

# Art Framework

6-12

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## **PREFACE**

The Millard Public Schools 6-12 Art staff has completed the framework writing phase of the curriculum cycle. In this phase, the staff has identified the direction for Art curriculum and instruction in the future. The framework will form the theoretical base for writing curriculum guides in the next phase of the curriculum cycle. These curriculum guides will provide course by course descriptions of how the outcomes, assessments, and enablers contained in the framework will be translated into classroom practice. The curriculum guides will also specify how the materials menu will be used to facilitate instruction.

Art teachers from all secondary buildings participated in the development of the framework, providing a representative cross-section of the department. The participants in the framework development process include the following:

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## **Introduction of the Art Frameworks**

Since the beginning of civilization, people have created visual arts to understand their world and communicate ideas. People of all cultures have used the visual arts to record, reflect and expand upon life. Historical events, such as battles, plagues and celebrations are depicted in paintings and memorials. The intangibles of life, such as dreams, religion, and aesthetics, are captured through the visual arts as well. Consequently, any visual art work, when examined in the context in which it was created, provides the prospective viewer with a lens into another time, place or mind.

Aspects of the visual arts are part of our daily life and are evident in architecture, advertisement, product design, public art, and city planning. Design elements appear in what we drive, wear, see and use. The world is filled with visual stimuli that the mind is required to process and interpret regularly; knowledge of the visual arts is necessary to understand the design-oriented environment of the twenty-first century. Therefore, the framework in visual arts provides for sequential learning in creating art and a broad understanding of the influence of design within the environment.

Studies in the visual arts enable students to experience distinct ways of thinking, communicating, reasoning and investigating. The visual arts, as with all the arts disciplines, have a unique symbol system. Additionally, participation in making visual art allows students to learn spatially and kinesthetically. Howard Gardner, educational researcher, has defined these different ways of knowing as distinct and separate intelligences. Much research is devoted to validating the theory that learning in these modes will increase students' ability to develop life skills, use varied approaches to problem solving, collaborate with others and synthesize ideas.

The framework in visual arts is based on the National Standards for Arts Education and includes a variety of outcomes and enabling skills to guide educators and provide students with visual art experiences in investigating, making art, and critiquing their own works and the works of others. It is designed sequentially and provides cognitive links with other disciplines throughout. The framework begins in the sixth and seventh grades with enthusiastic exploration of materials and processes. It progresses through developing imagination and individual expression, and culminates with sophisticated inquiry into the aesthetic qualities of both historical works and student created pieces. Achievement of these standards will prepare students for adult lives that are enriched by and increase capacity of interpreting human experience.

The proposed framework identifies the outcomes and enabling skills that are necessary for developmentally and conceptually appropriate curriculum.

## ELO CHART

**ART**  
**PHILOSOPHY STATEMENT**  
**6-12 Art**

**Art** is a conscious, human expression in visual form. It has been, is, and always will be the means by which each culture records, expresses and interprets the world. Art is the visual form of communication essential to the understanding of and participation in our increasingly complex, multicultural and interdependent society. Through art we learn that seeking a creative approach to life is a meaningful, significant and valued human endeavor.

A balanced art education program fosters the student's perception of both his and her real world and imagined worlds. Through structured course work including knowledge of artist, art history, and educated critique, the program enables each student to develop positive attitudes towards him/herself, his/her culture and environment through successful creative experiences. Problem solving and creative learning encourages the student to relate to visual knowledge in other subject areas and to respond with originality, fluency, flexibility, and imagination. The use and application of skills, processes and media encourages self-expression, creative growth, discovery, and realization of ideas. Assessment is made on individual achievement in knowledge and skills combined with the student's stage of growth and development. The art program is sequential and cumulative enabling knowledge, aesthetic judgments, skills and abilities to be strengthened. A commitment to this program is essential to every student's development as a well-rounded, creative and productive citizen.

The arts are a form of cultural literacy, which is one's birthright. Our mandate is to guide all students to achieve their place in the continuum of civilization.

## DIFFERENTIATION

The use of differentiation allows each student to operate at an optimal level. It is necessary to recognize and meet individual needs to allow for maximum learning.

Differentiation for instruction is included in Art instruction. Students are given options, strategies, and techniques that can help them achieve success. They are given a wide range of options within the areas of aesthetics, art history, art production, and art curriculum. The content is differentiated by providing choices for personal expression. The process is differentiated by providing techniques to help the students at their current level of ability. The product is differentiated by giving students options and choices.

In addition, art classrooms can create opportunities that address student strengths in each area identified as multiple intelligences. Examples of the application of each intelligence include the following:

Logical/Mathematical	grid work Chuck Close portraits Egyptian wall painting
Body/Kinesthetic	clay coiling basket weaving holding a paint brush properly
Spatial	perspective drawings
Interpersonal Intrapersonal	group projects personal responses to art work goal setting
Linguistic	oral presentations critiques of art work written work
Musical	paint inspired by music
Naturalist	prints from objects found in nature

Art teachers will make a conscious use of differentiation strategies by continuing to pursue and apply information related to learning styles, multiple intelligences, cultural and ethnic differences, and physical and intellectual abilities. This will ensure success for all students.

Suggested references:

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- Cawelti, Gordon. (Ed.). (1999) Handbook of Research on Improving Student Achievement. Arlington, VA: Educational Research Service.
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- School Art Programs: A Guide for School Board Members and Superintendents. (1992) National Art Educational Association
- Tomlinson, Carol A. (1999) The Differentiated Classroom. Alexandria, VA: Association for Supervision and Curriculum Development.
- Visual Performing Arts Curriculum Frameworks for Nebraska Schools. (1997) Nebraska Department of Education.
- Winebrenner, Susan. (1992) Teaching Gifted Kids in the Regular Classroom. Minneapolis, MN: Free Spirit Publishing.
- Winebrenner, Susan. (1996) Teaching Kids with Learning Difficulties in the Regular Classroom. Minneapolis, MN: Free Spirit Publishing.

## National Art Standards

### **1 Content Standard:** Understanding and applying media, techniques, and processes

Achievement Standard:

- 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 Content Standard:** Using knowledge of structures and functions

Achievement Standard:

- 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

### **3 Content Standard:** Choosing and evaluating a range of subject matter, symbols, and ideas

Achievement Standard:

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

### **4 Content Standard:** Understanding the visual arts in relation to history and cultures

Achievement Standard:

- Students
- a. know that the visual arts have both a history and specific relationships to various cultures
  - b. identify specific works of art as 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

### **5 Content Standard:** Reflecting upon and assessing the characteristics and merits of their work and the work of others

Achievement Standard:

- 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 Content Standard:** Making connections between visual arts and other disciplines

Achievement Standard:

- Students
- a. understand the 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

## Visual Arts Glossary

### National Standards for Arts Education

**Visual Arts.** A broad category that includes the traditional fine arts such as drawing, painting, printmaking, sculpture; communication and design arts such as film, television, graphics, product design; architecture and environmental arts such as urban, interior, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials.

**Abstraction.** A style of artwork that stresses the importance of the elements and principles of design rather than subject matter. Abstract artists select and then exaggerate or simplify the forms.

**Aesthetics.** A branch of philosophy that focuses on the nature of beauty, the nature and value of art, and the inquiry processes and human responses associated with those topics.

**Analysis.** Identifying and examining separate parts as they function independently and together in creative works and studies of the visual arts.

**Art criticism.** Describing and evaluating the media, processes, and meanings of works of visual art, and making comparative judgments.

**Art elements.** Visual arts components:

*Color* – A sensation aroused in the observer’s mind as a response to the stimulus of the Radiant energy of certain wavelengths acting on the eye’s mechanism

*Value* - A continuous mark made on a surface by a moving point

*Texture* - The tactile quality of a surface. Textures may be actual or simulated.

*Form* - Describes an object that is three-dimensional (height, width, depth) and encloses volume

*Shape* - A two-dimensional object

*Space* - An element of art that indicates areas between, around, above, below, or within something

**Art history.** A record of the visual arts, incorporating information, interpretations, and judgments about art objects, artists, and conceptual influences on developments in the visual arts.

**Art materials.** Resources used in the creation and study of visual art, such as paint, clay, cardboard, canvas, film, videotape, models, watercolors, wood, and plastic.

**Art media.** Broad categories for grouping works of art according to the art materials used.

**Art principles.**

*Harmony (Unity)* - A way of combining elements to accent their similarities and bind the picture parts into a whole

*Balance* – A feeling of equilibrium or stability in a work. Balance can be symmetrical, asymmetrical, or radial.

*Rhythm* – The repetition of elements to create a visual tempo or beat

*Movement* – The look or feel of action in a work of art

*Emphasis* – Attention is focused on the most important parts of a composition

*Repetition* – Use of the same element over and over.

**Art production.** Processes of creating art (e.g., painting, pottery, sculpture, drawing).

**Assess.** To analyze and determine the nature and quality of achievement through means appropriate to the subject.

**Context.** A set of interrelated conditions (such as social, economic, political) in the visual arts that influence and give meaning to the development and reception of thoughts, ideas, or concepts that define specific cultures and eras.

**Contour.** The line that bounds or delineates a form.

**Craftsmanship.** Appropriate use or mastery of media or techniques.

**Create.** To produce works of visual art using materials, techniques, processes, elements, and analysis; the flexible and fluent generation of unique, complex, or elaborate ideas.

**Expressive features.** Elements evoking effects such as joy, sadness, or anger.

**Expression.** A process of conveying ideas, feelings, and meanings through selective use of the communicative possibilities of the visual arts.

**Hand Built pottery.** Creating sculpture through the medium of clay without using a potter's wheel.

*coil* – A method of forming clay by rolling it into snake-like structure

*pinch* - A method by which the artist squeezes the clay between the thumb and forefinger to create the desired form

*slab* - A method by which the artist rolls a flat broad piece of clay to create forms

**Ideas.** A formulated thought opinion, or concept that can be represented in visual or verbal form.

**Media.** Material and/or process used in the artist's work.

**Non-Objective art.** A style of art that doesn't represent any physical object or figure but which is purely concerned with the arrangement of shapes, forms, and colors.

**Observational studies.** Drawing by observation (i.e. still life)

**Organizational principles.** Underlying characteristics in the visual arts, such as repetition, balance, emphasis, contrast, and unity.

**Perception.** Visual and sensory awareness, discrimination, and integration of impressions, conditions, and relationships with regard to objects, images, and feelings.

**Portfolio.** A collection of artwork which shows evidence of growth or progress.

**Process.** A complex operation involving a number of methods or techniques, such as the addition and subtraction processes in sculpture, the etching and intaglio processes in printmaking, or the casting or constructing processes in making jewelry.

**Representational art.** A style of art that shows objects or scenes as they might look in everyday life.

**Structures.** Means of organizing the components of a work into a cohesive and meaningful whole, such as sensory qualities, organizational principles, expressive features, and functions of art.

**Techniques.** Specific methods or approaches used in a larger process; for example, graduation of value or hue in painting or conveying linear perspective through overlapping, shading, or varying size or color.

**Technologies.** Complex machines used in the study and creation of art, such as lathes, presses, computers, lasers, and video equipment.

**Theme.** An idea, point of view, or perception embodied and expanded upon in a work of art.

**3-Dimensional art.** Art which includes length, width, and depth (pottery, sculpture).

**2-Dimensional art.** Art which emphasizes picture planes and dimensions of length and width (painting and drawing).

**Tools.** Instruments and equipment used by students to create and learn about art, such as brushes, scissors, brayers, easels, knives, kilns, and cameras.

**Visual arts problems.** Specific challenges based in thinking about and using visual art components.

## Art 6

**Course Description:** Sixth grade art is an introductory quarter course designed to give students an overview to the elements of art: shape, line, color, value, texture, space, and form. Included in this course are two-dimensional and three-dimensional experiences, some of which may be painting, drawing, and sculpture. Students will explore the influences of art from other times and cultures.

**Outcome 1:** Understanding and applying media, techniques, and processes.

### Objectives:

1. Explore the differences between materials, techniques and processes through a variety of the following:

- demonstrations
- computer generated images
- artist reproductions
- photocopies
- video/DVD visuals
- student examples

2. Create a work of art using different media, techniques, and processes to communicate ideas, experiences, and stories by making the following:

- pinch and/or coil 3-dimensional construction
- simple contour drawing
- a work using basic color theory

3. Use art materials and tools in a safe and responsible manner

**Assessment:** Project

**Outcome 2:** Students will be able to use knowledge of Elements of Art

### Objectives:

1. Explore and understand the differences among the Elements of Art and how they are used to convey ideas

- Line
- Shape
- Color
- Space
- Texture
- Form
- Value

2. Use the Elements of Art to communicate visual ideas by creating the following:

- 2-dimensional artwork
- 3-dimensional artwork

**Assessment:** Project

**Outcome 3:** Students will be able to choose and evaluate a range of subject matter, symbols, and ideas

**Objectives:**

1. Experience and understand possible ideas for works of art by looking at a variety of the following:
  - Computer generated images
  - Artist reproductions
  - Photocopies
  - Video/DVD visuals
  - Student and/or teacher example
2. Create an art work by selecting and applying subject matter, symbols, and ideas to communicate meaning

**Assessment:** Project

**Outcome 4:** Students will understand the visual arts in relation to history and cultures.

**Objectives:**

1. Discover the relationship between selected historical art and various cultures by viewing and discussing a variety of the following:
  - Computer generated images
  - Art from art books
  - Artists magazines
  - Video/DVD visual
2. Create art work that relates to the particular style of art or culture being observed

**Assessment:** Project

**Outcome 5:** Students will reflect upon and assess the characteristics and merits of their work and the work of others.

**Objectives:**

1. Compare and contrast the various purposes for creating works of visual arts by exploring the following:
  - Art records the past
  - Art communicates
  - Art shows cultural heritage
  - Art shows religious beliefs
2. Discover how human experiences can influence the development of specific art works

**Assessment:** Written or oral discussion groups; reports

**Outcome 6:** Students will make connections between visual arts and other disciplines

**Objectives:**

1. Compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context
2. Describe ways in which concepts and subject matter of other disciplines are interrelated with the visual arts.

**Assessment:** Written or oral presentations

**Outcome 7:** Students will create art in a responsible manner.

**Objectives:**

1. Be able to use materials appropriately and safely.
2. Appreciate the creativity of others.
3. Be able to clean up when finished creating art.
4. Be able to create art in keeping with the accepted standards of decency and respect.

**Assessment:** Performance

## Art 7

**Course Description:** Seventh grade art is a quarter course in which the elements of art are used to develop an understanding of the principles of design: balance, rhythm, movement, contrast, emphasis, repetition, and unity. Included in this course are two-dimensional and three-dimensional experiences, some of which may be painting, drawing, and sculpture. Students will continue to explore the influences of art from other times and cultures.

**Outcome 1:** Students will understand and apply media, techniques, and processes

### Objectives:

1. Discuss the differences between materials, techniques, and processes through a variety of the following:
  - demonstrations
  - computer generated images
  - artist reproductions
  - photocopies
  - video/DVD visuals • student examples
2. Create a work of art using different media, techniques, and processes to communicate ideas, experiences, and stories by producing:
  - combination pinch, coil, and/or slab clay construction
  - contour, figure, or still life drawing
  - building on color concepts
3. Demonstrate proper use and care of tools and materials.
4. Recognize and incorporate the life skills curriculum: readiness for work, readiness for life-long learning, citizenship
  - appropriate behavior in the work space
  - being prepared for class

**Assessment:** Project

**Outcome 2:** Students will use knowledge of Elements of Art and Principles of Design

**Objectives:**

1. Understand the Elements of Art and explore the Principles of Design and how they are used to convey ideas.

Elements of Art

- Line
- Shape
- Color
- Space
- Texture
- Form
- Value

Principles of Design

- Balance
- Rhythm
- Movement
- Contrast
- Emphasis
- Repetition
- Unity

2. Use the Elements of Art and Principles of Design to communicate visual ideas by creating:
  - 2-dimensional artwork such as drawing or painting
  - 3-dimensional artwork such as sculpture or pottery

**Assessment:** Project

**Outcome 3:** Students will use a range of subject matter, symbols, and ideas

**Objectives:**

1. Explore and understand possible content for works of art through books, slides, reproductions, A/V and technology applications
2. Select and use subject matter, symbols, and ideas to communicate meaning

**Assessment:** Project

**Outcome 4:** Students will understand the visual arts in relation to history and cultures

**Objectives:**

1. Identify styles and themes in works of art from historical times and places.
  - Art records the past
  - Art communicates
  - Art shows cultural heritage
  - Art shows religious beliefs
  - Art shows religious beliefs
2. Compare various art careers and the methods of preparing for them.

**Assessment:** Group discussion or written response

**Outcome 5:** Students will reflect upon and assess the characteristics and merits of their work and the work of others.

**Objectives:**

1. Compare and contrast the various purposes for creating works of visual arts by exploring the following:
  - Art records the past
  - Art communicates
  - Art shows cultural heritage
  - Art shows religious beliefs
2. Discover how human experiences can influence the development of specific art works

**Assessment:** Written or oral discussion groups; reports

**Outcome 6:** Students will make connections between the visual arts and other disciplines

**Objectives:**

1. Compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context
2. Describe ways in which concepts and subject matter of other disciplines are interrelated with the visual arts.

**Assessment:** Group discussion or written response

**Outcome 7:** Students will create art in a responsible manner.

**Objectives:**

1. Be able to use materials appropriately and safely.
2. Appreciate the creativity of others.
3. Be able to clean up when finished creating art.
4. Be able to create art in keeping with the accepted standards of decency and respect.

**Assessment:** Performance

## Art 8 Emphasis

The standards in grade eight focus on the synthesis and application of previously learned concepts. Using traditional and emerging technologies, students are able to apply more complex technical skills as they manipulate the elements of art and the principles of design, art media, and ideas. Students acquire art skills that enable them to make conscious choices of media and techniques for expressive purposes. Students produce works of art that are developed from preliminary ideas and sketches. They compare and contrast art from different world cultures and investigate how context can influence meaning. Students debate the purposes of art, formulate reasoned responses to meaningful art questions, develop their own criteria for making art judgments, and develop a personal aesthetic. The acquisition of these skills enables students to develop a worldview, placing the discipline of art within a broader context, and relating it to other fields of knowledge.

## Pottery/Sculpture 8

**Course Description:** Pottery/Sculpture is a quarter elective course designed to further involve students with the Elements of Art and Principles of Design. Students will concentrate on a variety of Pottery/Sculpture materials may include, but are not limited to clay, plaster, wood, papier mache, cardboard and wire. Assignments may include pinch, coil and slab clay construction, carving and assemblage.

**Outcome 1:** Understanding and applying the media, techniques, and processes.

### Objectives:

1. Analyze the differences between materials, techniques, and processes through
  - practice,
  - demonstration,
  - video/DVD visuals
  - technology applications
2. Take advantage of the qualities and characteristics of media, techniques, and processes to enhance the visual creation of their experiences and ideas.

**Assessment:** Project or written

**Outcome 2:** Use knowledge of Elements of Art and Principles of Design to create a 3-dimensional work of art.

**Objectives:**

1. Select and use the Elements of Art and the Principles of Design to improve communication and expression of ideas.
2. Create works of art the use the Elements of Art and the Principles of Design to communicate and express ideas.

**Assessment:** Project

**Outcome 3:** Select and apply a range of subject matter, symbols, and ideas.

**Objectives**

1. Explore and understand prospective content for works of art through:
  - practice,
  - demonstration,
  - video/DVD visuals
2. Create art through selecting and using appropriate subject matter, symbols and ideas to communicate meaning.
3. Apply subjects, symbols, and ideas in their art works and use the skills gained to solve problems in daily life.

**Assessment:** Project

**Outcome 4:** Understanding the visual arts in relation to history and cultures.

**Objectives:**

1. Compare and contrast the characteristics of art works in relation to history and cultures.
2. Examine specific works of art as belonging to particular cultures, times and places.
3. Analyze, describe, and demonstrate how factors of time and place influence visual characteristics that give meaning and value to a work of art.

**Assessment:** Written, oral, project.

**Outcome 5:** Analyze, interpret, and evaluate their own and others' artwork.

**Objectives:**

1. Understand that people may respond in different and equally valid ways to specific art works.
2. Identify possible improvements in the process of creating their own work.
3. Evaluate the quality and effectiveness of their own and others' work by using specific criteria.
4. Compare a variety of individual responses to their own art works

**Assessment:** Project

**Outcome 6:** Making connections between visual arts and other disciplines and daily life.

**Objectives:**

1. Compare the relationships between the visual arts and other disciplines.
2. Understand that similarities exist between the visual arts and other disciplines.
3. Describe how the visual arts are used in the world around us and how they are part of our everyday life.
4. Create art work that reflects the connections among visual arts and other disciplines.

**Assessment:** Projects, oral, or written

**Outcome 7:** Students will create art in a responsible manner.

**Objectives:**

1. Be able to use materials appropriately and safely.
2. Appreciate the creativity of others.
3. Be able to clean up when finished creating art.
4. Be able to create art in keeping with the accepted standards of decency and respect

**Assessment:** Performance

## Printmaking/Fiber 8

**Course Description** Printmaking/Fiber is a quarter elective course designed to further involve students with the Elements of Art and Principles of Design. Students will concentrate on a variety of Printmaking/Fiber skills and techniques to further their cultural and historical visual arts awareness. Printmaking/Fiber materials may include, but are not limited to yarn, jute, linoleum blocks, styrofoam, fabric, stamps and found objects. Assignments may vary from tie-dye, batik, weaving, basket coiling and various printmaking methods.

**Outcome 1:** Understanding and applying the media, techniques, and processes.

### **Objectives:**

1. Analyze the differences between materials, techniques, and processes through
  - practice,
  - demonstration,
  - video/DVD visuals
  - technology applications
2. Take advantage of the qualities and characteristics of media, techniques, and processes to enhance the visual creation of their experiences and ideas.

**Assessment:** Project or written

**Outcome 2:** Use knowledge of Elements of Art and Principles of Design to create a 2- or 3-dimensional work of art.

### **Objectives:**

1. Select and use the Elements of Art and the Principles of Design to improve communication and expression of ideas.
2. Create works of art the use the Elements of Art and the Principles of Design to communicate and express ideas.

**Assessment:** Project

**Outcome 3:** Select and apply a range of subject matter, symbols, and ideas.

**Objectives**

1. Explore and understand prospective content for works of art through:
  - practice,
  - demonstration,
  - video/DVD visuals
2. Create art through selecting and using appropriate subject matter, symbols and ideas to communicate meaning.
3. Apply subjects, symbols, and ideas in their art works and use the skills gained to solve problems in daily life.

**Assessment:** Project

**Outcome 4:** Understanding the visual arts in relation to history and cultures.

**Objectives:**

1. Compare and contrast the characteristics of art works in relation to history and cultures.
2. Examine specific works of art as belonging to particular cultures, times and places.
3. Analyze, describe, and demonstrate how factors of time and place influence visual characteristics that give meaning and value to a work of art.

**Assessment:** Written, oral, project.

**Outcome 5:** Analyze, interpret, and evaluate their own and others' artwork.

**Objectives:**

1. Understand that people may respond in different and equally valid ways to specific art works.
2. Identify possible improvements in the process of creating their own work.
3. Evaluate the quality and effectiveness of their own and others' work by using specific criteria.
4. Compare a variety of individual responses to their own art works

**Assessment:** Project

**Outcome 6:** Making connections between visual arts and other disciplines and daily life.

**Objectives:**

1. Compare the relationships between the visual arts and other disciplines.
2. Understand that similarities exist between the visual arts and other disciplines.
3. Describe how the visual arts are used in the world around us and how they are part of our everyday life.
4. Create art work that reflects the connections among visual arts and other disciplines.

**Assessment:** Projects, oral, or written

**Outcome 7:** Students will create art in a responsible manner.

**Objectives:**

1. Be able to use materials appropriately and safely.
2. Appreciate the creativity of others.
3. Be able to clean up when finished creating art.
4. Be able to create art in keeping with the accepted standards of decency and respect.

**Assessment:** Performance

## Painting 8

**Course Description:** Painting is a quarter elective course designed to further involve students with the Elements of Art and Principles of Design. Students will concentrate on a variety of Painting skills and techniques to further their cultural and historical visual arts awareness. Painting materials may include, but are not limited to oil pastels, watercolor, tempera and acrylic paints. Assignments may vary from still life, portraits, landscapes, perspective, and creative compositions.

**Outcome 1:** Understanding media, techniques, and processes

**Objectives:**

1. Identify a variety of media: drawing, painting, sculpture, architecture, and current media
2. Demonstrate understanding of techniques and processes specific for each media
3. Analyze what makes them effective or not effective in communicating ideas

**Assessment:** Project, Presentation, and/or Critique

**Outcome 2:** Using knowledge of Elements and Principles of Art

**Objectives:**

1. Demonstrate understanding of the Elements and Principles of Art: line, shape, form, color, value, texture, space, unity, balance, repetition, rhythm/movement, emphasis, contrast, variety
2. Identify and analyze the elements and principles of art as used by artists to communicate their ideas

**Assessment:** Project, Presentation, and/or Critique

**Outcome 3:** Evaluating a range of subject matter, symbols, and ideas

**Objectives:**

1. Identify and analyze visual and spatial concepts to communicate intended meaning in selected artworks
2. Demonstrate understanding of subjects, themes, and symbols as applied to historical and cultural concepts

**Assessment:** Project, Presentation, and/or Critique

**Outcome 4:** Understanding the visual arts in relation to history and cultures

**Objectives:**

1. Know and compare the characteristics of artworks in various eras and cultures
2. Describe and place a variety of art objects in historical and cultural contexts
3. Differentiate among a variety of art in terms of style and purpose

**Assessment:** Project, Presentation, and/or Critique

**Outcome 5:** Reflecting upon and assessing the characteristics and merits of the work of others

**Objectives:**

1. Compare multiple reasons for creating works of art
2. Describe and compare a variety of individual responses to art works from various eras and cultures

**Assessment:** Project, Presentation, and/or Critique

**Outcome 6:** Making connections between visual arts and other disciplines

**Objectives:**

1. Compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context
2. Describe ways in which concepts and subject matter of other disciplines are interrelated with the visual arts

**Assessment:** Project, Presentation, and/or Critique

**Outcome 7:** Students will create art in a responsible manner.

**Objectives:**

1. Be able to use materials appropriately and safely.
2. Appreciate the creativity of others.
3. Be able to clean up when finished creating art.
4. Be able to create art in keeping with the accepted standards of decency and respect.

**Assessment:** Performance

## Drawing 8

**Course Description** Drawing is a quarter elective course designed to further involve students with the Elements of Art and Principles of Design. Students will concentrate on a variety of drawing skills and techniques to further their cultural and historical visual arts awareness. Drawing materials may include, but are not limited to, pencils, pen and ink, oil pastels, chalk and charcoal. Assignments may vary from still life, portraits, landscapes, perspective, and creative compositions

**Outcome 1:** Understanding and applying the media, techniques, and processes.

**Objectives:**

1. Analyze the differences between materials, techniques, and processes through
  - practice
  - demonstration
  - video/DVD visuals
  - technology applications
2. Take advantage of the qualities and characteristics of media, techniques, and processes to enhance the visual creation of their experiences and ideas.

**Assessment:** Project or written

**Outcome 2:** Use knowledge of Elements of Art and Principles of Design to create a 2 or 3-dimensional work of art.

**Objectives:**

1. Select and use the Elements of Art and the Principles of Design to improve communication and expression of ideas.
2. Create works of art the use the Elements of Art and the Principles of Design to communicate and express ideas.

**Assessment:** Project

**Outcome 3:** Select and apply a range of subject matter, symbols, and ideas.

**Objectives**

1. Explore and understand prospective content for works of art through:
  - practice
  - demonstration
  - video/DVD visuals
2. Create art through selecting and using appropriate subject matter, symbols and ideas to communicate meaning.
3. Apply subjects, symbols, and ideas in their art works and use the skills gained to solve problems in daily life.

**Assessment:** Project

**Outcome 4:** Understanding the visual arts in relation to history and cultures.

**Objectives:**

1. Compare and contrast the characteristics of art works in relation to history and cultures.
2. Examine specific works of art as belonging to particular cultures, times and places.
3. Analyze, describe, and demonstrate how factors of time and place influence visual characteristics that give meaning and value to a work of art.

**Assessment:** Written, oral, project.

**Outcome 5:** Analyze, interpret, and evaluate their own and others' artwork.

**Objectives:**

1. Understand that people may respond in different and equally valid ways to specific art works.
2. Identify possible improvements in the process of creating their own work.
3. Evaluate the quality and effectiveness of their own and others' work by using specific criteria.
4. Compare a variety of individual responses to their own art works

**Assessment:** Project

**Outcome 6:** Making connections between visual arts and other disciplines and daily life.

**Objectives:**

1. Compare the relationships between the visual arts and other disciplines.
2. Understand that similarities exist between the visual arts and other disciplines.
3. Describe how the visual arts are used in the world around us and how they are part of our everyday life.
4. Create art work that reflects the connections among visual arts and other disciplines.

**Assessment:** Projects, oral, or written

**Outcome 7:** Students will create art in a responsible manner.

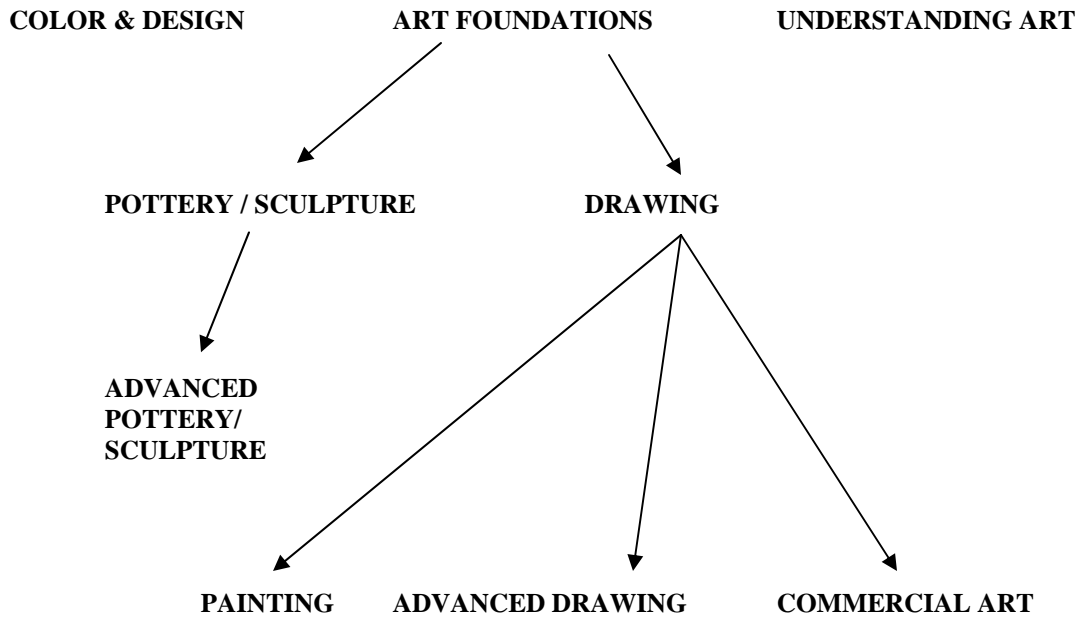
**Objectives:**

1. Be able to use materials appropriately and safely.
2. Appreciate the creativity of others.
3. Be able to clean up when finished creating art.
4. Be able to create art in keeping with the accepted standards of decency and respect.

**Assessment:** Performance

# ART

The following diagram provides a general program sequence in this discipline.



## ADVANCED STUDIO ART

This is a year long course for seniors who have met the prerequisites

## Understanding Art

**Course Description:** Understanding Art is a non-production art class that will investigate the many roles of the visual arts and artists through historical, cultural, and social contexts. This course is offered to ninth through twelfth grade students. It satisfies the fine arts graduation requirement. It is **not** a prerequisite for any other art course.

**Outcome 1:** Understanding media, techniques, and processes

**Objectives:**

1. Identify a variety of media: drawing, painting, sculpture, architecture, and current media
2. Demonstrate understanding of techniques and processes specific for each media
3. Analyze what makes them effective or ineffective in communicating ideas

**Assessment:** Project, Presentation, and/or Critique

**Outcome 2:** Using knowledge of Elements and Principles of Art

**Objectives:**

1. Demonstrate understanding of the Elements and Principles of Art: line, shape, form, color, value, texture, space, unity, balance, repetition, rhythm/movement, emphasis, contrast, variety
2. Identify and analyze the elements and principles of art as used by artists to communicate their ideas

**Assessment:** Project, Presentation, and/or Critique

**Outcome 3:** Evaluating a range of subject matter, symbols, and ideas

**Objectives:**

1. Identify and analyze visual and spatial concepts to communicate intended meaning in selected artworks
2. Demonstrate understanding of subjects, themes, and symbols as applied to historical and cultural concepts

**Assessment:** Project, Presentation, and/or Critique

**Outcome 4:** Understanding the visual arts in relation to history and cultures

**Objectives:**

1. Know and compare the characteristics of artworks in various eras and cultures: Non Western Art, Prehistoric Art, Ancient Civilizations, Renaissance, Late 19<sup>th</sup> century Art, 20<sup>th</sup> Century Art
2. Describe and place a variety of art objects in historical and cultural contexts
3. Differentiate among a variety of art in terms of style and purpose

**Assessment:** Project, Presentation, and/or Critique

**Outcome 5:** Reflecting upon and assessing the characteristics and merits of the work of others

**Objectives:**

1. Compare multiple reasons for creating works of art
2. Describe and compare a variety of individual responses to art works from various eras and cultures

**Assessment:** Project, Presentation, and/or Critique

**Outcome 6:** Making connections between visual arts and other disciplines

**Objectives:**

1. Compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context
2. Describe ways in which concepts and subject matter of other disciplines are interrelated with the visual arts

**Assessment:** Project, Presentation, and/or Critique

## Color and Design

**Course Description:** Color and Design is a semester course giving the student an opportunity to explore the expressive qualities of color and design. Students will work with the Elements of Art and the Principles of Design. Projects will involve two-dimensional and three-dimensional media and materials. This course satisfies the fine arts graduation requirement.

**Prerequisites:** None

**Outcome 1:** Understanding and applying media, techniques, and processes

### Objectives:

1. Experiment with a variety of media: pencil, marker, colored pencil, tempera paint, acrylic paint, watercolor, clay, wood, printmaking, fiber and textile materials
2. Demonstrate understanding of techniques and processes specific for each media, such as color, color theory, two and three-dimensional design, and surface design
3. Analyze what makes them effective or ineffective in communicating ideas
4. Develop attributes such as self-discipline, the collaborative spirit, and perseverance, which are necessary to the creative process

**Assessment:** Project, Presentation, and/or Critique

**Outcome 2:** Using knowledge of the Elements and Principles of Art

### Objectives:

1. Demonstrate understanding of the elements and principles of art (line, shape, form, color, value, texture, space, unity, balance, repetition, rhythm/movement, emphasis, contrast, variety)
2. Investigate the expressive qualities of color and its relationship with design
3. Select and use the elements and principles of art to improve communication of their ideas

**Assessment:** Project, Presentation, and/or Critique

**Outcome 3:** Choosing and evaluating a range of subject matter, symbols, and ideas

### Objectives:

1. Select and use subject matter, symbols, and ideas to communicate meaning. Areas of study may include but not be limited to the following: pop-art, abstract, non-objective, naturalistic studies, applied arts.
2. Understand the use of subjects, themes, and symbols in art

**Assessment:** Project, Presentation, and/or Critique

**Outcome 4:** Understanding the visual arts in relation to history and cultures

**Objectives:**

1. Identify the characteristics of artworks in various eras and cultures
2. Demonstrate how history, culture, and the visual arts can influence each other

**Assessment:** Project, Presentation, and/or Critique

**Outcome 5:** Reflecting upon and assessing the characteristics and merits of their work and the work of others

**Objectives:**

1. Identify reasons for creating works of art
2. Objectively critique their own artworks
3. Effectively discern qualities in the work of other artists

**Assessment:** Project, Presentation, and/or Critique

**Outcome 6:** Making connections between visual arts and other disciplines

**Objectives:**

1. Describe ways in which the principles and subject matter of other disciplines are interrelated with the visual arts

**Assessment:** Project, Presentation, and/or Critique

## Art Foundations

**Course Description:** This course enables students to communicate ideas through a variety of media, materials, and techniques. Students will explore both two-dimensional and three-dimensional art forms. In addition to art production, students will use a variety of learning strategies to aid the comprehension of course material. These will include reading, analyzing, and responding.

**Prerequisites:** None

**Outcome 1:** Understanding and applying media, techniques, and processes.

### Objectives:

1. Identify and demonstrate sufficiency in a variety of media: pencil, marker, colored pencil, tempera paint, oil pastels, chalk pastels, clay, watercolor, printmaking
2. Demonstrate understanding of techniques and processes specific for each media, for example, color and color theory, observational studies, perspective, and 3-D design
3. Analyze what makes art effective or not effective in communicating ideas
4. Develop attributes such as self-discipline, the collaborative spirit, and perseverance, which are necessary to the creative process
5. Understand color and color theory, observational studies, perspective, 3-D design

**Assessment:** Project, Presentation, and/or Critique

**Outcome 2:** Using knowledge of the Elements and Principles of Art

### Objectives:

1. Demonstrate understanding of the elements and principles of art (line, shape, form, color, value, texture, space, unity, balance, repetition, rhythm/movement, emphasis, contrast, variety)
2. Select and use the elements and principles of art to improve communication of their ideas

**Assessment:** Project, Presentation, and/or Critique

**Outcome 3:** Choosing and evaluating a range of subject matter, symbols, and ideas

### Objectives:

1. Integrate visual and spatial concepts to communicate intended meaning in their artwork
2. Use subjects, themes, and symbols to demonstrate knowledge of context, values, and aesthetics: portrait, self-portrait, still life, landscape, abstract, non-objective, social comment, animal, political, historical/cultural, narrative, literary, figurative, genre

**Assessment:** Project, Presentation, and/or Critique

**Outcome 4:** Understanding the visual arts in relation to history and cultures

**Objectives:**

1. Know and compare the characteristics of artworks in various eras and cultures
2. Describe and place a variety of art objects in historical and cultural contexts

**Assessment:** Project, Presentation, and/or Critique

**Outcome 5:** Reflecting upon and assessing the characteristics and merits of their work and the work of others

**Objectives:**

1. Compare multiple reasons for creating works of art
2. Describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures

**Assessment:** Project, Presentation, and/or Critique

**Outcome 6:** Making connections between visual arts and other disciplines

**Objectives:**

1. Compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context
2. Describe ways in which principles and subject matter of other disciplines are interrelated with the visual arts

**Assessment:** Project, Presentation, and/or Critique

## Drawing

**Course Description:** Drawing is a semester course designed to give students an introduction to techniques in drawing and media usage. Projects will include observational studies, drawing approaches, and shading techniques in a variety of media. In addition to art production, students may use a variety of learning strategies including reading, responding, and analyzing to develop an understanding of course material.

**Prerequisites:** Art Foundations

**Outcome 1:** Understanding and applying media, techniques, and processes.

### Objectives

1. Apply media, techniques, and processes such as pencil, marker, colored pencil, pastel, scratchboard, printmaking, charcoal, pen and ink, conte with sufficient skill, confidence, and creativity that their intentions are carried out in their artworks.
2. Demonstrate proficiency in the following: observational study, line study, value study, and perspective.
3. Communicate ideas at an intermediate level of effectiveness.
4. Analyze what makes their artwork effective or ineffective in communicating ideas.
5. Develop attributes such as self-discipline, the collaborative spirit, and perseverance, which are necessary to the creative process.

**Assessment:** Project, Presentation, or Critique

**Outcome 2:** Using knowledge of the Elements and Principles of Art

### Objectives:

1. Identify and analyze the elements and principles in artworks: line, shape, form, color, value, texture, space, unity, balance, repetition, rhythm/movement, emphasis, contrast, variety
2. Create solutions to specific visual art problems.
3. Demonstrate competence in the use of the elements and principles of art.

**Assessment:** Project, Presentation, or Critique

**Outcome 3:** Choosing and evaluating a range of subject matter, symbols, and ideas

**Objectives:**

1. Reflect on how artworks differ visually, spatially, and functionally, and describe how these are related to history and culture
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to problem solve. The subject matter may include : portrait, self portrait, still life, landscape, abstract, non-objective, social comment, animal, political, historical/cultural, narrative, literary, figurative, genre.

**Assessment:** Project, Presentation, or Critique

**Outcome 4:** Understanding the visual arts in relation to history and cultures

**Objectives:**

1. Differentiate and link historical and cultural influences in artworks.
2. Describe the function and explore the meaning of specific art objects.
3. Analyze relationships of works of art to one another.

**Assessment:** Project, Presentation, or Critique

**Outcome 5:** Reflecting upon and assessing the characteristics and merits of their work and the work of others

**Objectives:**

1. Identify intentions of those creating artworks.
2. Explore the implications of various purposes and justify those purposes through the use of the art criticism approach.

**Assessment:** Project, Presentation, or Critique

**Outcome 6:** Making connections between visual arts and other disciplines.

**Objectives:**

1. Compare characteristics of the visual arts with those of other art disciplines.
2. Compare ideas, issues, or themes among artworks and other disciplines.

**Assessment:** Project, Presentation, or Critique

## Advanced Drawing

**Course Description:** This course is designed to give the student an advanced experience in drawing techniques, composition, and media development. Advanced Drawing gives the student additional experience in observational studies, as well as in drawing approaches and shading techniques in a variety of media.

**Prerequisites:** Drawing

**Outcome 1:** Understanding and applying media, techniques, and processes

**Objectives:**

1. Solve challenging drawing problems using intellectual skills such as analysis, synthesis and evaluation
2. Demonstrate at an advanced level the following: observational study and perspective
3. Communicate ideas at an advanced level of effectiveness
4. Develop attributes such as self-discipline, collaborative spirit, and perseverance necessary to the creative process

**Assessment:** Project, Presentation, and/or Critique

**Outcome 2:** Using knowledge of the Elements and Principles of Art

**Objectives:**

1. Create solutions to specific drawing problems
2. Demonstrate competence in the use of the Elements and Principles of Art: line, shape, form, color, value, texture, space, unity, balance, repetition, rhythm/movement, emphasis, contrast, variety

**Assessment:** Project, Presentation, and/or Critique

**Outcome 3:** Choosing and evaluating a range of subject matter, symbols, and ideas

**Objectives:**

1. Describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others
2. Study sources for content and the manner in which subject matter, symbols, and images are used in the students' work and in significant work by others
3. Areas of study may include the following: observational, imaginative, recall, reflective, perspective, figurative, expressive
4. Introduction to portfolio development with emphasis on development of an individual style

**Assessment:** Project, Presentation, and/or Critique

**Outcome 4:** Understanding the visual arts in relation to history and cultures

**Objectives:**

1. Analyze and interpret art works for relationships among form, context, purposes, and critical models
2. Analyze common characteristics of visual arts evident across time and among cultures

**Assessment:** Project, Presentation, and/or Critique

**Outcome 5:** Reflecting upon and assessing the characteristics and merits of their work and the work of others

**Objectives:**

1. Correlate responses to visual art with various techniques for communicating meaning, ideas, attitudes, view, and intentions
2. Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art
3. Correlate relationships of art to its historical and cultural contexts

**Assessment:** Project, Presentation, and/or Critique

**Outcome 6:** Making connections between visual arts and other disciplines

**Objectives:**

1. Synthesize the creative and analytical principles and techniques of the visual arts and selected other arts disciplines, the humanities, and/or the sciences

**Assessment:** Project, Presentation, and/or Critique

## Pottery and Sculpture

**Course Description:** Pottery and Sculpture is a semester course in which students will explore a variety of hand-built and sculptural techniques. Introduction to the potter's wheel is covered as well as simple glaze methods. In addition to art production, students may use a variety of strategies including reading, responding and analyzing to develop the understanding of course material.

**Prerequisites:** Art Foundations

**Outcome 1:** Understanding and applying media, techniques, and processes

**Objectives:**

1. Apply understanding of techniques and processes specific to clay and other three-dimensional media. Processes to be covered include handbuilding (pinch, coil, slab), wheel throwing, and sculpture.
2. Identify and demonstrate proficiency in a variety of surface decoration
3. Analyze what makes artwork effective or ineffective in communicating ideas
4. Continue to pursue attributes such as self-discipline, collaborative spirit, and perseverance, necessary to the creative process

**Assessment:** Project, Presentation, and/or Critique

**Outcome 2:** Using knowledge of the Elements and Principles of Art

**Objectives:**

1. Evaluate the effectiveness of the Elements and Principles of Art (line, shape, form, color, value, texture, space, unity, balance, repetition, rhythm/movement, emphasis, contrast, variety) to improve communication of ideas

**Assessment:** Project, Presentation, and/or Critique

**Outcome 3:** Choosing and evaluating a range of subject matter, symbols, and ideas

**Objectives:**

1. Reflect on how visual and spatial concepts communicate intended meaning in artwork
2. Apply subject, symbols, and ideas in their artwork and use the skills gained to solve problems through wheel thrown pieces, hand-built pieces, and sculptural works

**Assessment:** Project, Presentation, and/or Critique

**Outcome 4:** Understanding the visual arts in relation to history and cultures

**Objectives:**

1. Differentiate among a variety of historical and cultural contexts in artworks
2. Describe the function and explore the meaning of specific art objects within varied cultures, times, and places

**Assessment:** Project, Presentation, and/or Critique

**Outcome 5:** Reflecting upon and assessing the characteristics and merits of their work and the work of others

**Objectives:**

1. Identify intentions of those creating artworks
2. Explore the implications of various purposes and justify those purposes through the use of Art Criticism Approaches such as description, analysis, interpretation, and evaluation

**Assessment:** Project, Presentation, and/or Critique

**Outcome 6:** Making connections between visual arts and other disciplines

**Objectives:**

1. Compare characteristics of visual arts within a particular historical period or style
2. Compare ideas, issues, or themes within artworks

**Assessment:** Project, Presentation, and/or Critique

## Advanced Pottery and Sculpture

**Course Description:** This is a semester course that involves advanced three-dimensional work. Students learn advanced handbuilding and further development on the potter's wheel, as well as more complex glaze application and surface decoration. In addition to art production, students may use a variety of strategies including reading, responding, and analyzing to aid in the understanding of course material.

**Prerequisites:** Art Foundations and Pottery

**Outcome 1:** Understanding and applying media, techniques, and processes

### Objectives:

1. Exhibit greater artistic competence in techniques and processes specific to clay media and other three-dimensional media. Processes to be covered include handbuilding (pinch, coil, slab), wheel throwing, and sculpture
2. Identify and demonstrate advanced skill in a variety of surface decoration
3. Communicate ideas regularly at a high level of effectiveness
4. Continue to pursue attributes such as self-discipline, the collaborative spirit, and perseverance, which are necessary to the creative process

**Assessment:** Project, Presentation, and/or Critique

**Outcome 2:** Using knowledge of Elements and Principles of Art

### Enabling Skills:

1. Articulate the effectiveness of the Elements and Principles of Art (line, shape, form, color, value, texture, space, unity, balance, repetition, rhythm/movement, emphasis, contrast, variety) to improve communication of ideas
2. Create multiple solutions to specific visual arts problems

**Assessment:** Project, Presentation, and/or Critique

**Outcome 3:** Choosing and evaluating a range of subject matter, symbols, and ideas

### Objectives:

1. Describe the origins of specific images and ideas and explain why they are of value in art
2. Evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used
3. Introduce portfolio development with emphasis on development of an individual style

**Assessment:** Project, Presentation, and/or Critique

**Outcome 4:** Understanding the visual arts in relation to history and cultures

**Objectives:**

1. Analyze and interpret artworks for relationships
2. Analyze common characteristics of visual arts evident across time and among cultures

**Assessment:** Project, Presentation, and/or Critique

**Outcome 5:** Reflecting upon and assessing the characteristics and merits of their work and the work of others

**Objectives:**

1. Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art

**Assessment:** Project, Presentation, and/or Critique

**Outcome 6:** Making connections between visual arts and other disciplines

**Objectives:**

1. Compare characteristics of visual arts within a particular historical period or style
2. Compare ideas, issues or themes within the visual art and selected other art disciplines, for example humanities and/or the sciences

**Assessment:** Project, Presentation, and/or Critique

## Painting

**Course Description:** Painting is a semester course designed to give students an introduction to techniques in painting and media usage. Students will develop an understanding of realistic, abstract, and non-objective painting styles. They will also familiarize themselves with famous works of art and artists. In addition to art production, students may use a variety of learning strategies including reading and writing to aid in the understanding of course material.

**Prerequisites:** Art Foundations and Drawing I

**Outcome 1:** Understanding and applying media, techniques, and processes

### Objectives:

1. Apply media, techniques, and processes with proficient skill, confidence, and creativity in acrylic, watercolor, pastel, and/or tempera.
2. Demonstrate proficiency in the approaches to realism, abstraction, and non-objective art.
3. Communicate ideas at an advanced level of effectiveness.
4. Analyze what makes their artwork effective or ineffective in communicating ideas.
5. Demonstrate attributes such as self-discipline, collaborative spirit, and perseverance, necessary to the creative process.

**Assessment:** Project, Presentation, and/or Critique

**Outcome 2:** Using knowledge of the Elements and Principles of Art

### Objectives:

1. Identify and analyze the elements and principles (line, shape, form, color, value, texture, space, unity, balance, repetition, rhythm/movement, emphasis, contrast, variety) in paintings.
2. Create solutions to specific visual art problems
3. Demonstrate competence in the use of the elements and principles of art.

**Assessment:** Project, Presentation, and/or Critique

**Outcome 3:** Choosing and evaluating a range of subject matter, symbols, and ideas

### Objectives:

1. Reflect on how artworks differ visually, spatially, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to problem solve. Subject Matter may include but not be limited to portrait, self-portrait, still life, landscape, abstract, non-objective, social comment, animal, political, historical/cultural, narrative, literary, figurative, genre.

**Assessment:** Project, Presentation, and/or Critique

**Outcome 4:** Understanding the visual arts in relation to history and cultures

**Objectives:**

1. Differentiate and link historical and cultural influences in artworks.
2. Describe the purpose and explore the meaning of specific paintings.
3. Analyze relationships of works of art to one another.

**Assessment:** Project, Presentation, and/or Critique

**Outcome 5:** Reflecting upon and assessing the characteristics and merits of their work and the work of others

**Objectives:**

1. Analyze and interpret the intentions of various paintings.
2. Explore the concepts of various styles such as Realism, Cubism, Impressionism, Abstraction, Expressionism, Surrealism and integrate those concepts into their own personal style of painting

**Assessment:** Project, Presentation, and/or Critique

**Outcome 6:** Making connections between visual arts and other disciplines

**Objectives:**

1. Compare characteristics of the visual arts with those of other art disciplines.
2. Compare ideas, issues, or themes among artworks and other disciplines

**Assessment:** Project, Presentation, and/or Critique

## Commercial Art

**Course Description:** Commercial Art is designed to develop an awareness and appreciation for all the numerous aspects of graphic design and advertising. It will involve the student in the essential areas of typography, layout, design, and illustration. Computer graphics will be included.

**Prerequisites:** Drawing

**Outcome 1:** Understanding and applying media, techniques, and processes

**Objectives:**

1. Apply understanding of techniques and processes of typography, layout, design and illustration, including career exploration.
2. Identify and demonstrate proficiency in a variety of commercial art media including, but not limited to, 2d media, electronic and digital media, concurrent with industry standards, if possible
3. Analyze what makes art effective or ineffective in communicating ideas
4. Continue to pursue attributes such as self-discipline, collaborative spirit, and perseverance necessary to the creative process

**Assessment:** Project, Presentation, and/or Critique

**Outcome 2:** Using knowledge of the Elements and Principles of Art

**Objectives:**

1. Apply understanding of the Elements and Principles of Art : line, shape, form, type, color, value, texture, space, unity, balance, repetition, rhythm/movement, emphasis, contrast, variety
2. Evaluate the effectiveness of the Elements and Principles of Art to improve communication of ideas

**Assessment:** Project, Presentation, and/or Critique

**Outcome 3:** Choosing and evaluating a range of subject matter, symbols, and ideas

**Objectives:**

1. Reflect on how visual and spatial concepts communicate intended meaning in print media and graphic design
2. Apply subject, symbols, and ideas in presentations and use the skills gained to solve creative problems in visual communication

**Assessment:** Project, Presentation, and/or Critique

**Outcome 4:** Understanding the visual arts in relation to history and cultures

**Objectives:**

1. Differentiate among a variety of historical and cultural contexts in visual communications
2. Describe the function and explore the development of graphic design within varied cultures, times, and places

**Assessment:** Project, Presentation, and/or Critique

**Outcome 5:** Reflecting upon and assessing the characteristics and merits of their work and the work of others

**Objectives:**

1. Identify intentions of those creating visual communications
2. Explore the implications of various purposes, and justify those purposes through the use of Art Criticism Approaches such as description, analysis, interpretation, and evaluation

**Assessment:** Project, Presentation, and/or Critique

**Outcome 6:** Making connections between visual arts and other disciplines

**Objectives:**

1. Identify characteristics of visual arts within a particular historical style
2. Compare ideas, issues, or themes within visual communication

**Assessment:** Project, Presentation, and/or Critique

## Advanced Studio Art

**Course Description:** This is an intensive yearlong studio art class designed for the serious art student. Students will complete assigned projects each semester following the specific art curriculum. Artwork will be compiled into an individual portfolio. The portfolio can be used for possible submission to art schools or universities. Students must have permission granted only by an art instructor.

**Prerequisites:** Drawing, Advanced Drawing, plus two other offerings in the visual arts

**Outcome 1:** Understanding and applying media, techniques, and processes.

### Objectives:

1. Communicate ideas regularly in a 2 and 3-dimensional media at an advanced level of effectiveness in the following: observational study, art styles, career/school exploration, and portfolio development.
2. Initiate, define, and solve challenging visual arts problems independently, using intellectual skills such as analysis, synthesis, and evaluation
3. Continue to pursue attributes such as self-discipline, the collaborative spirit, and perseverance, which are necessary to the creative process

**Assessment:** Project, Presentation, Critique, Portfolio

**Outcome 2:** Using knowledge of the Elements and Principles of Art

### Objectives:

1. Demonstrate the ability to compare two or more perspectives about the use of the Elements and principles of Art (line, shape, form, color, value, texture, space, unity, balance, repetition, rhythm/movement, emphasis, contrast, variety) and to defend personal evaluation of these perspectives
2. Create multiple solutions to specific visual art problems that demonstrate competence in producing effective relationships between elements and principles

**Assessment:** Project, Presentation, Critique, Portfolio Development

**Outcome 3:** Choosing and evaluating a range of subject matter, symbols, and ideas

**Objectives:**

1. Describe the origins of specific images and ideas and explain why they are of value in their artwork and the work of others
2. Evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used in the students' works and in significant work by others

**Assessment:** Project, Presentation, Critique, Portfolio

**Outcome 4:** Understanding the visual arts in relation to history and cultures

**Objectives:**

1. Analyze and interpret art works for relationships among form, context, purposes, and critical models
2. Analyze common characteristics of visual arts evident across time and among cultures

**Assessment:** Project, Presentation, Critique, Portfolio

**Outcome 5:** Reflecting upon and assessing the characteristics and merits of their work and the work of others

**Objectives:**

1. Correlate responses to visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions
2. Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art
3. Correlate relationships of art to its historical and cultural contexts

**Assessment:** Project, Presentation, Critique, Portfolio

**Outcome 6:** Making connections between visual arts and other disciplines

**Objectives:**

1. Synthesize the creative and analytical principles and techniques of the visual arts and selected other arts disciplines, the humanities, or the sciences

**Assessment:** Project, Presentation, Critique, Portfolio