

CURRICULUM

GUIDE

ART

Revised 2001

PHILOSOPHY

We recognize that the teaching of art entails both the development of skills and the fostering of creativity. To this end, an art curriculum should not dictate projects nor limit the medium to which a student is exposed. It is the intent of our curriculum guide to identify skills and/or concepts, which should be taught at each level. The specific vehicle by which these skills are taught is left to the discretion of the teacher.

Kindergarten

Revised 2001

Goal: The student will be introduced to the basic elements of design:
line, shape, form, space, texture and color.

A. Line

The student will

1. Recognize types of line (straight, curved, broken, thick and thin lines).
2. Experiment with creating lines with a variety of tools and media.
3. Experiment with lines in creating compositions.
4. Recognize line in the environment and works of art.

B. Shape

The student will

1. Recognize basic shapes (circle, square, triangle and rectangle).
2. Recognize shape as an area enclosed by line.
3. Experiment with line to create shape.
4. Experiment with shapes to create a composition.
5. Recognize shape in the environment and works of art.

C. Form

The student will

1. Experiment with form using modeling, assembling and construction.
2. Recognize form in the environment and works of art.

D. Color

The student will

1. Recognize, name and use primary and secondary colors in a composition.
2. Experiment with mixing colors
3. Be aware of color in the environment and works of art.

E. Texture

The students will

1. Be introduced to a variety of textures.
2. Experiment with a variety of textures.
3. Recognize texture in the environment.

F. Space

The student will

1. Experiment with the placement of lines and shapes.

Goal: The student will be introduced to and explore skills in various media and methods.

A. Drawing

The student will

1. Experiment with a variety of materials and techniques to create a drawing from memory, imagination or observation.

B. Painting

The student will

1. Experiment with basic painting tools to create a painting.

C. Printmaking

The student will

1. Experiment with a variety of materials to create prints.

D. Sculpture

The student will

1. Experiment with a variety of materials in the construction of 3-dimensional works of art.

E. Collage and Mosaic

The student will

1. Be introduced to and experiment with materials to create compositions using collage and mosaic techniques.

F. Safety in the Art Process

The student will

1. Learn to use art tools and materials properly and safely.
2. Learn to properly clean the art tools and put them away correctly.
3. Learn to clean the art area and put any extra supplies away correctly.

Goal: The student will develop an appreciation for art through culture, heritage and environment.

A. Art Heritage

The student will

1. Be introduced to masterpieces, works of art, and art from different cultures.

B. Aesthetics

The student will

1. Discuss with class what he likes or doesn't like about a particular work of art.

C. Careers

The student will

1. Become aware of the variety of careers related to the arts.

First Grade

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Goal: The student will demonstrate a basic understanding of the elements of design - line, shape, form, space, texture, color.

A. Line

The student will

1. Identify types of line (straight, curved, broken, thick and thin lines).
2. Create lines with a variety of tools and media
3. Use line in the creation of compositions
4. Recognize line in the environment and works of art

B. Shape

The student will

1. Recognize and identify basic shapes (circle, square, triangle, rectangle)
2. Identify shape as an area enclosed by line
3. Use line to create shape
4. Use shapes to create a composition
5. Recognize shape in the environment and works of art

C. Form

The student will

1. Create form using modeling, assembling and constructing
2. Recognize form in the environment and works of art

D. Color

The student will

1. Identify, name, and use primary and secondary colors in composition
2. Recognize color in the environment and works of art
3. Use color harmonies to create compositions

- E. Texture
 - The student will
 1. Recognize and identify a variety of textures
 2. Recognize texture in the environment and works of art
- F. Space
 - The student will
 1. Identify and use space as one element of design
- Goal: The student will explore and develop skills in various media and methods
- A. Drawing
 - The student will
 1. Draw using a variety of materials and techniques from memory, imagination or observation
- B. Painting
 - The student will
 1. Paint using basic painting tools
- C. Printmaking
 - The student will
 1. Create prints by manipulating and designing a variety of materials
- D. Sculpture
 - The student will
 1. Construct 3-dimensional works of art from a variety of materials
- E. Collage and Mosaic
 - The student will
 1. Arrange collage/mosaic compositions using a variety of materials
- F. Safety in the Art Process
 - The student will
 1. Demonstrate a cautious awareness and respect of art tools and materials
 2. Demonstrate consistency in properly caring for and cleaning art tools and the art area
- Goal: The student will develop an appreciation for art through culture, heritage and environment
- A. Art Heritage
 - The student will
 1. Be exposed to recognized masterpieces, works of art, and art of different cultures
 2. Be introduced to art from different periods
 3. Be exposed to art of different styles
- B. Aesthetics
 - The student will
 1. Develop a personal opinion about works of art
- C. Careers
 - The student will
 1. Be introduced to careers related to the arts

Second Grade

Revised 2001

- Goal: The student will demonstrate growth in his/her understanding of and ability to use the elements of design - line, shape, form, space, texture, color.
- A. Line
 - The student will
 1. Identify types of line (straight, curved, broken, thick, and thin lines).
 2. Continue to develop the ability to use line in the creation of compositions

3. Recognize line in the environment and works of art

B. Shape

The student will

1. Recognize and identify basic shapes (circle, square, triangle, rectangle)
2. Identify shape as an area enclosed by line
3. Continue to develop the ability to use line to create shape
4. Continue to develop the ability to use shapes to create compositions
5. Recognize shape in the environment and works of art

C. Form

The student will

1. Recognize and identify basic geometric forms
2. Continue to develop the ability to create form using modeling, assembling and constructing
3. Recognize form in the environment and works of art

D. Color

The student will

1. Identify, name, and use primary and secondary colors in a composition
2. Mix primary colors to make secondary colors
3. Be introduced to the concept of a color wheel (all colors can be made by mixing the 3 primary colors)
4. Recognize color in the environment and works of art
5. Continue to develop the ability to use color harmonies to create compositions
6. Identify, name, and use neutral colors (white, black, gray) in compositions
7. Recognize value as the lightness or darkness of a color and understand that adding black or white to a color changes its lightness or darkness

E. Texture

The student will

1. Recognize and identify a variety of textures
2. Create texture in compositions using a variety of materials and tools
3. Recognize texture in the environment and works of art

F. Space

The student will

1. Continue to develop the ability to identify and use space as one element of design

Goal: The student will explore and develop skills in various media and methods

A. Drawing

The student will

1. Continue to develop the ability to draw using a variety of materials and techniques from memory, imagination, or observation

B. Painting

The student will

1. Continue to develop the ability to paint using basic painting tools

C. Printmaking

The student will

1. Continue to develop the ability to create prints by manipulating and designing a variety of materials

D. Sculpture

The student will

1. Continue to develop the ability to construct

3-dimensional works of art from a variety of materials

E. Collage and Mosaic

The student will

1. Continue to develop the ability to arrange collage/mosaic compositions using a variety of materials

F. Safety in the Art Process

The student will

1. Demonstrate a cautious awareness and respect of art tools and materials
2. Demonstrate consistency in properly caring for and cleaning art tools and the art area

Goal: The student will develop an appreciation for art through culture, heritage, and environment

A. Art Heritage

The student will

1. Be exposed to recognized masterpieces, works of art, and art of different cultures
2. Be exposed to art from different periods
3. Be exposed to art of different styles

B. Aesthetics

The student will

1. Develop personal opinions about works of art

C. Careers

The student will

1. Explore careers related to the arts

Third Grade

Revised 2001

Goal: The student will demonstrate growth in his/her understanding of and ability to use the elements of design - line, shape, form, space, texture, color

A. Line

The student will

1. Identify types of line (straight, curved, broken, thick, and thin lines)
2. Continue to develop the ability to create lines with a variety of tools and media
3. Recognize line in the environment and works of art

B. Shape

The student will

1. Recognize and identify basic shapes (circle, square, triangle, rectangle)
2. Identify shape as an area enclosed by line
3. Continue to develop the ability to use line to create shape
4. Continue to develop the ability to use shapes to create compositions
5. Recognize shape as two-dimensional
6. Recognize shape in the environment and works of art

C. Form

The student will

1. Continue to develop the ability to create form using modeling, assembling and constructing
2. Recognize and identify basic geometric forms
3. Recognize form as 3-dimensional
4. Recognize form in the environment and works of art

D. Color

The student will

1. Identify, name, and use primary and secondary colors in compositions
2. Mix primary colors to make secondary colors
3. Understand the concept of a color wheel (all colors can be made by mixing the 3 primary colors)
4. Recognize value as the lightness or darkness of a color and understand that adding black or white to a color changes its lightness or darkness
5. Identify warm and cool colors in compositions
6. Recognize color in the environment and works of art
7. Continue to develop the ability to use color harmonies to create compositions
8. Identify, name, and use neutral colors (white, black, gray) in compositions

E. Texture

The student will

1. Recognize and identify a variety of textures
2. Continue to develop the ability to create texture in compositions using a variety of materials and tools
3. Recognize texture in the environment and works of art

F. Space

The student will

1. Continue to develop the ability to identify and use space as one element of design
2. Be introduced to the concept of positive space

Goal: The student will explore and develop skills in various media and methods

A. Drawing

The student will

1. Continue to develop the ability to draw from memory, imagination, or observation using variety of materials and techniques
2. Create compositions using a variety of materials and drawing techniques

B. Painting

The student will

1. Continue to develop the ability to paint using basic painting tools

C. Printmaking

The student will

1. Continue to develop the ability to create prints by manipulating and designing a variety of materials

D. Sculpture

The student will

1. Continue to develop the ability to construct 3-dimensional works of art from a variety of materials

E. Collage and Mosaic

The student will

1. Continue to develop the ability to arrange collage/mosaic compositions using a variety of materials

F. Fibers and Textiles

The student will

1. Arrange a variety of materials to create textile compositions

G. Safety in the Art Process

The student will

1. Demonstrate a cautious awareness and respect of art tools and materials
2. Demonstrate consistency in properly caring for and cleaning

- art tools and the art area
- Goal: The student will develop an appreciation for art through culture, heritage and environment
- A. Art Heritage
The student will
1. Be exposed to recognized masterpieces, works of art, and art of different cultures
 2. Be exposed to art from different periods
 3. Be exposed to art of different styles
- B. Aesthetics
The student will
1. Develop personal opinions about works of art
 2. Describe and interpret the artistic message conveyed in a work of art
- C. Criticism
The student will
1. Analyze and evaluate artwork from a cultural perspective
 2. Analyze and evaluate artwork according to its physical characteristics (elements of design, etc)
 3. Express preferences and support the opinions expressed
 4. Recognize and display appropriate audience behavior in viewing art
- D. Careers
The student will
1. Explore careers related to the arts

Fourth Grade

Revised 2001

- Goal: The student will demonstrate growth in his/her understanding of and ability to use the elements of design - line, shape, form, space, texture, color
- A. Line
The student will
1. Identify types of line (straight, curved, broken, thick, and thin lines)
 2. Continue to develop the ability to use line to create compositions
 3. Recognize line in the environment and works of art
- B. Shape
The student will
1. Recognize and identify basic shapes (circle, square, triangle, rectangle)
 2. Identify shape as an area enclosed by line
 3. Continue to develop the ability to use line to create shapes
 4. Continue to develop the ability to use shapes to create compositions
 5. Recognize shape and two-dimensional
 6. Recognize shape in the environment and works of art
- C. Form
The student will
1. Continue to develop the ability to create forms using modeling, assembling and constructing
 2. Recognize and identify basic geometric forms
 3. Recognize form as 3-dimensional
 4. Recognize form in the environment and works of art
- D. Color
The student will
1. Identify, name, and use primary and secondary colors in compositions

2. Mix primary colors to make secondary colors
3. Understand the concept of a color wheel (all colors can be made by mixing the 3 primary colors)
4. Recognize value as the lightness or darkness of a color
5. Identify warm and cool colors and their effects on compositions
6. Name and identify intermediate colors
7. Recognize color in the environment and works of art
8. Continue to develop the ability to use color harmonies to create compositions

E. Texture

The student will

1. Recognize and identify a variety of textures
2. Continue to develop the ability to create texture in a composition using a variety of materials and tools
3. Recognize texture in the environment and works of art

F. Space

The student will

1. Continue to develop the ability to use space as one element of design
2. Understand the concept of positive space
3. Be introduced to the concept of negative space

Goal:

The student will explore and develop skills in various media and methods. Inherent in this goal is the recognition of continued growth in the skills and creativity of the students

A. Drawing

The student will

1. Continue to develop the ability to draw using a variety of materials and techniques from memory, imagination or observation
2. Continue to develop the ability to create a composition using a variety of materials and drawing techniques

B. Painting

The student will

1. Continue to develop the ability to paint using basic painting tools
2. Create compositions using a variety of painting techniques and tools

C. Printmaking

The student will

1. Continue to develop the ability to create prints by manipulating and designing a variety of materials

D. Sculpture

The student will

1. Continue to develop the ability to construct 3-dimensional works of art from a variety of materials

E. Collage and Mosaic

The student will

1. Continue to develop the ability to arrange collage/mosaic compositions using a variety of materials

F. Fibers and Textiles

The student will

1. Continue to develop the ability to arrange a variety of materials to create textile compositions

G. Technology

The student will

1. Recognize that computers and cameras create graphics and images

H. Safety in the Art Process

The student will

1. Demonstrate a cautious awareness and respect of art tools and materials
 2. Demonstrate consistency in properly caring for and cleaning art tools and the art area
- Goal: The student will develop an appreciation for art through culture, heritage and environment
- A. Art Heritage
The student will
 1. Be exposed to recognized masterpieces, works of art, and art of different cultures
 2. Be exposed to art from different periods
 3. Be exposed to art of different styles
 - B. Aesthetics
The student will
 1. Develop a personal opinion about a work of art
 2. Describe and interpret the artistic message conveyed in a work of art.
 - C. Criticism
The student will
 1. Analyze and evaluate an artwork from a cultural perspective
 2. Analyze and evaluate artwork according to its physical characteristics (elements of design, etc)
 3. Express preferences and support the opinions expressed
 4. Recognize and display appropriate audience behavior in viewing art
 - D. Careers
The student will
 1. Explore careers related to the arts

Fifth Grade

Revised 2001

- Goal: The student will demonstrate growth in his/her understanding of and ability to use the elements of design - line, shape, form, space, texture, and color
- A. Line
The student will
 1. Identify types of line (straight, curved, broken, thick, and thin lines)
 2. Continue to develop the ability to use line to create compositions
 3. Recognize line in the environment and works of art
 - B. Shape
The student will
 1. Recognize and identify basic shapes (circle, square, triangle, rectangle)
 2. Identify shape as an area enclosed by line
 3. Continue to develop the ability to use line to create shapes
 4. Continue to develop the ability to use shapes to create compositions
 5. Recognize shape as two-dimensional
 6. Recognize shape in the environment and works of art
 - C. Form
The student will
 1. Continue to develop the ability to create form using modeling, assembling and constructing
 2. Recognize and identify basic geometric forms
 3. Recognize form as 3-dimensional
 4. Recognize form in the environment and works of art
 - D. Color
The student will

1. Identify, name, and use primary and secondary colors in compositions
2. Mix primary colors to make secondary colors
3. Understand the concept of a color wheel (all colors can be made by mixing the 3 primary colors)
4. Recognize value as the lightness or darkness of a color
5. Identify warm and cool colors and their effects on compositions
6. Name and identify intermediate colors
7. Recognize color in the environment and works of art
8. Continue to develop the ability to use color harmonies to create compositions

E. Texture

The student will

1. Recognize and identify a variety of textures
2. Continue to develop the ability to create texture in a composition using a variety of materials and tools
3. Recognize texture in the environment and works of art

F. Space

The student will

1. Continue to develop the ability to use space as one element of design
2. Understand the concept of positive space
3. Understand the concept of negative space

Goal: The student will explore and develop skills in various media and methods. Inherent in this goal is the recognition of continued growth in the skills and creativity of the students

A. Drawing

The student will

1. Continue to develop the ability to draw using a variety of materials and techniques from memory, imagination or observation
2. Continue to develop the ability to create a composition using a variety of materials and drawing techniques

B. Painting

The student will

1. Continue to develop the ability to paint using basic painting tools
2. Continue to develop the ability to create a composition using a variety of painting techniques and tools

C. Printmaking

The student will

1. Continue to develop the ability to create prints by manipulating and designing a variety of materials

D. Sculpture

The student will

1. Continue to develop the ability to construct 3-dimensional works of art from a variety of materials

E. Collage and Mosaic

The student will

1. Continue to develop the ability to arrange collage/mosaic compositions using a variety of materials

F. Fibers and Textiles

The student will

1. Continue to develop the ability to arrange a variety of materials to create textile compositions

G. Technology Imagery

The student will

1. Recognize that computers and cameras create graphics and images

H. Safety in the Art Process

The student will

1. Demonstrate a cautious awareness and respect of art tools and materials
2. Demonstrate consistency in properly caring for and cleaning art tools and the art area

Goal: The student will develop an appreciation for art through culture, heritage and environment

A. Art Heritage

The student will

1. Be exposed to recognized masterpieces, works of art, and art of different cultures
2. Be exposed to art from different periods
3. Be exposed to art of different styles

B. Aesthetics

The student will

1. Develop personal opinions about works of art
2. Describe and interpret the artistic message conveyed in works of art

C. Criticism

The student will

1. Analyze and evaluate an artwork from a cultural perspective
2. Analyze and evaluate artwork according to its physical characteristics (elements of design, etc)
3. Express preferences and support the opinions expressed
4. Recognize and display appropriate audience behavior in viewing art

D. Careers

The student will

1. Explore careers related to the arts

Sixth Grade

Revised 2001

Goal: The student will demonstrate growth in his/her understanding of and ability to use the elements of design - line, shape, form, space, texture, color

A. Line

The student will

1. Identify types of line (straight, curved, broken, thick, and thin lines)
2. Continue to develop the ability to use line to create compositions
3. Recognize line in the environment and works of art

B. Shape

The student will

1. Recognize and identify basic shapes (circle, square, triangle, rectangle)
2. Identify shape as an area enclosed by line
3. Continue to develop the ability to use line to create shape
4. Continue to develop the ability to use shapes to create compositions
5. Recognize shape as two-dimensional
6. Recognize shape in the environment and works of art

C. Form

The student will

1. Continue to develop the ability to create form using modeling, assembling and constructing
2. Recognize and identify basic geometric forms
3. Recognize that form is 3-dimensional
4. Recognize form in the environment and works of art

D. Color

The student will

1. Identify, name, and use primary and secondary colors in compositions
2. Mix primary colors to make secondary colors
3. Understand the concept of a color wheel (all colors can be made by mixing the 3 primary colors)
4. Recognize value as the lightness or darkness of a color
5. Identify warm and cool colors and their effects on compositions
6. Name and identify intermediate colors
7. Recognize color in the environment and works of art
8. Continue to develop the ability to use color harmonies to create compositions

E. Texture

The student will

1. Recognize and identify a variety of textures
2. Continue to develop the ability to create texture in a composition using a variety of materials and tools
3. Recognize texture in the environment and works of art

F. Space

The student will

1. Continue to develop the ability to use space as one element of design
2. Understand the concept of positive space
3. Understand the concept of negative space

Goal: The student will explore and develop skills in various media and methods. Inherent in this goal is the recognition of continued growth in the skills and creativity of the students

A. Drawing

The student will

1. Continue to develop the ability to draw from memory, imagination or observation, using a variety of materials and techniques
2. Continue to develop the ability to create compositions using a variety of materials and drawing techniques

B. Painting

The student will

1. Continue to develop the ability to paint using basic painting tools
2. Continue to develop the ability to create compositions using a variety of painting techniques and tools

C. Printmaking

The student will

1. Continue to develop the ability to create prints by manipulating and designing a variety of materials

D. Sculpture

The student will

1. Continue to develop the ability to construct 3-dimensional works of art from a variety of materials

E. Collage and Mosaic

The student will

1. Continue to develop the ability to arrange collage/mosaic compositions using a variety of materials

F. Fibers and Textiles

The student will

1. Continue to develop the ability to arrange a variety of materials to create textile compositions

G. Technology

The student will

1. Recognize that computers and cameras create graphics and images
- H. Safety in the Art Process
The student will
1. Demonstrate a cautious awareness and respect of art tools and materials
 2. Demonstrate consistency in properly caring for and cleaning art tools and the art area
- Goal: The student will develop an appreciation for art through culture, heritage and environment
- A. Art Heritage
The student will
1. Be exposed to recognized masterpieces, works of art, and art of different cultures
 2. Be exposed to art from different periods
 3. Be exposed to art of different styles
- B. Aesthetics
The student will
1. Develop a personal opinion about a work of art
 2. Describe and interpret the artistic message conveyed in a work of art
- C. Criticism
The student will
1. Analyze and evaluate an artwork from a cultural perspective
 2. Analyze and evaluate artwork according to its physical characteristics (elements of design, etc)
 3. Express preferences and support the opinions expressed
 4. Recognize and display appropriate audience behavior in viewing art
- D. Careers
The student will
1. Explore careers related to the arts

Seventh and Eighth Grade Art

Revised 2001

- Goal: The student will show an understanding of and be able to use the elements of design - line, shape, value, form, color, and texture
- A. Line
The student will
1. Identify and use line to create works of art
- B. Shape, Value, Form
The student will
1. Identify shape, value, and form and use them in the creation of works of art
- C. Color
The student will
1. Mix colors and color values to create color wheels and color schemes
- D. Texture
The student will
1. Identify and use texture in the creation of a work of art
- Goal: The student will identify and use the principles of design creating a work or art - emphasis, proportion, variety, rhythm, balance, unity
- A. Emphasis
The student will
1. Identify and use the characteristics that create emphasis in a work of art (color, size, movement)
- B. Proportion
The student will
1. Express proportion in a work of art in a definite way

(darker than, stronger than, twice as big as, etc.)

- C. Variety
The student will
 - 1. Identify and use variety (size, color, texture, etc.) as one of the principles of design
- D. Rhythm
The student will
 - 1. Will recognize and use rhythm as a feeling of movement achieved by regular or irregular repetition
- E. Balance
The student will
 - 1. Identify and use balance as an arrangement of parts in a composition to create a sense of equilibrium
- F. Unity
The student will
 - 1. Experiment with building and arranging the elements and principles of design to create unity in a work of art
- Goal: The student will use a variety of materials and processes to create works of art
- A. Drawing
The student will
 - 1. Create original drawings using a variety of idea sources, approaches and design concepts
- B. Painting
The student will
 - 1. Create original paintings using a variety of idea sources, approaches and design concepts
- C. Printmaking
The student will
 - 1. Create original prints from a variety of printmaking media, tools and techniques
- D. Sculpture
The student will
 - 1. Use sculptural media, tools and processes to create works of art
- E. Fibers and Textiles
The student will use
 - 1. Fiber materials effectively to create practical and expressive handcrafts
- Goal: The student will develop an appreciation for art through culture, heritage and environment
- A. Art Heritage
The student will
 - 1. Be exposed to art from different periods and different styles
- B. Aesthetics
The student will
 - 1. Understand the meaning of aesthetic perception and be able to discuss different aesthetic viewpoints
- C. Criticism
The student will
 - 1. Apply knowledge of design in describing and judging art
- D. Careers
The student will
 - 1. Be introduced to careers related to fine arts such as artists, teachers, museum directors, etc.

Seventh & Eight Grade Art Benchmarks

CONTENT KNOWLEDGE & SKILLS	SAMPLE ASSESSMENT TOOLS
<i>History/Culture</i>	
1. Gain an awareness of the elements and principles of design through various artworks	Student participation in teacher-generated projects dealing with history and design.
2. Gain an awareness of how art is represented in history	
<i>Aesthetics/Analysis</i>	
1. Gain an awareness of vocabulary relating to the elements and principles of design	Write a summary of a field trip to view public artworks.
2. Gain an understanding of the critique process	
3. Demonstrate reflective thinking about artwork	
<i>Processes/Techniques</i>	
1. Develop skills necessary for understanding and applying techniques and processes in the arts.	Create original works using a variety of idea sources, approaches and design concepts that utilize appropriate equipment.
2. Develop artworks for appropriate and varied functions.	Identify shape, value, form, etc., and use them in the creation of works of art.
<i>Cross-Curricular</i>	
1. Use reading, writing and listening skills for specific functions.	Teacher observation and written assessment where relevant.
2. Apply technology appropriately for varied functions.	Teacher observation.
3. Demonstrate appropriate resource management.	Teacher observation
a) Demonstrate safe and appropriate tool handling and care.	
b) Demonstrate responsible and appropriate behavior in the classroom and at school-related events.	

PHILOSOPHY

Visual art is an important factor in the life of every individual. For many adolescents the high school offers the last opportunity to be involved in an organized art program specifically designed for improving visual sensitivity. Visual art programs provide opportunities for the adolescent to develop to his/her fullest potential -- mentally, emotionally, creatively, aesthetically, socially, and physically. These qualities help develop individual concern for the kind of world in which he/she lives, and a perspective which cannot be derived from the academics alone.

Today's adolescents are tomorrow's citizens. They will be responsible for creating art forms, which reflect the nature of society. City planning, product and industrial design, interior and clothing design as well as sculpture, painting, ceramics, weaving, and related areas will be their responsibility. Added to these tasks will be their need to use leisure time wisely. Cultivation of these abilities can be achieved through involvement with creative activities in visual art.

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Advanced Art Pre-requisite Art I (2 semesters)

Advanced Painting Pre-requisite Art I (2 semesters)

Advanced Pottery-Pre-requisite Art I (2 semesters)and Pottery I

Advanced Painting (II and III) will require students to practice and review the basics introduced in Painting I.

ART I

Revised 2001

Art Appreciation:

Goal: The student will show an understanding of diversity in art and artists

The student will be able to

1. Explain what can be learned by looking at art made by others
2. Explain what is meant by perceiving
3. Define the term "artist"
4. Name sources of ideas that artists might use
5. Gain knowledge of ways that a society experiences art

Evaluating and Enjoyment of Art:

Goal: The student will develop methods for approaching and understanding a variety of art forms and subjects

The student will be able to

1. Explain subject, composition, and content with relation to a work of art
2. Define the term aesthetics
3. Discuss 3 schools of thought on what is important in art
4. Understand art as an expressive outlet

Media:

Goal: The student will be able to identify types and uses of a variety of media and identify style through media

The student will be able to

1. Define the term medium of art
2. Name different kinds of media used in drawing, printmaking, painting, and sculpture
3. Experiment with a variety of media in drawing,

printmaking, painting, and sculpture

4. Use mixed media to create a work of art

Elements of Art:

Goal: The student will gain understanding of the elements and their importance in visual arts composition

The student will be able to

1. Name the six elements of art
2. Identify the three properties of color
3. Use complimentary colors in artwork
4. Name different kinds of line
5. Explain the difference between shapes and forms
6. Explain the two ways we experience texture
7. Experiment with the elements of art using a variety of media

Principles of Art:

Goal: The student will understand the importance of and begin to utilize the principles of art as related to composition

The student will be able to

1. Define and list the principles of art
2. Explain the three kinds of balance
3. Tell how artists use the principles of variety, harmony, emphasis, proportion, movement, and rhythm
4. Explain unity in artwork
5. Practice organizing elements and principles in original art works

Art Criticism:

Goal: The student will apply knowledge of design and composition in describing and judging art

The student will be able to

1. Name the 4 steps used in art criticism
2. Explain how to describe objectives and non-objective works
3. Define analyzing, interpreting, and judging
4. Apply art criticism to a work of art

Drawing:

Goal: The student will combine knowledge of specific drawing techniques with a variety of media to create their own drawing

The student will be able to

1. Name three ways in which drawing is used in art
2. Define shading and name four shading techniques
3. Make gesture drawings
4. Make contour drawings

Careers:

The student will

1. Be introduced to careers related to fine arts such as artists, teachers, museum directors, etc.

ART 1 BENCHMARKS

CONTENT KNOWLEDGE & SKILLS	SAMPLE ASSESSMENT TOOLS
<i>History/Culture</i>	
1. Demonstrate an understanding of the historical, cultural and functional influences and expressions in art.	Teacher-generated tests.
a) Explain what can be learned by looking at art made by others	
b) Name sources of ideas that artists might use	
2. Identify cultural and historical themes.	Student-generated writing on individual artists.

c) Exhibit an understanding of diversity in art and artists	
d) Demonstrate knowledge of ways that a society experiences art	

<i>Aesthetics/Analysis</i>	
1. Develop an arts vocabulary	Teacher-generated tests.
a) Demonstrate an understanding of the elements and principles of design.	Critique of various works using appropriate vocabulary.
b) Demonstrate an understanding of art criticism and analysis terms and processes.	
2. Apply vocabulary within aesthetic consideration and critiques.	Teacher observation in class discussion.
c) Identify and discuss schools of thought on what is important in art	
d) Explain subject, composition, and content with relation to works of objective and non-objective art	
3. Analyze works of art for a specific function.	

<i>Processes/Techniques</i>	
1. Develop skills necessary for understanding and applying techniques and processes in the arts.	Create a series of works that demonstrate a proficiency to manipulate a variety of media.
a) Identify types and uses of a variety of media and identify style through media	
b) Use mixed media to create a work of art	
2. Develop artworks for appropriate and varied functions.	
c) Develop varied drawing and shading techniques as a foundation for further study.	
d) Understand art as an expressive outlet	

<i>Cross-Curricular</i>	
1. Use reading, writing and listening skills for specific functions.	Teacher observation and written assessment where relevant.
2. Be introduced to careers related to the arts.	Reflect on career speaker in the arts, written or oral.
3. Apply technology appropriately for varied functions.	Teacher observation.
4. Demonstrate appropriate resource management.	Teacher observation
a) Demonstrate safe and appropriate tool handling and care.	
b) Demonstrate responsible and appropriate behavior in the classroom and at school-related events.	

ADVANCED ART (ART II)

Revised 2001

In Art II, all objectives from Art I will be reviewed in part throughout the year. In addition to these and various new projects in a variety of media, new areas of study are listed below.

Art History:

Goal: The student will gain some understanding of how art history reflects cultures and trends throughout time

The student will be able to

1. Define art history
2. Tell what is revealed through an art historian's job
3. Define style
4. Tell how time and place influence a work of art
5. Create works of art in the styles of different art movements

Printmaking:

Goal: The student will develop understanding of printmaking processes

and its contributions to visual arts and culture

The student will be able to

1. Explain what printmakers do
2. Identify three steps in printmaking
3. Name and describe four methods of making prints
4. Make their own artwork through the use of printmaking

Painting:

Goal: The student will develop an awareness of painting techniques and utilize those in expressive ways

The student will be able to

1. Name the basic ingredients of paint
2. Describe six painting media
3. Make paintings using a variety of painting media, minimum of three (tempera, watercolor, and school acrylic)

Graphic Design:

Goal: The student will understand the development and contributions of the graphic arts vocationally and culturally, and will use some techniques of graphic artists

The student will be able to

1. Explain what graphic design is
2. Describe jobs of different graphic artists
3. Identify some layout and typeface
4. Design a logo, comic strip, concert poster, and/or story illustration

Sculpture:

Goal: The student will demonstrate a basic understanding of three dimensional art work as opposed to two dimensional work

The student will be able to

1. Name the four methods used by sculptors
2. Describe each method of sculpting
3. Define freestanding and relief sculpture
4. Tell which sculptures are additives and which are subtractive
5. Create at least one sculpture using carving, modeling, or assembling

Crafts:

Goal: The student will explore some craft media and begin to discern basic differences between arts and crafts

The student will

1. Define crafts and crafts person
2. Describe crafts of weaving, glass making and ceramics
3. Work with at least one craft material (i.e. wood burning, glass etching, weaving, etc.)

Architecture:

Goal: The student will develop an appreciation and awareness of a variety of architectural form

The student will

1. Define architecture and explain what architects do
2. Describe 3 main uses of architecture
3. Design a house model, floor plan for a shopping mall, or clay relief of a building entrance

Photography, Film, and Video:

Goal: The student will be introduced to the history of photography and its developments to movies and video

The student will

1. Tell what photography is and describe the history of photography
2. Define motion picture
3. Talk about the beginnings of video games

4. Make a photogram or design a video game or package idea for one

Careers:

Goal: The student will

1. Be introduced to careers related to fine arts such as artists, teachers, museum directors, etc.

ADVANCED ART BENCHMARKS

CONTENT KNOWLEDGE & SKILLS	SAMPLE ASSESSMENT TOOLS
<i>History/Culture</i>	
1. Demonstrate an understanding of the historical, cultural and functional influences and expressions in art.	Teacher generated test
a) Identify aspects of the study of art history	
2. Further explore cultural and historical themes.	
<i>Aesthetics/Analysis</i>	
1. Expand on prior knowledge of arts vocabulary	Critique of various works using appropriate vocabulary.
2. Analyze works of art for a specific function.	
<i>Processes/Techniques</i>	
3. Develop skills necessary for understanding and applying techniques and processes in the arts.	Create portfolio that demonstrates advanced proficiency in various art media
a) Develop an awareness of painting techniques and utilize those in expressive ways	
b) Develop understanding of printmaking processes and its contributions to visual arts and culture	
c) Understand the development and contributions of the graphic arts vocationally and culturally, and will use some techniques of graphic artists	
d) Explore some craft media and begin to discern basic differences between arts and crafts	
e) Develop an appreciation and awareness of a variety of architectural form	
f) Demonstrate a basic understanding of three dimensional art work as opposed to two dimensional work	
<i>Cross-Curricular</i>	
1. Use reading, writing and listening skills for specific functions.	Teacher observation and written assessment where relevant.
2. Be introduced to careers related to the arts.	Develop a researched presentation on possible careers in the arts.
3. Apply technology appropriately for varied functions.	Teacher observation.
4. Demonstrate appropriate resource management.	Teacher observation
a) Demonstrate safe and appropriate tool handling and care.	
b) Demonstrate responsible and appropriate behavior in the classroom and at school-related events.	

Painting/Advanced Painting

Goal: The student will gain understanding with a variety of painting media.

The student will be able to

1. Apply fundamentals of the three basic color schemes
2. Define terminology of color mixing
3. Identify four separate painting styles
4. Learn application of four different painting mediums: oil,

tempera, watercolor and acrylic.

5. Identify and incorporate strength in composition

Painting History:

- Goal: The student will become familiar with and refer to various periods of Painting history throughout the course. Including the following areas:
1. Cave paintings of Lascaux, basic symbolism and communication through art.
 2. Renaissance processes of "Chiaroscuro" and the building of dark/light patterns.
 3. Impressionism, capturing light, through color and brushwork.
 4. Contemporary painting, Pop and Op Art, Abstract Expressionism.

Water Color:

- Goal: The student will be able to
1. Manipulate the various components of watercolor
 - a. dry brush
 - b. wet on wet
 - c. wet to dry
 2. Control value washes
 - a. work in positive and negative design
 - b. work with high and low key hues

Acrylic:

- Goal: The student will be able to:
1. Gain knowledge of basic acrylic painting techniques.
 2. hard edge painting
 5. layer technique: i.e. (pointillism-George Seurat)
 6. block in basic values
 7. work in layering
 8. build to details and refine work.

Oils:

- Goal: The student will be able to
1. Gain knowledge of basic oil painting techniques
 - a. charcoal drawing / basic shapes
 - b. block in basic values
 - c. work in layering transparent glazes
 - d. build to details and refine work
 - e. hard edge painting
 - f. layer technique: i.e. (pointillism -
 - g. block in basic values

Tempera:

- Goal: The student will be able to
1. Gain knowledge of basic tempera painting techniques
 - a. opaque blending of values
 - b. color mixing / color wheel
 - c. color shades and tints
 - d. dry brush technique
 - e. experiment with variety of brush strokes

Careers:

- Goal: The student will
1. Be introduced to careers related to fine arts such as artists, teachers, museum directors, etc.

PAINTING BENCHMARKS

CONTENT KNOWLEDGE & SKILLS	SAMPLE ASSESSMENT TOOLS
<i>History/Culture</i>	
1. Explore significant themes and movements in art history	Teacher testing and observation.

a)	Become familiar with and explore symbolism, e.g. in early cave painting	
b)	Become familiar with and explore shading and modeling, e.g. Renaissance art	
c)	Become familiar with and explore capturing light through color and brushwork, e.g. Impressionism	
d)	Become familiar with and explore contemporary painting, e.g. Pop Art	

<i>Aesthetics/Analysis</i>		
1.	Expand on prior knowledge of arts vocabulary	Student discussion of methods, materials and techniques of specific painters.
2.	Analyze works of art for a specific function.	

<i>Processes/Techniques</i>		
1.	Develop skills necessary for understanding and applying techniques in four painting media.	Create works applying four different painting techniques. Teacher testing.
a)	Explore watercolor techniques	
b)	Explore acrylic techniques	
c)	Explore oil techniques	
d)	Explore tempera techniques	
2.	Demonstrate an understanding of painting techniques for varied and appropriate functions.	

<i>Cross-Curricular</i>		
1.	Use reading, writing and listening skills for specific functions.	Teacher observation.
2.	Be introduced to careers related to the arts.	Reflect on presentation by a museum director or gallery owner.
3.	Apply technology appropriately for varied functions.	Create paintings using image generated from digital camera.
4.	Demonstrate appropriate resource management.	Teacher observation.
a)	Demonstrate safe and appropriate tool handling and care.	
b)	Demonstrate responsible and appropriate behavior in the classroom and at school-related events.	

Pottery/Advanced Pottery

Goal: The student will develop methods for approaching and understanding techniques in clay formation.

The student will be able to

1. Understand and utilize a potters vocabulary
2. Understand and explore methods of technique using pottery tools
3. Understand and explore methods of construction and design
4. Understand the process of glazing and firing pottery
5. Define various three dimensional pottery constructions
6. Understand and implement the steps in wheel throwing

Ceramic History:

Goal: The student will be able to

1. Identify different Native American designs and their symbolic significance
2. Explore different methods of making pottery and study the changes from traditional to contemporary pieces
3. Study blackware pottery including design aspects and pit firing
3. Define methods and concepts surrounding the potters of San Ideldefonso

Techniques and Tools:

1. Understand the construction process of pinch pots, slab construction, coil and wheel shaped vessels
2. Develop the basic knowledge of applying texture to pottery
3. Understand how to manipulate various tools to create designs and patterns

Glazing and Firing:

1. Understand the basic concept of the kiln and the different levels of firing regarding bisque, glazing, and under glazes
2. Experiment with various glazes and their properties
3. Identify and master glazing applications: splatter, dip, drip, sponge, design techniques and paint applications

Pottery Construction:

1. Master the various levels of hand built pottery (i.e. pinch pots; slab construction; coil; sculpture; bas relief; and wheel thrown pottery, centering, pulling up, bringing in and developing the vessel

Careers:

Goal: The student will

1. Be introduced to careers related to fine arts such as artists, teachers, museum directors, etc.

POTTERY BENCHMARKS

CONTENT KNOWLEDGE & SKILLS	SAMPLE ASSESSMENT TOOLS
<i>History/Culture</i>	
1. Explore significant themes and movements in art history	Identify through testing and project work.
a) Explore origins of early pottery, e.g. Native American works	
b) Identify differences between traditional and contemporary pottery	
<i>Aesthetics/Analysis</i>	
1. Develop an arts vocabulary for pottery	Teacher observation and testing.
2. Apply vocabulary within aesthetic consideration and critiques.	
<i>Processes/Techniques</i>	
1. Develop skills necessary for understanding and applying techniques in pottery.	Create a range of artworks using appropriate techniques
a) Gain an understanding of hand-building techniques	
b) Gain an understanding of mechanized building techniques	
c) Gain an understanding of decoration and finishing techniques	
d) Gain an understanding of firing processes	
2. Develop artworks for appropriate and varied functions.	
<i>Cross-Curricular</i>	
1. Use reading, writing and listening skills for specific functions.	Teacher observation.
2. Be introduced to careers related to the arts.	Verbally reflect on career opportunities.
3. Apply technology appropriately for varied functions.	Incorporate computer-generated design into a three-dimensional work.
4. Demonstrate appropriate resource management.	Teacher observation.
a) Demonstrate safe and appropriate tool handling and care.	

b) Demonstrate responsible and appropriate behavior in the classroom and at school-related events.	
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Multicultural Crafts

The student will explore and develop specific skills in various craft methods and be introduced to a variety of cultures through crafts. The history of individual crafts and their folk arts ties will be the basis of each of the following crafts sections:

Wood Burning:

The student will

1. Create line shading through thick and thin marks
2. Develop a design in burn line
3. Experiment with blended values
4. Identify western patterns and themes in leather and wood burning work

Etching:

The student will

1. Develop a positive/negative design
2. Cut a precise stencil
3. Use etching materials appropriately
4. Identify and integrate hieroglyphs/cartouche designs from Egyptian studies

Marbling:

The student will

1. Understand a brief history in decorative papers of the Chinese culture
2. Explore and manipulate the resist properties in marbling (i.e. oil / water)
3. Create stationary, notebook, book covers and greeting cards using marbled paper of their own making

Paper Cuts:

The student will

1. Utilize a stencil cutting method
2. Integrate black and white design method
3. Design and create a paper cut in two and three color designs
4. Practice care and responsible use of exacto knives
5. Develop cutting precision
6. Recognize paper cuts from Chinese culture and folk art and the symbolic significance.

Basketry:

The student will

1. Gain appreciation of the difference in form versus function in regards to Native American basketry
2. Identify motifs and styles from various Indian cultures
3. Manipulate weaving materials to create small woven containers

Letter Illumination:

The student will

1. Study and view various examples of European illumination of the middle ages
2. Use floral and geometric design to create a letter illumination
3. Plan and paint a detailed illumination on parchment

Mosaic:

The student will

1. Define "mosaic" and write about in Italian origins and identify designs of Pompeii and Herculean
2. Design in broken color
3. Use plaster, glass, clay, tile and broken dishes to create

mosaic design

Masks:

The student will

1. Explain the design and symbolism used in native Eskimo and African masks
2. Create basic shapes in mask-making
3. Decorate masks using applied symbolism in Eskimo and African cultures
4. Build and paint detail to embellish a finished mask project.

Quilling:

The student will

1. Define the folk art of quilling and know its origin in early American art
2. Copy basic quilled patterns with precision
3. Create a work of their own design in quilling

Lino Print:

The student will

1. Become familiar with traditional tapa cloth designs of the African culture
2. Have a working knowledge of lino cutters and manipulate design patterns
3. Work with repetitive design elements
4. Create fabric art

MULTICULTURAL CRAFTS BENCHMARKS

CONTENT KNOWLEDGE & SKILLS	SAMPLE ASSESSMENT TOOLS
<i>History/Culture</i>	
1. Explore the representative craft forms of various cultures	Teacher observation and teacher-generated test.
a) Explore mark-making in craft, e.g. in etching	
b) Explore paper as a craft form, e.g. marbling	
c) Explore assembling media, e.g. mosaic	
d) Explore textiles/fibers, e.g. basketry	
2. Demonstrate an understanding of the connection between craft and culture.	
<i>Aesthetics/Analysis</i>	
1. Develop an arts vocabulary for crafts.	Complete a review of another student's work using appropriate vocabulary.
2. Apply vocabulary within aesthetic consideration and critiques.	
<i>Processes/Techniques</i>	
1. Develop skills necessary for understanding and applying techniques in craft-making.	Create artworks in etching, marbling, paper cuts, etc.
2. Integrate cultural and art historical information into individual craft projects	
<i>Cross-Curricular</i>	
3. Use reading, writing and listening skills for specific functions.	Student taught lesson to class on simple crafts project of his/her choice.
4. Be introduced to careers related to the arts.	Reflective writing about careers in crafts.
5. Apply technology appropriately for varied functions.	Teacher observation.
6. Demonstrate appropriate resource management.	Teacher observation
c) Demonstrate safe and appropriate tool handling and care.	

d) Demonstrate responsible and appropriate behavior in the classroom and at school-related events.	
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