and op art.
		1.2b	compare and contrast impressionism, surrealism, pop art and op art.
1.3	identify and explain the cultural meanings of forms and functions in the art of the African American culture.	1.3a	create artwork reflecting knowledge of cultural meanings of forms and functions of the art of African Americans.

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| 1.4 | develop an understanding of contemporary and technological art forms. | 1.4a | discuss the incorporation of technology into contemporary and cultural forms of art. |
| | | 1.4b | analyze and evaluate the changing role of the artist due to technology. |
| | | 1.4c | create artwork that utilizes computers, videos, digital cameras or other forms of current technology. |

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| 1.5 | understand the emotional power of artwork. | 1.5a | express ideas and emotions in works of art. |
| | | 1.5b | analyze and interpret the creation of emotion in works of art. |

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part C: RESPONDING - selecting, analyzing, interpreting, and evaluating art works and performances based on critical perception.

Explanation for the visual arts:

5. Reflecting upon and assessing the characteristics and merits of their work and the work of others, students

- a. compare multiple purposes for creating works of art
- b. analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry
- c. describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures

6. Making connections between visual arts and other disciplines, students

- a. compare characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context
- b. describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will:</i></p> <p>1.1 understand creative thought processes used in problem solving.</p>	<p><i>The student will be able to:</i></p> <p>1.1a discuss visual problems and their solutions using appropriate terminology.</p>

1.2	understand the cultural and historical development of art, technology and the importance of both in daily life.	1.2a	discuss how technology has affected the production and reproduction of art.
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1.3	understand the relationship between an artist and his culture.	1.3a	discuss how government, religion, and other societal values and structures affect the form and content of an artist's work.
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1.4	understand how various artists visualize the same concepts differently.	1.4a	compare artwork in terms of theme and style.
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1.5	define and discuss various art forms and styles.	1.5a	compare and contrast African American art styles.
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1.6	understand the basis for impressionism, expressionism, surrealism, folk art, pop and op art.	1.6a	discuss how society and invention influenced impressionism, expressionism, surrealism, folk art, pop and op art.
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1.7	use current technology.	1.7a	use technology to research and expand their knowledge of art.
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GOAL #2: The student will be able to master at least one art form sufficiently to: (a) continue lifelong appreciation and involvement in creation or performance of that art form and/or (b) pursue further study in preparation for a career.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
2.1	develop an appreciation for various visual artists and art forms.	2.1a	use the influence of other artists as motivation for personal work.
		2.1b	become acquainted with a variety of visual materials, including art slides, posters, videos, photos, and media center resources.
		2.1c	visit local galleries and/or museums for enrichment.

GOAL #3: The student will be able to demonstrate understanding of the relationships among the arts and between the arts and other disciplines.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
3.1	develop an appreciation of the organization and discipline required to produce a visual arts exhibit, a dance or musical performance and/or theatrical performance.	3.1a	choose to be involved in the organization, hanging and reception for a visual arts exhibit.
		3.1b	choose to be involved in extracurricular performances or other related arts activities.
3.2	develop an understanding of how the visual arts relate to other subject areas.	3.2a	create artwork that involves academic and/or special area subjects.

GOAL #4: The student will be able to seek arts experiences and participate in the artistic life of the school and community.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

- 4.1** gain positive experience in serving the art community of Brown School.

The student will be able to:

- 4.1a contribute work for display at the town library and for display during school sponsored art shows.
4.1b assist in the display of student artwork throughout the school.
4.1c attend art shows in the community.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part A: CREATING - imagining, planning, making, evaluating, refining, presenting and exhibiting art works that express their own creative concepts, ideas and feelings.

Explanation for the visual arts:

1. Understanding and applying media, techniques, and processes, students:

- a. select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
- b. intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.

2. Using knowledge of structures and functions, students:

- a. generalize about the effects of visual structures and functions and reflect upon these effects in their own work.
- b. employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.
- c. select and use the qualities of structures and functions of art to improve communication of their ideas.

Learner Outcomes

Sample Indicators / Assessments of Learning

<i>The student will:</i>		<i>The student will be able to:</i>	
1.1	analyze and apply knowledge of the elements and principles of design to their own work and the work of others.	1.1a	use and understand the function of the elements and principles of design in the creation of two-dimensional and three-dimensional artwork.
1.2	apply color theory to various works of art.	1.2a	use color and design as persuasion in a work of art.
1.3	use research, market, media, and response principles or advertising design.	1.3a	create advertising and/or packaging designs.
1.4	use the technical and visual vocabulary of architecture.	1.4a	create original architectural designs and/or models in a variety of three-dimensional media.

1.5	define additive and subtractive sculpture, bas relief (low, middle, high)	1.5a	creates additive or subtractive sculptures or bas reliefs that reflect personal interpretations and influences.
1.6	experiment with technology in the creation of images.	1.6a	produce relief of planographic images.
		1.6b	creates images using a computer, video, digital camera or other technology.
1.7	use appropriate techniques for various media.	1.7a	demonstrate graphic design techniques, printmaking techniques, 3-D design construction techniques in a variety of media.
1.8	use visual arts media, techniques, processes, and compositional structure to effectively communicate ideas, attitudes, and emotions.	1.8a	create and evaluate graphic designs, prints and/or 3-D designs that communicate ideas clearly and effectively.
1.9	develop an understanding of contemporary art movements.	1.9a	use the visual vocabulary based upon contemporary art movements to create personal artwork.
1.10	use appropriate vocabulary dependent upon the subject of discussion (composition, techniques, media, skills, tools, etc.)	1.10a	know and use appropriate vocabulary during the creation of art work, discussions and critiques.
1.11a	develop skill in craftsmanship.	1.11a	produce artwork that demonstrates quality in craftsmanship.

1.2a	understand the effect of technology on the artist's ability to conceive, create and implement an idea.	1.2a	recognize and use the computer, video, and/or camera as a tool and vehicle of expression.
		1.2b	recognize and use traditional technology to create prints, designs and other art forms.
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1.3	understand the connection between environmental art, design and architecture.	1.3a	define the difference between environmental art, design and architecture.
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1.4	understand the role of persuasion in commercial art.	1.4a	discuss the contribution of compositional concepts to persuasion in commercial art.
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1.5	identify various disciplines in art (architect, designer, painter, sculptor, illustrator, potter, etc.)	1.5a	compare and analyze the function of the artist in various disciplines.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part C: RESPONDING - selecting, analyzing, interpreting, and evaluating art works and performances based on critical perception.

Explanation for the visual arts:

5. Reflecting upon and assessing the characteristics and merits of their work and the work of others, students

- a. compare multiple purposes for creating works of art
- b. analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry
- c. describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures

6. Making connections between visual arts and other disciplines, students

- a. compare characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context
- b. describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

Learner Outcomes		Sample Indicators / Assessments of Learning	
	<i>The student will:</i>		<i>The student will be able to:</i>
1.1	understand creative thought processes used in problem solving.	1.1a	discuss visual problems and their solutions using appropriate terminology.
1.2	understand the cultural and historical development of art, technology and the importance of both in daily life.	1.2a	discuss how technology has affected the production and reproduction of art.
1.3	understand the relationship between artist and culture.	1.3a	discuss how government, religion, and other societal values and structures affect the form and content of an artist's work.
1.4	understand how various artists visualize the same concepts differently and how cultures may use similar art forms and styles.	1.4a	compare artwork in terms of theme, style and form.
1.5	define and discuss various artists, their forms and styles	1.5a	compare and contrast major artists, architects, designers and commercial artists.
1.6	understand the diversity of various disciplines in the crafts, fine and commercial arts.	1.6a	discuss the opportunities for artists within contemporary societies.
1.7	understand the aesthetics reflect and create the era, culture and environment of people.	1.7a	evaluate the effect of aesthetics on contemporary lifestyles and cultural environment.

1.8 use current technology.

1.8a use technology to research and expand their knowledge of art.

GOAL #2: The student will be able to master at least one art form sufficiently to: (a) continue lifelong appreciation and involvement in creation or performance of that art form and/or (b) pursue further study in preparation for a career.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
2.1	develop an appreciation for various visual artists and art forms.	2.1a	use the influence of other artists as motivation for personal work.
		2.1b	become acquainted with a variety of visual materials, including art slides, posters, videos, photos, and media center resources.
		2.1c	visit local galleries and/or museums for enrichment.

GOAL #3: The student will be able to demonstrate understanding of the relationships among the arts and between the arts and other disciplines.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
3.1	develop an appreciation of the organization and discipline required to produce a visual arts exhibit, a dance or musical performance and/or theatrical performance.	3.1a	choose to be involved in the organization, hanging and reception for a visual arts exhibit.
		3.1b	choose to be involved in extracurricular performances or other related arts activities.
3.2	develop an understanding of how the visual arts relate to other subject areas.	3.2a	create artwork that involves academic and/or special area subjects.

GOAL #4: The student will be able to seek arts experiences and participate in the artistic life of the school and community.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

- 4.1** gain positive experience in serving the art community of Brown School.

The student will be able to:

- 4.1a contribute work for display at the town library and for display during school sponsored art shows.
4.1b assist in the display of student artwork throughout the school.
4.1c attend art shows in the community.



Visual Arts

Student Outcomes and Assessments

Course Descriptions

Grades 9 - 12

2-D DESIGN

I. Description of course

Students are introduced to the visual elements of two-dimensional art, composition theory, color theory, various drawing and painting media and techniques, multicultural and art historical themes, and possible technological applications.

II. Purpose of course

To create a foundation of basic drawing and design skills.
To introduce basic principles and application of color theory.
To develop a knowledge of the basic vocabulary of visual language.

III. Goals

See following chart.

IV. Objectives

See following chart.

V. Materials cited

References:

Ocvirk, Bone, Stinson and Wigg. **Art Fundamentals, Theory and Practice, Second Edition.** Wm. C. Brown Company, Dubuque, Iowa, 1960,1962, 1968.

Edwards, Betty. **Drawing on the Right Side of the Brain.** J.P. Tarcher, Inc. Los Angeles, CA, 1979.

Albers, Josef. **Interaction of Color.** Yale University Press, New Haven, CT, 1963.

Periodicals: *School Arts*
Art News
Art in America

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part A: CREATING - imagining, planning, making, evaluating, refining, presenting and exhibiting art works that express their own creative concepts, ideas and feelings.

Explanation for the visual arts:

1. Understanding and applying media, techniques, and processes, students:

- a. apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
- b. conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

2. Using knowledge of structures and functions, students.

- a. demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
- b. evaluate the effectiveness of artworks in terms of organizational structures and functions.
- c. create artworks that use organizational principles and functions to solve specific visual arts problems.

Learner Outcomes		Sample Indicators / Assessments of Learning	
1.1	The student will: demonstrate knowledge of differences between two-dimensional implied form and flat shapes.	1.1a	The student will be able to: demonstrate their knowledge of the difference between flat and implied spatial relationships.
1.2	learn the rules of color theory.	1.2a	create artwork using color theory.
1.3	learn the rules of perspective and portraiture.	1.3a	demonstrates knowledge of drawing techniques and their appropriate applications.
1.4	learn the techniques of gesture, contour, light and shade.	1.4a	demonstrates knowledge of drawing techniques and their appropriate applications.

1.5	demonstrate skill in rendering tonal qualities.	1.5a	demonstrates knowledge of drawing techniques and their appropriate applications.
1.6	respond to movement , contrast, emphasis of design composition.	1.6a	demonstrates knowledge of drawing techniques and their appropriate applications.
1.7	understand drawing materials, their potentials and limitations.	1.7a	select appropriate drawing materials.
1.8	use tools and equipment safely.	1.8a 1.8b	select appropriate tools and equipment. follow all safety precautions.
1.9	demonstrate environmental concern when choosing and using materials.	1.9a	exercise safe work habits.
1.10	learn basic elements and principles of composition.	1.10a	orchestrates knowledge of compositional structure through creating and analyzing artworks.
1.11	use technology in the production process when applicable or desired.	1.11a	use current technology to create artwork.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part B: **PERFORMING** - selecting, analyzing, interpreting, rehearsing, evaluating, refining, and presenting diverse art works through performance.

Explanation for the visual arts:

3. Choosing and evaluating a range of subject matter, symbols, and ideas, students

a. reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

b. apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

4. Understanding the visual arts in relation to history and cultures, students

a. differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.

b. describe the function and explore the meaning of specific art objects within varied cultures, times, and places.

c. analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Learner Outcomes		Sample Indicators / Assessments of Learning	
1.1	<i>The student will:</i> understand the impact of color theory for application.	1.1a	<i>The student will be able to:</i> analyze, discuss, and understand the means through which the viewer's perception is orchestrated.
1.2	understand various drawing techniques for specific application.	1.2a	analyze, discuss, and understand the means through which the viewer's perception is orchestrated.
1.3	become familiar with the tradition of using drawing as a descriptive tool for planning designs in other media.	1.3a	analyze, discuss, and understand the means through which the viewer's perception is orchestrated.

1.4	become familiar with the work and names of masters of diverse drawing and painting styles.	1.4a	create artwork and / or written or oral evaluations that reflect knowledge of diverse drawing and painting styles.
1.5	become familiar with similarities and differences of drawings of different periods, styles, and cultures.	1.5a	create artwork and / or written or oral evaluations that reflect knowledge of diverse drawing and painting styles.
1.6	understand how art can impact and / or reflect cultural values.	1.6a	create artwork and / or written or oral evaluations that reflect knowledge of diverse drawing and painting styles.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part C: RESPONDING - selecting, analyzing, interpreting, and evaluating art works and performances based on critical perception.

Explanation for the visual arts:

5. Reflecting upon and assessing the characteristics and merits of their work and the work of others, students

- a. identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
- b. describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
- c. reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

6. Making connections between visual arts and other disciplines, students

- a. compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
- b. compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Learner Outcomes

Sample Indicators / Assessments of Learning

	<i>The student will:</i>		<i>The student will be able to:</i>
1.1	explore the differences and similarities between artists as creators and production technicians.	1.1a	participate in class critiques and discussions of their artwork and the work of others.

1.2	examine the relationship between craftsmanship and innovation.	1.2a	make decisions as to whether the cognitive, innovative, or skill application and/or craftsmanship reflects the emphatic quality of the work.
1.3	recognize that art provides views of the world that are similar or different from their own culture.	1.3a	compare art forms of various cultures.
1.4	discuss the differences of the role of drawing in fine arts, architecture, multimedia applications (graphic design, illustration, video, animation and photography) industrial design, product design, sculpture, environmental design and art	1.4a	write or make oral comparisons of art materials, technologies, media and processes with those of other disciplines.
1.5	use current technology.	1.5a	use technology to research or expand their knowledge of art.

GOAL #2: The student will be able to master at least one art form sufficiently to: (a) continue lifelong appreciation and involvement in creation or performance of that art form and/or (b) pursue further study in preparation for a career.

Learner Outcomes

Sample Indicators / Assessments of Learning

	<i>The student will:</i>		<i>The student will be able to:</i>
2.1	be familiar with the visual language and appropriate skill applications of various drawing techniques, compositional structure, and color theory.	2.1a	create final assignments which reflect synthesis of these objectives to produce innovative artwork.

- 2.2 be aware that the skills developed in 2-D Design are a necessary foundation to further prepare for career objectives. 2.2a recognize the role of drawing and design in relationship to various art fields.

GOAL #3: The student will be able to demonstrate understanding of the relationships among the arts and between the arts and other disciplines.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
3.1	explore differences and similarities between draftsmen and artists.	3.1a	recognize and demonstrate the difference between mechanical drawing and expressive drawing.
3.2	explore historical influence of style and culture on drawing.	3.2a	recognize and compare western art of other cultures, through demonstration or discussion.
3.3	explore the interdisciplinary nature of art as it relates to other fields.	3.3a	recognize how art is an integral part of a variety of disciplines.

GOAL #4: The student will be able to seek arts experiences and participate in the artistic life of the school and community.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
4.1	explore the role of galleries and exhibitions.	4.1a	understand the service provided by and the opportunities offered by galleries and exhibitions and the responsibilities of both the artist and the curator.

4.2 explore the role of the community in terms of the quality of artistic life and culture in their immediate and world environment.

4.2a provide opportunities for students to participate in local, state, and national exhibits.

4.2b provide opportunities for student involvement in arts issues.

DRAWING STUDIO

I. Description of course

Students will develop the fundamentals introduced in 2-D Design. Skills are reinforced with attention to creative ideas and the process of problem solving. Emphasis is on landscape, still life, portraiture, figure drawing and abstraction. Attention will be given to developing a personal style. Students will be acquainted with multicultural and art historical themes as well as current technological applications.

Prerequisite: 2-D Design

II. Purpose of course

To continue to develop drawing, painting and design skills.

To provide skill in the development of composition, color and creative problem solving.

To create understanding of various styles, techniques and their applications.

III. Goals

See following chart.

IV. Objectives

See following chart.

V. Materials cited

References:

Ocvirk, Bone, Stinson and Wigg. **Art Fundamentals, Theory and Practice, Second Edition.** Wm. C. Brown Company, Dubuque, Iowa, 1960,1962, 1968.

Edwards, Betty. **Drawing on the Right Side of the Brain.** J.P. Tarcher, Inc. Los Angeles, CA, 1979.

Albers, Josef. **Interaction of Color.** Yale University Press, New Haven, CT, 1963.

Nicolaides, Kimon. **The Natural Way to Draw.** Houghton Mifflin Company, Boston, 1941.

Periodicals: *School Arts*

Art News

Art in America

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part A: CREATING - imagining, planning, making, evaluating, refining, presenting and exhibiting art works that express their own creative concepts, ideas and feelings.

Explanation for the visual arts:

1. Understanding and applying media, techniques, and processes, students:

- a. apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
- b. conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

2. Using knowledge of structures and functions, students.

- a. demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
- b. evaluate the effectiveness of artworks in terms of organizational structures and functions.
- c. create artworks that use organizational principles and functions to solve specific visual arts problems.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
1.1	demonstrate knowledge of differences between two-dimensional implied form and flat shapes.	1.1a	choose appropriate portrayal of spatial relationships dependent upon viewpoint based on knowledge of perspective rules.
1.2	apply the rules of color theory.	1.2a	apply color theory to control visual / spatial relationships.
1.3	apply the rules of perspective and portraiture.	1.3a	select drawing techniques and appropriate applications for unique individual artworks.
1.4	apply the techniques of gesture, contour, light and shade.	1.4a	select drawing techniques and appropriate applications for unique individual artworks.

1.5	demonstrate skill in rendering tonal qualities.	1.5a	select drawing techniques and appropriate applications for unique individual artworks.
1.6	respond to movement , contrast, emphasis of design composition.	1.6a	select drawing techniques and appropriate applications for unique individual artworks.
1.7	understand drawing materials, their potentials and limitations.	1.7a	select and experiment with drawing materials to develop desired effects.
1.8	demonstrate how to use tools and equipment safely.	1.8a	select appropriate tools and equipment.
		1.8b	follow all safety precautions.
1.9	demonstrate environmental concern when choosing and using materials.	1.9a	exercise safe work habits.
1.10	apply basic elements and principles of composition.	1.10a	orchestrates knowledge of compositional structure through creating and analyzing artworks.
1.11	use technology in the production process when applicable or desired.	1.11a	use current technology to create artwork.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part B: **PERFORMING** - selecting, analyzing, interpreting, rehearsing, evaluating, refining, and presenting diverse art works through performance.

Explanation for the visual arts:

3. Choosing and evaluating a range of subject matter, symbols, and ideas, students

- a. reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
- b. apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

4. Understanding the visual arts in relation to history and cultures, students

- a. differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
- b. describe the function and explore the meaning of specific art objects within varied cultures, times, and places.
- c. analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Learner Outcomes		Sample Indicators / Assessments of Learning	
1.1	<i>The student will:</i> understand / select the impact of color theory for application.	1.1a	<i>The student will be able to:</i> analyze, discuss, and apply means through which the viewer's perception is orchestrated.
1.2	understand / select various drawing techniques for specific application.	1.2a	analyze, discuss, and apply means through which the viewer's perception is orchestrated.
1.3	use drawing as a descriptive tool for planning designs in other media.	1.3a	create artwork and / or written or oral evaluations that reflect knowledge of diverse drawing and painting styles.
1.4	know the work and names of masters of diverse drawing and painting styles.	1.4a	create artwork and / or written or oral evaluations that reflect knowledge of diverse drawing and painting styles.

1.5	identify similarities and differences of drawings of different periods, styles, and cultures.	1.5a	create artwork and / or written or oral evaluations that reflect knowledge of diverse drawing and painting styles.
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1.6	analyze and compare how art can impact and / or reflect cultural values.	1.5a	create artwork and / or written or oral evaluations that reflect knowledge of diverse drawing and painting styles.
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GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part C: RESPONDING - selecting, analyzing, interpreting, and evaluating art works and performances based on critical perception.
Explanation for the visual arts:

5. Reflecting upon and assessing the characteristics and merits of their work and the work of others, students

- a. identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
- b. describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
- c. reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

6. Making connections between visual arts and other disciplines, students

- a. compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
- b. compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Learner Outcomes

Sample Indicators / Assessments of Learning

1.1	<i>The student will:</i> explore the differences and similarities between artists as creators and production technicians.	1.1a	<i>The student will be able to:</i> participate in class critiques and discussions of their artwork and the work of others.
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1.2	examine the relationship between craftsmanship and innovation.	1.2a	make decisions as to whether the cognitive, innovative, or skill application and/or craftsmanship reflects the emphatic quality of the work.
1.3	recognize that art provides views of the world that are similar or different from their own culture.	1.3a	compare art forms of various cultures.
1.4	discuss the differences of the role of drawing in fine arts, architecture, multimedia applications (graphic design, illustration, video, animation and photography) industrial design, product design, sculpture, environmental design and art	1.4a	write or make oral comparisons of art materials, technologies, media and processes with those of other disciplines.
1.5	use current technology.	1.5a	use technology to research and expand their knowledge of art.

GOAL #2: The student will be able to master at least one art form sufficiently to: (a) continue lifelong appreciation and involvement in creation or performance of that art form and/or (b) pursue further study in preparation for a career.

Learner Outcomes		Sample Indicators / Assessments of Learning	
	<i>The student will:</i>		<i>The student will be able to:</i>
2.1	apply the visual language and appropriate skill applications of various drawing techniques, compositional structure, and color theory.	2.1a	create final assignments that will reflect synthesis of these objectives to produce innovative artwork.
2.2	further prepare for career objectives by applying skills developed in Drawing Studio.	2.2a	begin to direct their drawing and design skills to various art fields.

GOAL #3: The student will be able to demonstrate understanding of the relationships among the arts and between the arts and other disciplines.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
3.1	discuss the differences and similarities between draftsmen and artists.	3.1a	select mechanical drawing and / or expressive drawing that best expresses their own ideas.
3.2	discuss the historical influence of style and culture on drawing.	3.2a	use and analyze western art of other cultures, through demonstration or discussion.
3.3	discuss the interdisciplinary nature of art as it relates to other fields	3.3a	recognize and use other disciplines as an integral part of their art production as needed

GOAL #4: The student will be able to seek arts experiences and participate in the artistic life of the school and community.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
4.1	explore the role of galleries and exhibitions.	4.1a	understand the service provided by and the opportunities offered by galleries and exhibitions and the responsibilities of both the artist and the curator.
4.2	explore the role of the community in terms of the quality of artistic life and culture in their immediate and world environment.	4.2a	provide opportunities for students to participate in local, state, and national exhibits.
		4.2b	provide opportunities for student involvement in arts issues.

DRAWING PAINTING STUDIO

I. Description of course

Emphasis in this course is on composition with advanced drawing skills applied in painting techniques. Students will experiment with theme development and the application of style, skill and technique to the communication of visual ideas. Areas of study may include figure drawing, portraiture, landscape, and illustration. Students will be acquainted with multicultural and art historical themes as well as current technological applications.

Prerequisite: 2-D Design, Drawing Studio

II. Purpose of course

To use drawing, painting and design skills to communicate a theme.

To experiment with composition, color and creative problem solving.

To create understanding of various styles, techniques and their application to the development of theme.

III. Goals

See following chart.

IV. Objectives

See following chart.

V. Materials cited

References:

Janson, H.W. **History of Art.** Harry N. Abrams, Inc., NY.

Arnason, H.H. **History of Modern Art.** Harry N. Abrams, Inc., NY.

Ocvirk, Bone, Stinson and Wigg. **Art Fundamentals, Theory and Practice, Second Edition.** Wm. C. Brown Company, Dubuque, Iowa, 1960,1962, 1968.

Edwards, Betty. **Drawing on the Right Side of the Brain.** J.P. Tarcher, Inc. Los Angeles, CA, 1979.

Albers, Josef. **Interaction of Color.** Yale University Press, New Haven, CT, 1963.

Nicolaides, Kimon. **The Natural Way to Draw.** Houghton Mifflin Company, Boston, 1941.

Periodicals: *School Arts, Art News, Art in America*

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part A: ADVANCED CREATING - imagining, planning, making, evaluating, refining, presenting and exhibiting art works that express their own creative concepts, ideas and feelings.

Explanation for the visual arts:

1. Understanding and applying media, techniques, and processes, students:

- c. communicate ideas regularly at a high level of effectiveness in at least one visual arts medium
- d. initiate, define, and solve challenging visual art problems independently using intellectual skills such as analysis, synthesis, and evaluation

2. Using knowledge of structures and functions, students:

- d. demonstrate the ability to compare two or more perspectives about the use of organizational principles and functions in artwork and to defend personal evaluations of these perspectives.
- e. create multiple solutions to specific visual arts problems that demonstrate competence in producing effective relationships between structural choices and artistic functions.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
1.1	acquire skill in drawing with paint and other media.	1.1a	develop representational drawings (thumbnail sketches, gesture drawings, contour drawings, value renderings).
		1.1b	use the discipline of linear and aerial perspective.
		1.1c	create an underpainting for one or more of their works of art.
		1.1d	render the underpainting with color while maintaining its values.
1.2	orchestrate the elements in compositional structure.	1.2a	assess the method, movement, elements and principles of design and the viewpoint in relation to the format.
1.3	assimilate structures of other styles into their own work.	1.3a	demonstrate the process for one of the following: abstract expressionism, minimal, structuralist, pop, super realism, surrealism, classical, cartooning.

1.4	use technology in the production process when applicable or desired.	1.4a	use current technology to create artwork.
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1.5	use tools and equipment safely.	1.5a	select appropriate tools and equipment.
		1.5b	follow all safety precautions.

1.6	demonstrate environmental concern when choosing and using materials.	1.6a	exercise safe work habits.
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GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part B: ADVANCED PERFORMING - selecting, analyzing, interpreting, rehearsing, evaluating, refining, and presenting diverse art works through performance.

Explanation for the visual arts:

3. Choosing and evaluating a range of subject matter, symbols, and ideas, students

c. describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others

d. evaluate and defend the validity of sources for content and the manner in which the subject matter, symbols, and images are used in the students' works and in significant works by others

4. Understanding the visual arts in relation to history and cultures, students

d. analyze and interpret artworks for relationships among form, context, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists

e. analyze common characteristics of visual arts evident across time and among cultural / ethnic groups to formulate analyzes, evaluations, and interpretations of meaning

Learner Outcomes		Sample Indicators / Assessments of Learning	
	<i>The student will:</i>		<i>The student will be able to:</i>
1.1	understand basic modern movements in contrast to traditional or classical ones.	1.1a	analyze and discuss modern movements vs. classical or traditional ones.

1.2	recognize that different styles of painting require specific technical skills.	1.2a	apply the appropriate techniques in order to emulate a desired style.
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1.3	choose style and techniques for personal expression	1.3a	assess how personal use of compositional structure and techniques support their own unique style.
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GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part C: ADVANCED RESPONDING - selecting, analyzing, interpreting, and evaluating art works and performances based on critical perception.

Explanation for the visual arts:

5. Reflecting upon and assessing the characteristics and merits of their work and the work of others, students
 d. correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions

6. Making connections between visual arts and other disciplines, students
 c. synthesize the creative and analytical principles and techniques of the visual arts and selected other arts disciplines, the humanities, the sciences

Learner Outcomes

Sample Indicators / Assessments of Learning

1.1	<i>The student will:</i> explore through production or critique the differences between modern, classical, traditional styles and their own unique forms of expression.	1.1a	<i>The student will be able to:</i> participate in class critiques and discussions of their artwork and the work of others.
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1.2	examine the relationship between craftsmanship and innovation.	1.2a	make decisions as to whether the cognitive, innovative, or skill application and/or craftsmanship reflects the emphatic quality of the work
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1.3	recognize that art provides views of the world that are similar or different from their own culture.	1.3a	compare art forms of various cultures.
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1.4	discuss the differences of the role of drawing and painting in fine arts, architecture, multimedia applications (graphic design, illustration, video, animation and photography) industrial design, product design, sculpture, environmental design and art	1.4a	write or make oral comparisons of art materials, technologies, media and processes with those of other disciplines.
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1.5	use current technology.	1.5a	use technology to research and expand their knowledge of art.
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GOAL #2: The student will be able to master at least one art form sufficiently to: (a) continue lifelong appreciation and involvement in creation or performance of that art form and/or (b) pursue further study in preparation for a career.

Learner Outcomes

Sample Indicators / Assessments of Learning

2.1	<i>The student will:</i> apply the visual language and appropriate skill applications of various drawing and painting processes, compositional structure, and color theory.	2.1a	<i>The student will be able to:</i> create final assignments that will reflect synthesis of these objectives to produce innovative artwork.
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2.2	further prepare for career objectives by applying skills developed in Drawing/Painting Studio	2.2a	begin to direct their drawing with paint and design skills to various art fields.
		2.2b	visit local art galleries and/or museums for enrichment.

GOAL #3: The student will be able to demonstrate understanding of the relationships among the arts and between the arts and other disciplines.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
3.1	discuss the differences and similarities between draftsmen and artists.	3.1a	distinguish between technical and innovative applications.
3.2	discuss the historical influence of style and culture on drawing and painting.	3.2a	use and analyze western art of other cultures, through demonstration or discussion.
3.3	discuss the interdisciplinary nature of art as it relates to other fields	3.3a	create artwork that involves other disciplines as an integral part of art production.

GOAL #4: The student will be able to seek arts experiences and participate in the artistic life of the school and community.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
4.1	explore the role of galleries and exhibitions.	4.1a	understand the service provided by and the opportunities offered by galleries and exhibitions and the responsibilities of both the artist and the curator.
4.2	explore the role of the community in terms of the quality of artistic life and culture in their immediate and world environment.	4.2a	provide opportunities for students to participate in local, state, and national exhibits.
		4.2b	provide opportunities for student involvement in arts issues.

PRINTMAKING

I. Description of course

The process of printmaking is offered to students as a beginning experience in reproducing graphic and fine art forms. Introduction to block printing, silkscreen and monotype with the opportunity to experiment with lithography and etching form the basis for this initial experience in understanding printmaking and graphic design. Students will be acquainted with multicultural and art historical themes as well as current technology applications.

Prerequisite: 2-D Design

II. Purpose of course

To create a knowledge of basic printmaking techniques and their applications.
To create a working knowledge of the basic principles of reproduction.
To develop a knowledge of the technical vocabulary of various printmaking processes.

III. Goals

See following chart.

IV. Objectives

See following chart.

V. Materials cited

References:

Ross, John and Romano, Clare. **The Complete Printmaker**. The Free Press, New York, 1972.

Antreasian, Garo and Adams, Clinton. **The Tamarind Book of Lithography: Art & Techniques**. Harry N. Abrams, Inc., New York, 1970.

Ocvirk, Bone, Stinson and Wigg. **Art Fundamentals, Theory and Practice, Second Edition**. Wm. C. Brown Company, Dubuque, Iowa, 1960,1962, 1968.

Albers, Josef. **Interaction of Color**. Yale University Press, New Haven, CT, 1963.

Periodicals: *School Arts*
Art News
Art in America

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part A: CREATING - imagining, planning, making, evaluating, refining, presenting and exhibiting art works that express their own creative concepts, ideas and feelings.

Explanation for the visual arts:

1. Understanding and applying media, techniques, and processes, students:

- a. apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
- b. conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

2. Using knowledge of structures and functions, students.

- a. demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
- b. evaluate the effectiveness of artworks in terms of organizational structures and functions.
- c. create artworks that use organizational principles and functions to solve specific visual arts problems.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
1.1	demonstrate skill in various printmaking techniques.	1.1a	experiment with relief, intaglio, planographic, computer and / or other processes.
1.2	apply basic drawing and compositional techniques to printed images.	1.2a	demonstrate knowledge of drawing and compositional methods and their appropriate application.
		1.2b	experiment with using color expressively and representationally.
1.3	apply the rules of color theory.	1.3a	demonstrate knowledge of drawing and compositional methods and their appropriate application.
		1.3b	experiment with using color expressively and representationally.

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| 1.4 | use tools and equipment safely. | 1.4a | select appropriate tools and equipment. |
| | | 1.4b | follow all safety precautions. |
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| 1.5 | demonstrate environmental concern when choosing and using materials. | 1.5a | exercise safe work habits. |
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| 1.6 | use technology in the production process when applicable and desired. | 1.6a | use current technology to create artwork. |
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GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part B: PERFORMING - selecting, analyzing, interpreting, rehearsing, evaluating, refining, and presenting diverse art works through performance.

Explanation for the visual arts:

3. Choosing and evaluating a range of subject matter, symbols, and ideas, students

- a. reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
- b. apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

4. Understanding the visual arts in relation to history and cultures, students

- a. differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
- b. describe the function and explore the meaning of specific art objects within varied cultures, times, and places.
- c. analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Learner Outcomes

Sample Indicators / Assessments of Learning

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| 1.1 | <i>The student will:</i>
understand / select the impact of color theory for application. | 1.1a | <i>The student will be able to:</i>
analyze, discuss, and apply means through which the viewer's perception is orchestrated. |
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1.2	understand / select various drawing techniques for specific printmaking application.	1.2a	analyze, discuss, and apply means through which the viewer's perception is orchestrated.
1.3	recognize different printmaking techniques and how different media can be integrated into prints.	1.3a	create artwork and / or written or oral evaluations that reflect knowledge of diverse printmaking processes, historical styles, and cultural values.
1.4	identify similarities and differences of prints of different periods, styles, and cultures.	1.4a	create artwork and / or written or oral evaluations that reflect knowledge of diverse printmaking processes, historical styles, and cultural values.
1.5	analyze and compare how art can impact and / or reflect cultural values.	1.5a	create artwork and / or written or oral evaluations that reflect knowledge of diverse printmaking processes, historical styles, and cultural values.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part C: RESPONDING - selecting, analyzing, interpreting, and evaluating art works and performances based on critical perception.

Explanation for the visual arts:

5. Reflecting upon and assessing the characteristics and merits of their work and the work of others, students

- identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
- describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
- reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

6. Making connections between visual arts and other disciplines, students

- compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

b. compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

The student will be able to:

1.1	explore the differences and similarities between artists as creators and production technicians.	1.1a	participate in class critiques and discussions of their artwork and the work of others.
1.2	examine the relationship between craftsmanship and innovation.	1.2a	make decisions as to whether the cognitive, innovative, or skill application and/or craftsmanship reflects the emphatic quality of the work.
1.3	recognize that art provides views of the world that are similar or different from their own culture.	1.3a	compare artforms of various cultures.
1.4	discuss the differences of the role of printmaking in fine arts, architecture, multimedia applications (graphic design, illustration, video, animation and photography) industrial design, product design, sculpture, environmental design and art.	1.4a	write or make oral comparisons of art materials, technologies, media and processes with those of other disciplines.
1.5	use current technology.	1.5a	use technology to research and expand their knowledge of art.

GOAL #2: The student will be able to master at least one art form sufficiently to: (a) continue lifelong appreciation and involvement in creation or performance of that art form and/or (b) pursue further study in preparation for a career.

Learner Outcomes**Sample Indicators / Assessments of Learning**

<i>The student will:</i>		<i>The student will be able to:</i>	
2.1	apply the visual language and appropriate skill applications of various printmaking processes, compositional structure, and color theory.	2.1a	create final assignments that will reflect synthesis of these objectives to produce innovative artwork.

2.2	further prepare for career objectives by applying skills developed in printmaking.	2.2a	begin to direct printmaking skills to various art fields.
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GOAL #3: The student will be able to demonstrate understanding of the relationships among the arts and between the arts and other disciplines.

Learner Outcomes**Sample Indicators / Assessments of Learning**

<i>The student will:</i>		<i>The student will be able to:</i>	
3.1	discuss the differences and similarities between technicians and artists.	3.1a	identify technical skill vs. innovative process.

3.2	discuss the historical influence of style and culture on drawing.	3.2a	use and analyze western art of other cultures, through demonstration or discussion.
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3.3	discuss the interdisciplinary nature of art as it relates to other fields	3.3a	recognize and use other disciplines as an integral part of their art production as needed
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GOAL #4: The student will be able to seek arts experiences and participate in the artistic life of the school and community.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

4.1 explore the role of galleries and exhibitions.

4.1a

The student will be able to:

understand the service provided by and the opportunities offered by galleries and exhibitions and the responsibilities of both the artist and the curator.

4.2 explore the role of the community in terms of the quality of artistic life and culture in their immediate and world environment.

4.2a

provide opportunities for students to participate in local, state, and national exhibits.

4.2b

provide opportunities for student involvement in arts issues.

3-D DESIGN

I. Description of course

This course involves the planning, design, and construction of a variety of three-dimensional objects. Students will assess the aesthetic qualities of form, and the surface treatment of objects in space as well as composition theory and color theory. There will be a variety of materials used such as: wood, plaster, cardboard, clay, and metal. Students will be acquainted with multicultural and art historical themes as well as current technological applications.

II. Purpose of course

To develop skill in thinking and designing three-dimensional objects.
To gain a sense of the various forms of three-dimensional art.
To acquire knowledge of basic media and techniques.
To understand the relationship between form and function.

III. Goals

See following chart.

IV. Objectives

See following chart.

V. Materials cited

Materials:

Kranz, Stewart and Fisher, Robert. **The Design Continuum, an Approach to Understanding Visual Forms.** Van Nostrand Reinhold Company, 1966.

Charleston, Robert, editor. **World Ceramics.** Chartwell Books, Inc., 1968.

Periodicals: *Ceramics Monthly*
School Arts
Art News
Art in America

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part A: CREATING - imagining, planning, making, evaluating, refining, presenting and exhibiting art works that express their own creative concepts, ideas and feelings.

Explanation for the visual arts:

1. Understanding and applying media, techniques, and processes, students:

- a. apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
- b. conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

2. Using knowledge of structures and functions, students.

- a. demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
- b. evaluate the effectiveness of artworks in terms of organizational structures and functions.
- c. create artworks that use organizational principles and functions to solve specific visual arts problems.

Learner Outcomes		Sample Indicators / Assessments of Learning	
	The student will:		The student will be able to:
1.1	demonstrate knowledge of differences between two-dimensional implied form and three-dimensional real form.	1.1a	demonstrate their knowledge of the difference between flat, implied, and real spatial relationships.
1.2	apply the rules of color theory.	1.2a	create artwork using color theory.
1.3	become aware of form, surface, and texture.	1.3a	create artworks that incorporate form, surface, and texture.
1.4	explore a broad range of mixed media techniques.	1.4a	demonstrate skill in construction of artworks using a variety of mixed media.

1.5	explore the relationship between form and function.	1.5a	recognize the difference between functional and non-functional artworks.
1.6	understand mixed media materials, their potentials and limitations.	1.6a	select appropriate mixed media materials.
1.7	demonstrate how to use tools and equipment safely.	1.7a	select appropriate tools and equipment.
		1.7b	follow all safety precautions.
1.8	demonstrate environmental concern when choosing and using materials.	1.8a	exercise safe work habits.
1.9	learn basic elements and principles of composition.	1.9a	orchestrate knowledge of compositional structure through creating and analyzing artworks.
1.10	use technology in the production process when applicable or desired.	1.10a	use current technology to create artwork.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part B: **PERFORMING** - selecting, analyzing, interpreting, rehearsing, evaluating, refining, and presenting diverse art works through performance.

Explanation for the visual arts:

3. Choosing and evaluating a range of subject matter, symbols, and ideas, students

- a. reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
- b. apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

4. Understanding the visual arts in relation to history and cultures, students

- a. differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
- b. describe the function and explore the meaning of specific art objects within varied cultures, times, and places.
- c. analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

The student will be able to:

1.1	understand / select the impact of color theory for application.	1.1a	analyze, discuss, and apply means through which the viewer's perception is orchestrated.
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1.2	understand / select various mixed media techniques for specific application.	1.2a	analyze, discuss, and apply means through which the viewer's perception is orchestrated.
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1.3	become familiar with the tradition of using real form as an essential element in three-dimensional designs.	1.3a	analyze, discuss, and apply means through which the viewer's perception is orchestrated.
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1.4	know the work and names of masters of diverse	1.4a	create artwork and / or written or oral evaluations that reflect
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three-dimensional media.

knowledge in diverse three-dimensional media of different periods, styles, and cultures.

1.5 identify similarities and differences in three-dimensional media of different periods, styles, and cultures.

1.5a create artwork and / or written or oral evaluations that reflect knowledge in diverse three-dimensional media of different periods, styles, and cultures.

1.6 understand how art can impact and / or reflect cultural values.

1.5b create artwork and / or written or oral evaluations that reflect knowledge in diverse three-dimensional media of different periods, styles, and cultures.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part C: RESPONDING - selecting, analyzing, interpreting, and evaluating art works and performances based on critical perception.

Explanation for the visual arts:

5. Reflecting upon and assessing the characteristics and merits of their work and the work of others, students

- a. identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
- b. describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
- c. reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

6. Making connections between visual arts and other disciplines, students

- a. compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
- b. compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Learner Outcomes**Sample Indicators / Assessments of Learning**

The student will:

The student will be able to:

1.1	explore the differences and similarities between artists as creators and production technicians.	1.1a	participate in class critiques and discussions of their artwork and the work of others.
1.2	examine the relationship between craftsmanship and innovation.	1.2a	make decisions as to whether the cognitive, innovative, or skill application and/or craftsmanship reflects the emphatic quality of the work.
1.3	recognize that art provides views of the world that are similar or different from their own culture.	1.3a	compare artforms of various cultures.
1.4	discuss the differences of the role of mixed media and form in fine arts, architecture, multimedia applications (graphic design, illustration, video, animation and photography) industrial design, product design, sculpture, environmental design and art	1.4a	write or make oral comparisons of art materials, technologies, media and processes with those of other disciplines.
1.5	use current technology.	1.5a	use technology to research or expand their knowledge of art.

GOAL #2: The student will be able to master at least one art form sufficiently to: (a) continue lifelong appreciation and involvement in creation or performance of that art form and/or (b) pursue further study in preparation for a career.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
2.1	be familiar with the visual language and appropriate skill applications of various mixed media techniques, compositional structure, and color theory.	2.1a	create final assignments that will reflect student synthesis of these objectives to produce innovative artwork.
2.2	be aware that the skills developed in 3-D Design are a necessary foundation to further prepare for career objectives.	2.2a	recognize the role of three-dimensional design in relationship to various art fields.

GOAL #3: The student will be able to demonstrate understanding of the relationships among the arts and between the arts and other disciplines.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
3.1	explore differences and similarities between draftsmen and artists.	3.1a	recognize and demonstrate the difference between mechanical drawing and expressive artworks.
3.2	explore historical influence of style and culture on drawing.	3.2a	recognize and compare western art of other cultures, through demonstration or discussion.
3.3	explore the interdisciplinary nature of art as it relates to other fields.	3.3a	recognize how art is an integral part of a variety of disciplines.

GOAL #4: The student will be able to seek arts experiences and participate in the artistic life of the school and community.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

The student will be able to:

4.1 explore the role of galleries and exhibitions.

4.1a understand the service provided by and the opportunities offered by galleries and exhibitions and the responsibilities of both the artist and the curator.

4.2 explore the role of the community in terms of the quality of artistic life and culture in their immediate and world environment.

4.2a provide opportunities for students to participate in local, state, and national exhibits.

4.2b provide opportunities for student involvement in arts issues.

CLAY

I. Description of course

This course acquaints students with clay and its possibilities. Handbuilding, wheelwork, modeling, decorating, and glazing are included. Students will investigate a variety of multicultural design approaches to clay forms in addition to a variety of construction methods. Students will be acquainted with multicultural and art historical themes as well as current technological applications.

Prerequisite: 3-D Design

II. Purpose of course

To create basic knowledge of clay, glazes, and construction methods.

To develop understanding of various cultures and their approach to decorative and functional ware.

To create an exposure to and an experience with contemporary craft and sculpture.

III. Goals

See following chart.

IV. Objectives

See following chart.

V. Materials cited

References:

Charleston, Robert, editor. **World Ceramics.** Chartwell Books, Inc., 1968.

Nelson, Glenn. **Ceramics.** Holt, Rinehart & Winston, Inc., 1960.

Periodicals: *Ceramics Monthly*
School Arts
Art News
Art in America

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part A: CREATING - imagining, planning, making, evaluating, refining, presenting and exhibiting art works that express their own creative concepts, ideas and feelings.

Explanation for the visual arts:

1. Understanding and applying media, techniques, and processes, students:

- a. apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
- b. conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

2. Using knowledge of structures and functions, students.

- a. demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
- b. evaluate the effectiveness of artworks in terms of organizational structures and functions.
- c. create artworks that use organizational principles and functions to solve specific visual arts problems.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

The student will be able to:

1.1 demonstrate knowledge of differences between two-dimensional implied form and three-dimensional real form.

1.1a choose appropriate portrayal of spatial relationships dependent upon viewpoint based on skill applications and design concepts.

1.2 apply the rules of color theory.

1.2a apply color theory to control visual / spatial relationships.

1.3 become aware of form, surface, and texture

1.3a choose appropriate portrayal of form, surface, and texture for direction of intent.

1.4 explore a broad range of clay construction / glaze / texture techniques.

1.4a select appropriate techniques, relationships, and materials for unique individual artworks.

VISUAL ARTS - Clay

Scope and Sequence - Grades 9 - 12

1.5	explore the relationship between form and function.	1.5a	select appropriate techniques, relationships, and materials for unique individual artworks.
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1.6	understand clay materials, their potentials and limitations.	1.6a	select appropriate techniques, relationships, and materials for unique individual artworks.
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1.7	demonstrate how to use tools and equipment safely.	1.7a	select appropriate tools and equipment.
		1.7b	follow all safety precautions.

1.8	demonstrate environmental concern when choosing and using materials.	1.8a	exercise safe work habits.
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1.9	apply basic elements and principles of composition.	1.9a	orchestrate knowledge of compositional structure through creating and analyzing artworks.
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1.10	use technology in the production process when applicable or desired.	1.10a	use current technology to create artwork.
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GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part B: **PERFORMING** - selecting, analyzing, interpreting, rehearsing, evaluating, refining, and presenting diverse art works through performance.

Explanation for the visual arts:

3. Choosing and evaluating a range of subject matter, symbols, and ideas, students

- a. reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
- b. apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

4. Understanding the visual arts in relation to history and cultures, students

- a. differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
- b. describe the function and explore the meaning of specific art objects within varied cultures, times, and places.
- c. analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
1.1	select / apply appropriate color theory to support theme.	1.1a	analyze, discuss, and apply means through which the viewer's perception is orchestrated in order to evaluate theme.
1.2	select / apply various clay techniques for specific application to support theme.	1.2a	analyze, discuss, and apply means through which the viewer's perception is orchestrated in order to evaluate theme.
1.3	use real form as a essential element in three-dimensional designs to support theme.	1.3a	analyze, discuss, and apply means through which the viewer's perception is orchestrated in order to evaluate theme.

1.4 analyze and discuss the work and names of masters of diverse forms in clay.	1.4a	design and evaluate artwork and write or make oral evaluations that reflect knowledge in diverse clay forms of different periods, styles, and cultures.
1.5 compare and contrast similarities and differences in clay forms of different periods, styles, and cultures.	1.5a	design and evaluate artwork and write or make oral evaluations that reflect knowledge in diverse clay forms of different periods, styles, and cultures.
1.6 compare and contrast how ceramic art can impact and / or reflect cultural values.	1.6a	design and evaluate artwork and write or make oral evaluations that reflect knowledge in diverse clay forms of different periods, styles, and cultures.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part C: RESPONDING - selecting, analyzing, interpreting, and evaluating art works and performances based on critical perception.

Explanation for the visual arts:

5. Reflecting upon and assessing the characteristics and merits of their work and the work of others, students

- a. identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
- b. describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
- c. reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

6. Making connections between visual arts and other disciplines, students

- a. compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
- b. compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Learner Outcomes**Sample Indicators / Assessments of Learning**

The student will:

The student will be able to:

1.1	compare and contrast the differences and similarities between artists as creators and production technicians.	1.1a	participate in class critiques and discussions of his/her artwork and the work of others to determine a direction to achieve quality for the production of their own work.
1.2	select the use of craftsmanship and innovation.	1.2a	make decisions which reflect the emphatic quality of the work.
1.3	be able to equate their art with the views of the world that are similar or different from their own culture.	1.3a	compare artforms of various cultures.
1.4	compare and contrast the differences of the role of clay and form in fine arts, architecture, multimedia applications (graphic design, illustration, video, animation and photography) industrial design, product design, sculpture, environmental design and art		write or make oral comparisons of art materials, technologies, media and processes with those of other disciplines.
1.5	use current technology.	1.5a	use technology to research or expand their knowledge of art.

GOAL #2: The student will be able to master at least one art form sufficiently to: (a) continue lifelong appreciation and involvement in creation or performance of that art form and/or (b) pursue further study in preparation for a career.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
2.1	selectively apply the visual language and appropriate skill applications of various clay techniques, compositional structure, and color theory in order to communicate intended themes.	2.1a	create final assignments that will reflect synthesis of these objectives to produce individualized innovative artwork.
2.2	further prepare for career objectives by applying skills developed in Clay.	2.2a	begin to direct clay and 3-D design skills to various art fields.

GOAL #3: The student will be able to demonstrate understanding of the relationships among the arts and between the arts and other disciplines.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
3.1	discuss the differences and similarities between production potters and fine art ceramicists.	3.1a	select production pottery and/or fine art ceramics to best expresses his/her own ideas.
3.2	discuss the historical influence of style and culture on pottery and fine art ceramics.	3.2a	use and analyze western art of other cultures, through demonstration or discussion.
3.3	discuss the interdisciplinary nature of clay as it relates to other fields.	3.3a	recognize and use other disciplines as an integral part of their art production as needed.

GOAL #4: The student will be able to seek arts experiences and participate in the artistic life of the school and community.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
4.1	explore the role of galleries and exhibitions.	4.1a	understand the service provided by and the opportunities offered by galleries and exhibitions and the responsibilities of both the artist and the curator.
4.2	explore the role of the community in terms of the quality of artistic life and culture in their immediate and world environment.	4.2a	provide opportunities for students to participate in local, state, and national exhibits.
		4.2b	provide opportunities for student involvement in arts issues.

PHOTO I

I. Description of course

This course is designed to introduce the student to black and white photography. A working knowledge of the camera, skills in darkroom techniques, as well as introduction to aesthetics and history of photography are offered. There is a major emphasis on photography as a fine art.

II. Purpose of course

To form an understanding of exposure that synthesizes film speed, aperture, and shutter speed.

To give students a foundation in the basic procedures involved in processing black and white film and prints.

To gain knowledge of the aesthetic history of photography and the influence of various photographers, their techniques and philosophies.

III. Goals

See following chart.

IV. Objectives

See following chart.

V. Materials cited

References:

Newhall, Beaumont. **The History of Photography**. Little, Brown and Company, Boston, 1982.

Langford, Michael. **The Step-by-Step Guide to Photography**. Alfred A. Knopf New York, 1984.

Walsh, Naylor, and Held, editors. **Contemporary Photographers**. St. Martins Press.

Periodicals: Aperture
Shutterbug

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part A: CREATING - imagining, planning, making, evaluating, refining, presenting and exhibiting art works that express their own creative concepts, ideas and feelings.

Explanation for the visual arts:

1. Understanding and applying media, techniques, and processes, students:

- a. apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
- b. conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

2. Using knowledge of structures and functions, students.

- a. demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
- b. evaluate the effectiveness of artworks in terms of organizational structures and functions.
- c. create artworks that use organizational principles and functions to solve specific visual arts problems.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
1.1	demonstrate knowledge of differences between a snapshot and a fine art photograph.	1.1a	create fine art photographs.
1.2	learn the basic mechanical parts and functions of a 35mm camera.	1.2a	use basic mechanical parts and functions of the 35mm camera to produce photos.
1.3	learn the process of film exposure for desired technical effects.	1.3a	combine film speed, aperture, and shutter speed for selected effects.
1.4	become familiar with the darkroom and its equipment.	1.4a	demonstrate knowledge of darkroom equipment and its use.

1.5	learn the process of print enlargement and development	1.5a	demonstrate knowledge of enlarging and developing techniques for appropriate applications.
1.6	drymount photos for presentation	1.6a	produce mounted photos for final artworks.
1.7	understand photography materials and chemistry, their potentials, hazards, and limitations.	1.7a	use photographic materials and supplies appropriately.
1.8	use tools and equipment safely.	1.8a	select appropriate tools or equipment.
1.9	demonstrate environmental concern when choosing and using materials.	1.9a	exercise safe work habits.
1.10	solve visual problems using appropriate photographic processes.	1.10a	create photos that produce desired effects
1.11	learn basic elements and principles of composition.	1.11a	orchestrates knowledge of compositional structure through creating and analyzing artworks.
1.12	Use technology in the production process when applicable or desired.	1.12a	use current technology to create artwork.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part B: PERFORMING - selecting, analyzing, interpreting, rehearsing, evaluating, refining, and presenting diverse art works through performance.

Explanation for the visual arts:

3. Choosing and evaluating a range of subject matter, symbols, and ideas, students

- a. reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
- b. apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

4. Understanding the visual arts in relation to history and cultures, students

- a. differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
- b. describe the function and explore the meaning of specific art objects within varied cultures, times, and places.
- c. analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

The student will be able to:

1.1 analyze, discuss, and understand the means through which the viewer's perception is orchestrated .

1.1a experiment with aperture and depth of field, shutter speed , motion, and blur, bracketing and the zone system.

1.2 demonstrate various lighting techniques for specific application, such as portraiture or still life.

1.2a select appropriate lighting techniques to achieve desired results.

1.3 become familiar with the tradition of using specific methods for planning designs for photographic compositions.

1.3a create artwork and / or written or oral evaluations that reflect knowledge of diverse photographic styles and photographers.

1.4 become familiar with the work and names of masters

1.4a create artwork and / or written or oral evaluations that reflect

of diverse photographic styles.

knowledge of diverse photographic styles and photographers.

1.5 become familiar with similarities and differences of photographs of different periods, styles, and cultures.

1.5a create artwork and / or written or oral evaluations that reflect knowledge of diverse photographic styles and photographers.

1.6 understand how photography can impact and / or reflect cultural values.

1.6a create artwork and / or written or oral evaluations that reflect knowledge of diverse photographic styles and photographers.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part C: RESPONDING - selecting, analyzing, interpreting, and evaluating art works and performances based on critical perception.
Explanation for the visual arts:

5. Reflecting upon and assessing the characteristics and merits of their work and the work of others, students

- a. identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
- b. describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
- c. reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

6. Making connections between visual arts and other disciplines, students

- a. compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
- b. compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
1.1	explore the differences and similarities between artists as creators and production technicians.	1.1a	participate in class critiques and discussions of their artwork and the work of others.
1.2	examine the relationship between craftsmanship and innovation.	1.2a	make decisions as to whether the cognitive, innovative, or skill application and/or craftsmanship reflects the emphatic quality of the work.
1.3	recognize that art provides views of the world that are similar or different from their own culture.	1.3a	compare photographic works of photographers from various cultures.

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|-----|--|------|---|
| 1.4 | discuss the differences of the role of photography in fine arts, architecture, multimedia applications (graphic design, illustration, video, animation and photography) industrial design, product design, sculpture, environmental design and art | 1.4a | write or make oral comparisons of art materials, technologies, media and processes with those of other disciplines. |
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- | | | | |
|-----|-------------------------|------|---|
| 1.5 | use current technology. | 1.5a | use technology to research and expand knowledge of art. |
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GOAL #2: The student will be able to master at least one art form sufficiently to: (a) continue lifelong appreciation and involvement in creation or performance of that art form and/or (b) pursue further study in preparation for a career.

Learner Outcomes

Sample Indicators / Assessments of Learning

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|-------|--|------|---|
| | <i>The student will:</i> | | <i>The student will be able to:</i> |
| 2.1 | apply the visual language and appropriate skill applications of various photographic techniques and compositional structure. | 2.1a | create final assignments which reflect synthesis of these objectives. |
| <hr/> | | | |
| 2.2 | be aware that the skills developed in Photo 1 are a necessary foundation to further prepare for career objectives. | 2.2a | recognize the role of photography and design in relationship to various art fields. |

GOAL #3: The student will be able to demonstrate understanding of the relationships among the arts and between the arts and other disciplines.

Learner Outcomes

Sample Indicators / Assessments of Learning

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|-----|--|------|--|
| | <i>The student will:</i> | | <i>The student will be able to:</i> |
| 3.1 | explore the differences and similarities between technicians and fine art photographers. | 3.1a | recognize and demonstrate the difference between technical photographs and fine art photographs. |

3.2	discuss the historical influence of style and culture on photography.	3.2a	recognized and compare pictorial and straight photography through demonstration or discussion.
3.3	explore the interdisciplinary nature of photography as it relates to other fields	3.3a	recognize how photography is an integral part of a variety of disciplines.
3.4	create specific photographs based upon photographic methods that develop an understanding of the interrelationship of art and science in photography.	3.4a	use photographic techniques to develop photos that represent specific effects.

GOAL #4: The student will be able to seek arts experiences and participate in the artistic life of the school and community.

Learner Outcomes		Sample Indicators / Assessments of Learning	
	<i>The student will:</i>		<i>The student will be able to:</i>
4.1	explore the role of galleries and exhibitions.	4.1a	understand the service provided by and the opportunities offered by galleries and exhibitions and the responsibilities of both the artist and the curator.
4.2	explore the role of the community in terms of the quality of artistic life and culture in their immediate and world environment.	4.2a	provide opportunities for students to participate in local, state, and national exhibits.
		4.2b	provide opportunities for student involvement in arts issues.

PHOTO II

I. Description of course

Photo II builds on the skills and techniques learned in the introductory course. Emphasis is on aesthetic quality and experimental technique with an opportunity to develop a unique visual style. Students will be encouraged to experiment with a variety of darkroom techniques, manipulating the negative and the print to make a visual statement. Application of current technologies will be introduced. Students will be acquainted with multicultural and art historical themes as well as current technological applications.

Prerequisite: Photo I

II. Purpose of course

To expand technical knowledge of film, exposure, paper, chemistry and their interrelationship in creating photographic images.

To develop experience in creating visual statements by controlling photographic results.

To become familiar with contemporary North American and International photographers and their work.

To develop an understanding of the impact of current technologies on digital and photographic ethics.

III. Goals

See following chart.

IV. Objectives

See following chart.

V. Materials cited

References:

Newhall, Beaumont. **The History of Photography**. Little, Brown and Company, Boston, 1982.

Langford, Michael. **The Step-by-Step Guide to Photography**. Alfred A. Knopf New York, 1984.

Walsh, Naylor, and Held, editors. **Contemporary Photographers**. St. Martins Press.

Periodicals: *Aperture*
Shutterbug

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part A: CREATING - imagining, planning, making, evaluating, refining, presenting and exhibiting art works that express their own creative concepts, ideas and feelings.

Explanation for the visual arts:

1. Understanding and applying media, techniques, and processes, students:

- a. apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
- b. conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

2. Using knowledge of structures and functions, students.

- a. demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
- b. evaluate the effectiveness of artworks in terms of organizational structures and functions.
- c. create artworks that use organizational principles and functions to solve specific visual arts problems.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
1.1	use knowledge of the camera as it relates to exposure.	1.1a	problem-solve to gain intended exposure.
1.2	explore experimental darkroom processes.	1.2a	create sabattier prints, multiple image prints, sequences, and/or other innovative prints.
1.3	explore experimental non-darkroom photographic processes.	1.3a	create photograms, hand-colored photos, photocollages, photoweavings, and/or other processes.
1.4	acquire knowledge of advance print enlargement and development processes.	1.4a	problem-solve to gain intended final prints.

1.5	drymount and mat photos for presentation	1.5a	produce mounted and / or matted photos for final artworks.
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1.6	follow product safety recommendations on all tools and supplies.	1.6a	use photographic materials and supplies appropriately.
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1.7	demonstrate environmental concern when choosing and using materials.	1.7a	evidence in all work habits.
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1.8	orchestrates knowledge of compositional structure when planning and creating photos.	1.8a	produce photos which reflect knowledge of compositional structure.
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1.9	use technology in the production process when applicable or desired.	1.9a	use current technology to create artwork.
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GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part B: **PERFORMING** - selecting, analyzing, interpreting, rehearsing, evaluating, refining, and presenting diverse art works through performance.

Explanation for the visual arts:

3. Choosing and evaluating a range of subject matter, symbols, and ideas, students

- a. reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
- b. apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

4. Understanding the visual arts in relation to history and cultures, students

- a. differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
- b. describe the function and explore the meaning of specific art objects within varied cultures, times, and places.
- c. analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
1.1	manipulate aperture, shutter speed, film speed and film development to create desired effects.	1.1a	analyze, discuss, and understand the means through which the viewer's perception is orchestrated .
1.2	become familiar with the work and names of masters of diverse photographic styles.	1.2a	problem-solve for various lighting conditions and other environmental factors.
		1.2b	manipulate printing processes for desired effects.
1.3	understand how photography can impact and / or reflect cultural values.	1.3a	create artwork and / or written or oral evaluations that reflect knowledge of the similarities and differences of photographs and photographers of different periods, styles, and cultures.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part C: RESPONDING - selecting, analyzing, interpreting, and evaluating art works and performances based on critical perception.
Explanation for the visual arts:

5. Reflecting upon and assessing the characteristics and merits of their work and the work of others, students

- a. identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
- b. describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
- c. reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

6. Making connections between visual arts and other disciplines, students

- a. compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
- b. compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Learner Outcomes		Sample Indicators / Assessments of Learning	
	<i>The student will:</i>		<i>The student will be able to:</i>
1.1	explore the differences and similarities between artists as creators and production technicians.	1.1a	participate in class critiques and discussions of their artwork and the work of others.
1.2	examine the relationship between craftsmanship and innovation.	1.2a	make decisions which reflect the emphatic quality of the work.
1.3	recognize that art provides views of the world that are similar or different from their own culture.	1.3a	compare photographic works of photographers from various cultures.

- 1.4 discuss the changing role of photography in fine arts, architecture, multimedia applications (graphic design, illustration, video, animation and photography) industrial design, product design, sculpture, environmental design and art
- 1.4a write or make oral comparisons of art materials, technologies, media and processes with those of other disciplines.

- 1.5 use current technology.
- 1.5a use technology to research or expand knowledge of art.

GOAL #2: The student will be able to master at least one art form sufficiently to: (a) continue lifelong appreciation and involvement in creation or performance of that art form and/or (b) pursue further study in preparation for a career.

Learner Outcomes		Sample Indicators / Assessments of Learning	
2.1	<i>The student will:</i> acquire knowledge of the planning and organization needed to execute a work of art.	2.1a	<i>The student will be able to:</i> establish parallel connections and appreciation of other artworks.
2.2	be aware that the skills developed in Photo 2 are a necessary foundation to further prepare for career objectives.	2.2a	recognize the role of photography and design in relationship to various art fields.
		2.2b	visit local galleries and/or museums for enrichment.

GOAL #3: The student will be able to demonstrate understanding of the relationships among the arts and between the arts and other disciplines.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
3.1	explore the differences and similarities between documentary and fine art photographers.	3.1a	discuss and/or do a written presentation of the differences between documentary photographs and fine art photographs.
3.2	explore the influence of technology on photography.	3.2a	discuss how technology has impacted photography.
3.3	explore the interdisciplinary nature of photography as it relates to other fields.	3.3a	recognize how photography is an integral part of a variety of disciplines.
3.4	create specific artworks based upon photographic methods that develop an understanding of the interrelationship of art and science in photography.	3.4a	use photographic techniques to develop photos that represent specific effects.
3.5	explore issues in image appropriation and manipulation.	3.5a	discuss topics such as ethical and legal issues arising from manipulated and copyrighted images and sounds.

GOAL #4: The student will be able to seek arts experiences and participate in the artistic life of the school and community.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
4.1	explore the role of galleries and exhibitions.	4.1a	understand the service provided by and the opportunities offered by galleries and exhibitions and the responsibilities of both the artist and the curator.
4.2	explore the role of the community in terms of the quality of artistic life and culture in their immediate and world environment.	4.2a	provide opportunities for students to participate in local, state, and national exhibits.
		4.2b	provide opportunities for student involvement in arts issues.

ART, VIDEO & COMPUTER IMAGING

I. Description of course

This course is an introduction to the creative and artistic aspects of video production. The course will acquaint students with video theory and terminology to provide a knowledge base for the use of equipment. Production and editing of videos will be emphasized with the opportunity to write and to produce unique videos using special effects, video graphics, animation and other creative applications. Viewing and discussing film styles will be offered to encourage experimentation in writing, taping and editing. Students will be acquainted with technological applications.

II. Purpose of course

To develop knowledge of video equipment and techniques.

To develop experience in creating audio visual works that communicate effectively.

To understand the development of communication technology and its implications.

To become familiar with contemporary North American and International videographers and their work.

To develop an understanding of the impact of current technologies on digital, photographic and video ethics.

III. Goals

See following chart.

IV. Objectives

See following chart.

V. Materials cited

References:

Utz, Peter. **Today's Video**. PTR Prentice Hall, Englewood Cliffs, NJ, 1992.

Newhall, Beaumont. **The History of Photography**. Little, Brown and Company, Boston, 1982.

Periodicals: *AV Video*

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part A: CREATING - imagining, planning, making, evaluating, refining, presenting and exhibiting art works that express their own creative concepts, ideas and feelings.

Explanation for the visual arts:

1. Understanding and applying media, techniques, and processes, students:

- a. apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
- b. conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

2. Using knowledge of structures and functions, students.

- a. demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
- b. evaluate the effectiveness of artworks in terms of organizational structures and functions.
- c. create artworks that use organizational principles and functions to solve specific visual arts problems.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
1.1	become proficient with related video technology: camcorders, editing equipment, and computers.	1.1a	know the controls and components and care of the camcorders, editing equipment, and computers.
1.2	orchestrates knowledge of compositional structure when creating videos.	1.2a	produce videos which reflect knowledge of compositional structure as it applies to pre-production, production, post-production.
1.3	become proficient in pre-production techniques.	1.3a	develop a storyboard, including camera moves and audio.
		1.3b	write a script including sound effects and voice-overs, etc.
		1.3c	create a set and props for taping.
		1.3d	experiment to achieve appropriate lighting effects.

- 1.3e choose appropriate fonts for titling, credits and other information.
- 1.3f follow all copyright requirements for all stages of video production.

1.4 become proficient in production techniques.

- 1.4a follow storyboards and scripts.
- 1.4b create one minute of blacked tape for a leader.
- 1.4c know and use the tai chi stance.
- 1.4d use ten second lead time at the beginning and end various takes.
- 1.4e set white balance and manual focus for prepared shots.
- 1.4f use correct hand signals for directing.
- 1.4g use a variety of camera moves.
- 1.4h apply appropriate lighting effects.
- 1.4i participate in all facets of the taping production.
- 1.4j use appropriate computer programs.

1.5 become proficient in post-production techniques.

- 1.5a preview footage and critique to develop a rough cut with an edit decision list.
- 1.5b prepare a blacked tape for editing master.
- 1.5c edit footage in a sequential manner using edit decision list.
- 1.5d mix audio and video effectively.
- 1.5e use special effects where appropriate.
- 1.5f use appropriate computer programs

1.6 become safety conscious.

1.6a follow all safety instructions in pre-production, production, and post-production.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part B: PERFORMING - selecting, analyzing, interpreting, rehearsing, evaluating, refining, and presenting diverse art works through performance.

Explanation for the visual arts:

3. Choosing and evaluating a range of subject matter, symbols, and ideas, students

- a. reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
- b. apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

4. Understanding the visual arts in relation to history and cultures, students

- a. differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
- b. describe the function and explore the meaning of specific art objects within varied cultures, times, and places.
- c. analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

The student will be able to:

1.1 orchestrate integration of ideas and technical applications during pre-production, production, and post-production for quality artwork.

1.1a produce artwork that reflects the successful sequencing of their pre-production, production and post-production skills.

1.2 recognize the evolution of communications and art.

1.2a produce written and/or oral evaluations that reflect knowledge of printed material, radio, film, television and video.

- 1.3 understand how video can impact or reflect cultural values. 1.3a create artwork and/or written or oral evaluations that reflect their knowledge of how video can impact or reflect cultural values.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part C: RESPONDING - selecting, analyzing, interpreting, and evaluating art works and performances based on critical perception.
Explanation for the visual arts:

5. Reflecting upon and assessing the characteristics and merits of their work and the work of others, students

- a. identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
- b. describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.
- c. reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

6. Making connections between visual arts and other disciplines, students

- a. compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.
- b. compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
1.1	explore the differences between artists as creators and production technicians.	1.1a	participate in class critiques and discussions of his/her artwork and the work of others.
1.2	examine the relationship between technical expertise and innovation.	1.2a	make decisions which reflect the emphatic quality of the work.

1.3 recognize that art provides views of the world that are similar or different from their own.	1.3a compare videos from various cultures.
1.4 discuss the changing role of video in fine arts, architecture, multimedia applications (graphic design, illustration, animation and photography) industrial design, product design, sculpture, environmental design and art.	1.4a write or make oral comparisons of ideas and themes from a various communication sources.

GOAL #2: The student will be able to master at least one art form sufficiently to: (a) continue lifelong appreciation and involvement in creation or performance of that art form and/or (b) pursue further study in preparation for a career.

Learner Outcomes

Sample Indicators / Assessments of Learning

<i>The student will:</i>	<i>The student will be able to:</i>
2.1 acquire knowledge of the planning and organization needed to execute a work of art.	2.1a establish parallel connections and appreciation of other artworks.
2.2 be aware that the skills developed in Art, Video & Computer Imaging are a necessary foundation to further prepare for career objectives.	2.2a recognize the role of art, video and technology in relationship to various art fields.
	2.2b visit local galleries and/or museums for enrichment.
	2.2c critically view films of various styles and cultures.

<p>GOAL #3: The student will be able to demonstrate understanding of the relationships among the arts and between the arts and other disciplines.</p>
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Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
3.1	explore differences and similarities between documentary and fine art videos.	3.1a	discuss and/or do a written presentation of the differences between documentary videos and fine art videos.
3.2	explore the influence of technology on video.	3.2a	discuss how technology has impacted video.
3.3	explore the interdisciplinary nature of video as it relates to other fields.	3.3a	recognize how video is an integral part of a variety of disciplines.
3.4	create specific artworks based upon pre-production, production and post-production methods that develop an understanding of the interrelationship of art and technology in video.	3.4a	use pre-production, production and post-production methods to develop videos that incorporate specific effects.
3.5	explore issues in image appropriation and manipulation and copyright.	3.5a	discuss topics such as ethical and legal issues arising from manipulated and copyrighted images and sounds.
		3.5b	obtain written releases, permission and provide appropriate compensation for all sources in video.

GOAL #4: The student will be able to seek arts experiences and participate in the artistic life of the school and community.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
4.1	explore the role of galleries and exhibitions.	4.1a	understand the service provided by and the opportunities offered by galleries and exhibitions and the responsibilities of both the artist and the curator.
4.2	explore the role of the community in terms of the quality of artistic life and culture in their immediate and world environment.	4.2a	provide opportunities for students to participate in local, state, and national exhibits.
		4.2b	provide opportunities for student involvement in arts issues.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part A: ADVANCED CREATING - imagining, planning, making, evaluating, refining, presenting and exhibiting art works that express their own creative concepts, ideas and feelings.

Explanation for the visual arts:

1. Understanding and applying media, techniques, and processes, students:

- c. communicate ideas regularly at a high level of effectiveness in at least one visual arts medium
- d. initiate, define, and solve challenging visual art problems independently using intellectual skills such as analysis, synthesis, and evaluation

2. Using knowledge of structures and functions, students:

- d. demonstrate the ability to compare two or more perspectives about the use of organizational principles and functions in artwork and to defend personal evaluations of these perspectives.
- e. create multiple solutions to specific visual arts problems that demonstrate competence in producing effective relationships between structural choices and artistic functions.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
1.1	develop skill in drawing with paint and other media.	1.1a	create works of art that are appropriate to the intended outcome.
1.2	orchestrate compositional structure to effectively communicate their ideas.	1.2a	explore numerous compositional studies for strong visual impact.
1.3	acquire experience in drawing the anatomical balance of the figure.	1.3a	experiment with gesture, contour line, implied form (one point, two point, three point or isometric).

- 1.4** become conversant with a variety of art styles.
- 1.4a begin to experience the thought behind style.
- 1.4b choose an art style or styles (abstract expressionism, minimalism, structuralism, pop art, super realism, surrealism, classical art, cartooning , etc.) on which to build their personal visual vocabulary.
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- 1.5** use technology in the production process when applicable or desired.
- 1.5a use technology to create artwork.
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- 1.6** dry mount and mat selected artwork for presentation.
- 1.6a produce works prepared for presentation.
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- 1.7** compile a body of artwork that reflects skill and creative development.
- 1.7a produce a portfolio.
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- 1.8** use tools, materials and equipment safely.
- 1.8a select appropriate supplies and equipment.
- 1.8b follow all safety precautions.
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- 1.9** demonstrate environmental concern when choosing and using materials.
- 1.9a exercise safe work habits.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part B: **ADVANCED PERFORMING** - selecting, analyzing, interpreting, rehearsing, evaluating, refining, and presenting diverse art works through performance.

Explanation for the visual arts:

3. Choosing and evaluating a range of subject matter, symbols, and ideas, students
 c. describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others
 d. evaluate and defend the validity of sources for content and the manner in which the subject matter, symbols, and images are used in the students' works and in significant works by others

4. Understanding the visual arts in relation to history and cultures, students
 d. analyze and interpret artworks for relationships among form, context, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists
 e. analyze common characteristics of visual arts evident across time and among cultural / ethnic groups to formulate analyzes, evaluations, and interpretations of meaning

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
1.1	understand basic modern movements in contrast to traditional or classical ones.	1.1a	analyze and discuss modern movements vs. classical or traditional ones.
1.2	recognize that different art styles in various media require specific technical skills.	1.2a	apply the appropriate techniques in order to emulate a desired style.
1.3	choose style and techniques for personal expression.	1.3a	assess how personal use of compositional structure and techniques support their own unique style.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part C: ADVANCED RESPONDING - selecting, analyzing, interpreting, and evaluating art works and performances based on critical perception.
Explanation for the visual arts:

5. Reflecting upon and assessing the characteristics and merits of their work and the work of others, students
 d. correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions

6. Making connections between visual arts and other disciplines, students
 c. synthesize the creative and analytical principles and techniques of the visual arts and selected other arts disciplines, the humanities, or the sciences

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
1.1	explore through production or critique the differences between modern, classical, traditional styles and their own unique forms of expression.	1.1a	participate in class critiques and discussions of their artwork and the work of others.
1.2	examine the relationship between craftsmanship and innovation.	1.2a	make decisions which reflect the emphatic quality of work.
1.3	recognize that art provides views of the world that are similar or different from their own culture.	1.3a	analyze and compare art forms of various cultures.
1.4	discuss the differences of the role of drawing, painting and sculpture in fine arts, architecture, multimedia applications (graphic design, illustration, video, animation and photography) industrial design, product design, sculpture, environmental design and art.	1.4a	write or make oral comparisons of art materials, technologies, media and processes with those of other disciplines.

1.5 use current technology.

1.5a use technology to research and expand knowledge of art.

GOAL #2: The student will be able to master at least one art form sufficiently to: (a) continue lifelong appreciation and involvement in creation or performance of that art form and/or (b) pursue further study in preparation for a career.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
2.1	apply the visual language and appropriate skill applications of various media techniques, compositional structure, and color theory.	2.1a	create final assignments that will reflect synthesis of these objectives to produce innovative artwork.
2.2	further prepare for career objectives by applying skills developed in Studio 3.	2.2a	direct their Studio 3 skills to various art fields.
		2.2b	visit local art galleries and/or museums for enrichment.

GOAL #3: The student will be able to demonstrate understanding of the relationships among the arts and between the arts and other disciplines.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
3.1	discuss the differences and similarities between commercial and fine art applications.	3.1a	select appropriate applications in a variety of commercial and fine art styles that best expresses their own ideas.
3.2	discuss the historical influence of style and culture on drawing, painting and other art forms.	3.2a	use and analyze western and/or other cultural art motifs in their works.

3.3 discuss the interdisciplinary nature of art as it relates to other fields.

3.3a create artwork that involves other disciplines as an integral part of art production.

GOAL #4: The student will be able to seek arts experiences and participate in the artistic life of the school and community.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

4.1 explore the role of galleries and exhibitions.

The student will be able to:

4.1a understand the service provided by and the opportunities offered by galleries and exhibitions and the responsibilities of both the artist and the curator.

4.2 explore the role of the community in terms of the quality of artistic life and culture in their immediate and world environment.

4.2a provide opportunities for students to participate in local, state, and national exhibits.

4.3 explore various post secondary art programs.

4.3a have opportunities for involvement in arts issues.

4.3b have opportunities to attend presentations by representatives of various art schools.

STUDIO 4

I. Description of course

Studio 4 is designed for students who have completed Studio 3 with a grade of B- or better. Portfolio preparation is available for the college-bound student. In addition, students will be given the opportunity for in-depth independent study. This course assists students in directing their own art production and provides opportunities to explore diverse art styles. Self-assessment is an integral part of the creative process. Students will be acquainted with multicultural and art historical themes as well as technological applications.

Prerequisite: Studio 3 (or Drawing Painting Studio plus one other art course).

II. Purpose of course

To use media and design skills to communicate a theme.

To experiment with composition, color and creative problem solving.

To develop and execute personal themes in chosen media.

To assess work in terms of theme, original intention and finished product.

III. Goals

See following chart.

IV. Objectives

See following chart.

V. Materials cited

References:

Janson, H.W. **History of Art.** Harry N. Abrams, Inc., NY, 1966.

Arnason, H.H. **History of Modern Art.** Harry N. Abrams, Inc., NY.

Kranz, Stewart and Fisher, Robert. **The Design Continuum, an Approach to Understanding Visual Forms.** Van Nostrand Reinhold Company, 1966.

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GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part A: ADVANCED CREATING - imagining, planning, making, evaluating, refining, presenting and exhibiting art works that express their own creative concepts, ideas and feelings.

Explanation for the visual arts:

1. Understanding and applying media, techniques, and processes, students:

- c. communicate ideas regularly at a high level of effectiveness in at least one visual arts medium
- d. initiate, define, and solve challenging visual art problems independently using intellectual skills such as analysis, synthesis, and evaluation

2. Using knowledge of structures and functions, students:

- d. demonstrate the ability to compare two or more perspectives about the use of organizational principles and functions in artwork and to defend personal evaluations of these perspectives.
- e. create multiple solutions to specific visual arts problems that demonstrate competence in producing effective relationships between structural choices and artistic functions.

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
1.1	refine skill in drawing to support an independent direction of style.	1.1a	create works of art that are appropriate to the intended outcome.
1.2	plan the integration of various skills and composition elements to gain the desired visual effect.	1.2a	propose selected elements to support theme and visual organization of the format.
1.3	select the compositional structure that effectively communicates their theme.	1.3a	explore numerous compositional studies and choose one for strong visual impact.

1.4	look at the interaction between their visual ideas and the viewer's perceptions to examine the mode of communication.	1.4a	write an assessment of their work and actively participate in class critiques that address the mode of communication.
1.5	become conversant with a variety of art styles.	1.5a	give a written and/or oral presentation/discussion on how their personal style relates to established stylistic trends.
1.6	use technology in the production process when applicable or desired.	1.6a	use technology to create artwork.
1.7	dry mount and mat selected artwork for presentation.	1.7a	produce works prepared for presentation.
1.8	develop a portfolio that is reflective of their personal direction.	1.8a	produce a portfolio.
1.9	use tools, materials and equipment safely.	1.9a	select appropriate supplies and equipment.
		1.9b	follow all safety precautions.
1.10	demonstrate environmental concern when choosing and using materials.	1.10a	exercise safe work habits.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part B: ADVANCED PERFORMING - selecting, analyzing, interpreting, rehearsing, evaluating, refining, and presenting diverse art works through performance.

Explanation for the visual arts:

3. Choosing and evaluating a range of subject matter, symbols, and ideas, students
 c. describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others
 d. evaluate and defend the validity of sources for content and the manner in which the subject matter, symbols, and images are used in the students' works and in significant works by others

4. Understanding the visual arts in relation to history and cultures, students
 d. analyze and interpret artworks for relationships among form, context, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists
 e. analyze common characteristics of visual arts evident across time and among cultural / ethnic groups to formulate analyzes, evaluations, and interpretations of meaning

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
1.1	understand basic modern movements in contrast to traditional or classical ones.	1.1a	analyze and discuss modern movements vs. classical or traditional ones.
1.2	recognize that different art styles in various media require specific technical skills.	1.2a	apply the appropriate techniques in order to emulate a desired style.
1.3	choose style and techniques for personal expression.	1.3a	assess how personal use of compositional structure and techniques support their own unique style.
1.4	identify a visual vocabulary that best communicates intended message.	1.4a	evaluate their selected mode of communication for a specific impact.

GOAL #1: The student will be able to demonstrate understanding and use of the material techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the three artistic processes:

Part C: ADVANCED RESPONDING - selecting, analyzing, interpreting, and evaluating art works and performances based on critical perception.
Explanation for the visual arts:

5. Reflecting upon and assessing the characteristics and merits of their work and the work of others, students
 d. correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions

6. Making connections between visual arts and other disciplines, students
 c. synthesize the creative and analytical principles and techniques of the visual arts and selected other arts disciplines, the humanities, or the sciences

Learner Outcomes		Sample Indicators / Assessments of Learning	
<i>The student will:</i>		<i>The student will be able to:</i>	
1.1	explore through production or critique the differences between modern, classical, traditional styles and their own unique forms of expression.	1.1a	participate in class critiques and discussions of their artwork and the work of others.
1.2	examine the relationship between craftsmanship and innovation.	1.2a	make decisions as to whether the cognitive, innovative, or skill application and/or craftsmanship reflects the emphatic quality of the work.
1.3	recognize that art provides views of the world that are similar or different from their own culture.	1.3a	analyze and compare artforms of various cultures.
1.4	discuss the differences of the role of drawing, painting and sculpture in fine arts, architecture, multimedia applications (graphic design, illustration, video, animation and photography) industrial design, product	1.4a	write or make oral comparisons of art materials, technologies, media and processes with those of other disciplines.

design, sculpture, environmental design and art.

1.5	explore a variety of modes of communication.	1.5a	use a variety of visual vocabularies to provoke an intended response from their audience.
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1.6	use current technology.	1.6a	use technology to research and expand knowledge.
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GOAL #2: The student will be able to master at least one art form sufficiently to: (a) continue lifelong appreciation and involvement in creation or performance of that art form and/or (b) pursue further study in preparation for a career.

Learner Outcomes

Sample Indicators / Assessments of Learning

	<i>The student will:</i>		<i>The student will be able to:</i>
2.1	apply the visual language and appropriate skill applications of various media techniques, compositional structure, and color theory.	2.1a	create final assignments that will reflect synthesis of these objectives to produce innovative artwork.

2.2	further prepare for career objectives by applying skills developed in Studio 4.	2.2a	direct their Studio 4 skills to various art fields.
		2.2b	visit local art galleries and/or museums for enrichment.

GOAL #3: The student will be able to demonstrate understanding of the relationships among the arts and between the arts and other disciplines.

Learner Outcomes

Sample Indicators / Assessments of Learning

	<i>The student will:</i>		<i>The student will be able to:</i>
3.1	discuss the differences and similarities between	3.1a	select appropriate applications in a variety of commercial and

commercial and fine art applications.

fine art styles that best expresses their own ideas.

3.2	discuss the historical influence of style and culture on drawing, painting and other art forms.	3.2a	use and analyze western and/or other cultural art motifs in their works.
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3.3	discuss the interdisciplinary nature of art as it relates to other fields	3.3a	create artwork that involves other disciplines as an integral part of art production.
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GOAL #4: The student will be able to seek arts experiences and participate in the artistic life of the school and community.

Learner Outcomes

Sample Indicators / Assessments of Learning

The student will:

4.1 explore the role of galleries and exhibitions.

4.1a

The student will be able to:

understand the service provided by and the opportunities offered by galleries and exhibitions and the responsibilities of both the artist and the curator.

4.2 explore the role of the community in terms of the quality of artistic life and culture in their immediate and world environment.

4.2a

have opportunities for students to participate in local, state, and national exhibits.

4.2b

have opportunities for involvement in arts issues.

4.3 explore various post secondary art programs.

4.3b

have opportunities to attend presentations by representatives of various art schools.



Program Support / Celebration Statement

Program Support / Celebration Statement

Goal 4:

The students will seek arts' experiences and participate in the artistic life of the school and community.

This goal is met through the following activities:

Island-Ryerson K-2

The art teacher collaborates with classroom teachers periodically to create inter-disciplinary units of study.

Students have the opportunity to display work in an annual art show which exhibits at least one work from each child.

Continual display of art work in the building provides students with recognition and appreciation of their own and others' work.

Students have the opportunity to see work displayed on the main floor of Scranton Library for several weeks during the school year.

Selected student work is exhibited in the Annual K-12 Art Show held in the Community room at Scranton Library.

Jeffrey - Academy 3-5

Students create art to enhance the International Day. Students create artwork related to Mexican and Japanese culture.

Students create artwork related to geometry as part of an interdisciplinary unit including math.

The art teacher collaborates with classroom teachers periodically to create inter-disciplinary units of study.

Students have the opportunity to display work in an annual art show which exhibits at least one work from each child.

Continual display of art work in the building provides students with recognition and appreciation of their own and others' work.

Students have the opportunity to see work displayed on the main floor of Scranton Library for several weeks during the school year.

Selected student work is exhibited in the Annual K-12 Art Show held in the Community room at Scranton Library.

Brown Middle School 6 - 8

Art students contribute work for rotating art displays throughout the school, including the halls, media center, and cafeteria. Art students create written and visual work for displays in general school areas that illustrate multicultural and art historical learning in the visual art program. Continual display of art work in the building provides students with recognition and appreciation of their own and others' work.

Art students participate in the creation of sets for theater productions.

Students have the opportunity to see their work displayed on the main floor of Scranton Library for several weeks during the school year.

Students participate in creating a video of RHB Art Exhibit for Madison Access Channel.

Selected student work is exhibited in the Annual K-12 Art Show held in the Community room at Scranton Library.

Sixth, seventh, and eighth graders are selected for recognition by the art department. Community awards include the VanGelder Art Award, the Madison's Women's Club Hania Walsh Award.

Daniel Hand High School 9 - 12

Art students contribute work for various displays in general areas of the school.

Art students participate in the statewide high school art show sponsored by the Connecticut Art Education Association and Scholastic Art magazine held at the University of Hartford. Student work that is awarded a Gold Key is forwarded to compete in the national judging. If the work is placed in the national show it travels for two years. It is exhibited in prestigious galleries (such as The John McEnroe Gallery in New York City) throughout the country.

Art students participate in a shoreline high school show called Future Choices and sponsored by the Shoreline Alliance of the Arts. The work is displayed at the Art Cellar in Clinton and the competition is between ten towns. Cash awards and scholarships are given.

Photography students have the opportunity to assist the Shoreline Alliance during the judging of the annual Images show which is a juried professional photographic show.

Senior art students have the opportunity to participate in the Women's Club Annual Statewide Seniors Only Art Show. Cash awards are given.

The John Slade Ely House, a gallery in New Haven, sponsors an Annual High School Art Show that is open to all the public high schools and the arts magnet schools in the New Haven area. Portfolio awards and other cash awards are given.

Students may participate in the Congressional Art Show. Work is forwarded to Rosa DeLauro's office and travels to the capitol.

Selected student work is exhibited in the Annual K-12 Art Show held in the Community room at Scranton Library.

Three-dimensional and two-dimensional design students have the opportunity to assist in the designing and painting of stage sets for drama and musical productions.

Students are given the opportunity to meet professional artists who are invited into classes to speak with students and to demonstrate various techniques to students. Professional photographers, studio potters, New York gallery owners and a professional mural painter are examples of visitors to the art classes.

Students are given the opportunity to visit the Yale Art Gallery and/or the Yale Center for British Art and/or the Bienecke Rare Book Library and/or other local galleries or museums dependent upon relevant shows and artists.

Seniors may choose to participate in the Nite-in-Hand logo contest. The logo is used on the T-shirt printed for the graduation night activity. A cash prize is awarded.

College representatives visit Studio 3 and Studio 4 classes to speak with students about what university art departments are looking for in their students and what the departments can offer students.

Students are selected and may apply to participate in the Center for Creative Youth sponsored by Wesleyan University.

Renaissance art, Greek art, the art of Southeast Asia, Indianist art, African art, Twentieth century art are all topics that are introduced to history and humanities students by the art department which donates time to give slide presentations in an effort to increase interdisciplinary learning.

Students have the opportunity to see their work displayed on the main floor of Scranton Library for several weeks during the school year.

Students may create artwork for the school's literary magazine.

Various opportunities exist for art students to create posters, logos, etc. for local businesses and organizations. (Posters soliciting student work are posted in the Art department, but this activity is not part of the curriculum).



Visual Arts

Program Implementation

Guidelines & Strategies

Time Allotments

Kindergarten	30 minutes, once a week
Grades 1,2	45 minutes, once a week
Grades 3 -5	40 minutes, once a week
Grade 6	40 minutes daily for 6 weeks
Grade 7 - 8	40 minutes daily for 12 weeks
Grades 9 - 12	44 minutes daily for one semester or for two semesters, if elected.

Implementation

The implementation section of each curriculum guide will be completed as teachers begin to utilize their subject area design. Teachers, as they use the guide, will be asked to submit sample lesson plans which are aligned or illustrative of student learner outcomes previously agreed upon during the curriculum development process. The sample lessons that result from the first year of implementation by the classroom teachers will ensure that the subject area curriculum is enhanced or elaborated upon. The submitted lessons will become part of the school district's curriculum guides as suggested strategies and/or references for Madison Public School teachers. The form to be used is as follows:

Lesson Plan Format for Phase II
of the
Madison Curriculum Management Cycle

NAME _____

SUBJECT AREA _____

GRADE _____ COURSE _____ LEVEL _____

GOAL _____

OUTCOME _____

MATERIALS USED _____

LESSON PLAN:



Visual Arts

Assessment Guidelines and Procedures

Evaluation

The visual arts program in Madison is continually evaluated based on the following criteria:

- program experiences in creating, viewing, analyzing, and critiquing artworks.
 - the depth of student understanding of aesthetics and art history.
 - the level of concentration on specific subject matter, techniques and skills.
 - lessons designed to develop the ability to read and interpret visual artworks.
 - students' understandings and use of the art elements and principles of design.
 - students' understanding and use of compositional structure and theme.
 - students' use of art terminology to describe artworks and in making informed evaluations.
 - students' exposure to the development of art in relation to history and culture and to other disciplines in the curriculum.
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Visual Arts

Resources / Materials

Resources / Materials

Grades K - 4

Periodicals

School Arts Magazine
Art in America
Arts and Activities

Museum Resources

Lyman Allen Museum
Yale Art Gallery
British Center
N.Y. C. Museums

Art Slides

Art Prints

Art Video Tapes

CD-Roms

Visitation to International Museums

Grades 5 - 8

Periodicals

Scholastic Art
School Arts
Art & Activities
Teaching Tolerance

Visual Aids

Time-Line
Art Movements
Art Prints and Reproductions
Objects D'Art
Slides of Classical and Contemporary Art
Instructional Videos

Technology

CD ROM (various artists)
Internet (Netscape)

COMPONENTS OF THE PROGRAM

NATIONAL STANDARDS

The following is the April 12, 1995 draft of the National Standards for Arts. The Madison Public Schools' Music Curriculum is tightly aligned with the national standards.

Arts

K - 4 Standards

DANCE

- Standard 1.** Identifying and demonstrating movement elements and skills in performing dance
- Standard 2.** Understanding choreographic principles, processes, and structures
- Standard 3.** Understanding dance as a way to create and communicate meaning
- Standard 4.** Applying and demonstrating critical and creative thinking skills in dance
- Standard 5.** Demonstrating and understanding dance in various cultures and historical periods
- Standard 6.** Making connections between dance and healthful living
- Standard 7.** Making connections between dance and other disciplines

MUSIC

- Standard 1.** Singing, along and with others, a varied repertoire of music
- Standard 2.** Performing on instruments, alone and with others, a varied repertoire of music
- Standard 3.** Improvising melodies, variations, and accompaniments
- Standard 4.** Composing and arranging music within specified guidelines
- Standard 5.** Reading and notating music
- Standard 6.** Listening to, analyzing, and describing music

- Standard 7.** Evaluating music and music performances
- Standard 8.** Understanding relationships between music, the other arts, and disciplines outside the arts
- Standard 9.** Understanding music in relation to history and culture

THEATER

- Standard 1.** Script writing by panning and recording improvisations based on personal experience and heritage, imagination, literature, and history
- Standard 2.** Acting by assuming roles and interacting in improvisations
- Standard 3.** Designing by visualizing and arranging environments for classroom dramatizations
- Standard 4.** Directing by planning classroom dramatizations
- Standard 5.** Researching by finding information to support classroom dramatizations
- Standard 6.** Comparing and connecting art forms by describing theater, dramatic media (such as film, television, and electronic media), and other art forms
- Standard 7.** Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theater, film, television, and electronic media productions
- Standard 8.** Understanding context by recognizing the role of theater, film, television, and electronic media in daily life

VISUAL ARTS

- Standard 1.** Understanding and applying media, techniques, and processes
- Standard 2.** Using knowledge of structures and functions
- Standard 3.** Choosing and evaluating a range of subject matter, symbols, and ideas
- Standard 4.** Understanding the visual arts in relation to history and cultures
- Standard 5.** Reflecting upon and assessing the characteristics and merits of their work and the work of others

Standard 6. Making connections between visual arts and other disciplines

5 - 8 STANDARDS

DANCE

Standard 1. Identifying and demonstrating movement elements and skills in performing dance

Standard 2. Understanding choreographic principles, processes, and structures

Standard 3. Understanding dance as a way to create and communicate meaning

Standard 4. Applying and demonstrating critical and creative thinking skills in dance

Standard 5. Demonstrating and understanding dance in various cultures and historical periods

Standard 6. Making connections between dance and healthful living

Standard 7. Making connections between dance and other disciplines

MUSIC

Standard 1. Singing, along and with others, a varied repertoire of music

Standard 2. Performing on instruments, alone and with others, a varied repertoire of music

Standard 3. Improvising melodies, variations, and accompaniments

Standard 4. Composing and arranging music within specified guidelines

Standard 5. Reading and notating music

Standard 6. Listening to, analyzing, and describing music

Standard 7. Evaluating music and music performances

Standard 8. Understanding relationships between music, the other arts, and disciplines outside the arts

Standard 9. Understanding music in relation to history and culture

THEATER

- Standard 1.** Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history
- Standard 2.** Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes
- Standard 3.** Designing by developing environments for improvised and scripted scenes
- Standard 4.** Directing by organizing rehearsals for improvised and scripted scenes
- Standard 5.** Researching by using cultural and historical information to support improvised and scripted scenes
- Standard 6.** Comparing and incorporating art forms by analyzing methods of presentation and audience response for theater, dramatic media (such as film, television, and electronic media), and other art forms
- Standard 7.** Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theater, film, television, and electronic media productions
- Standard 8.** Understanding context by analyzing the role of theater, film, television, and electronic media in the community and in other cultures

VISUAL ARTS

- Standard 1.** Understanding and applying media, techniques, and processes
- Standard 2.** Using knowledge of structures and functions

- Standard 3.** Choosing and evaluating a range of subject matter, symbols, and ideas
- Standard 4.** Understanding the visual arts in relation to history and cultures
- Standard 5.** Reflecting upon and assessing the characteristics and merits of their work and the work of others
- Standard 6.** Making connections between visual arts and other disciplines

9-12 STANDARDS

DANCE

- Standard 1.** Identifying and demonstrating movement elements and skills in performing dance
- Standard 2.** Understanding choreographic principles, processes, and structures
- Standard 3.** Understanding dance as a way to create and communicate meaning
- Standard 4.** Applying and demonstrating critical and creative thinking skills in dance
- Standard 5.** Demonstrating and understanding dance in various cultures and historical periods
- Standard 6.** Making connections between dance and healthful living
- Standard 7.** Making connections between dance and other disciplines

MUSIC

- Standard 1.** Singing, alone and with others, a varied repertoire of music
- Standard 2.** Performing on instruments, alone and with others, a varied repertoire of music
- Standard 3.** Improvising melodies, variations, and accompaniments
- Standard 4.** Composing and arranging music within specified guidelines
- Standard 5.** Reading and notating music

- Standard 6.** Listening to, analyzing, and describing music
- Standard 7.** Evaluating music and music performances
- Standard 8.** Understanding relationships between music, the other arts, and disciplines outside the arts
- Standard 9.** Understanding art in relation to history and culture

THEATER

- Standard 1.** Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature and history
- Standard 2.** Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions
- Standard 3.** Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions
- Standard 4.** Directing by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions
- Standard 5.** Researching by evaluating and synthesizing cultural and historical information to support artistic choices
- Standard 6.** Comparing and integrating art forms by analyzing traditional theater, dance, music, visual arts and new art forms
- Standard 7.** Analyzing, critiquing, and constructing meanings from informal and formal theater, film, television, and electronic media
- Standard 8.** Understanding context by analyzing the role of theater, film, television and electronic media in the past and the present

VISUAL ARTS

- Standard 1.** Understanding and applying media, techniques, and processes
- Standard 2.** Using knowledge of structures and functions
- Standard 3.** Choosing and evaluating a range of subject matter, symbols, and ideas
- Standard 4.** Understanding the visual arts in relation to history and cultures

Standard 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others

Standard 6. Making connections between visual arts and other disciplines