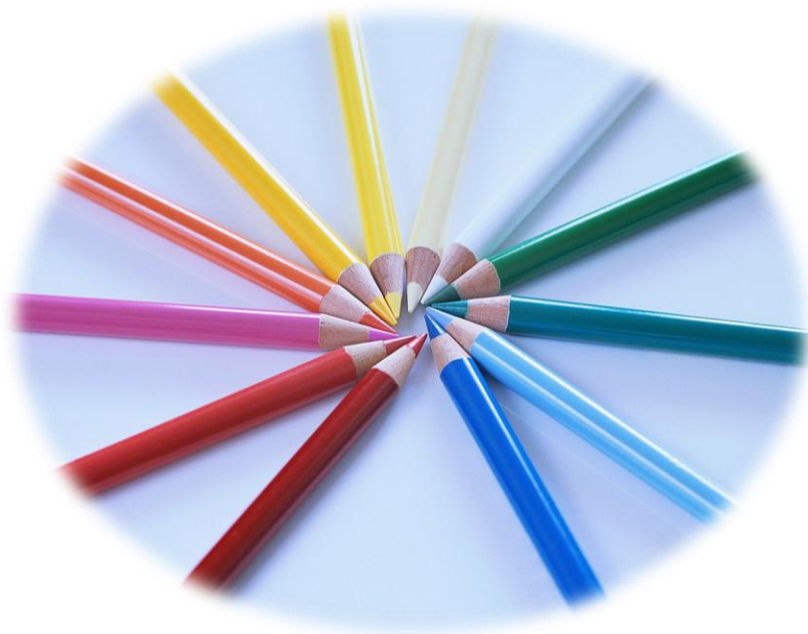


# CURRICULUM GUIDE FOR ART

Clinton Public Schools



# Clinton Public Schools Art Curriculum

## Table of Contents

Team Members .....	1
<b>PROGRAM FOUNDATIONS</b>	
District Mission.....	2
Foundation Skills and Competencies.....	3
Characteristics of an Exemplary Curriculum.....	4
Visual Art Education Philosophy/Goals .....	5
<b>CURRICULUM STRUCTURE</b>	
District Art Frameworks .....	6
Media Chart Guidelines .....	7-11
Elements of Art.....	12-15
Unit/Project Matrix .....	16-31
Art Education Competencies .....	32-60
<b>INSTRUCTIONAL SUPPORT .....</b>	
<b>ASSESSMENTS.....</b>	
<b>APPENDIX.....</b>	

# Clinton Public Schools Art Curriculum

## Curriculum Renewal Team Members

Gail Gosselin	Lewin G. Joel
Marlu Kirby	Lewin G. Joel & Abraham Pierson
Karen Silverman	Jared Eliot
Pamela Neri	The Morgan School
Claudia Norman	Lewin G. Joel, Administration
Maryann O'Donnell	Assistant Superintendent, Chair

Approved by the Clinton Board of Education, July 22, 2013

**Program**

**Foundations**

## MISSION STATEMENT

*The mission of the Clinton Public Schools  
is to prepare independent and collaborative learners  
empowered to embrace the future.*



## DRIVING FORCES & UNIFYING PRINCIPLES

*As a Professional Learning Community, we will:*

1. Develop literacy in core disciplines to ensure quality learning experiences and achievement.
2. Embed the application of knowledge and skills in all learning experiences and new situations.
3. Develop and implement high-performing collaborative teams focused on improving teaching and learning.
4. Provide a safe environment and modern, flexible facilities that support the district's educational mission.

## **K-12 District Foundation Skills and Competencies**

*Preparing independent and collaborative learners empowered to embrace the future*

*The purpose for establishing a set of common learning competencies is the belief that all teaching and learning should be meaningful, relevant, and connected. Therefore, there should be a common thread to link all disciplines. The following K-12 Foundation Skills and Competencies are essential for all students to become independent and collaborative learners, and must be incorporated in all disciplines. The foundation competencies are not intended to limit any discipline; rather, they are intended to provide teachers, students, and the community with a set of common expectations that will enhance curriculum development and continuity of purpose, assist teachers in planning instruction and assessment, and improve student performance.*

1. Reads a variety of literary, informational, and persuasive texts with understanding, and is able to analyze, interpret, evaluate text, and reads for enjoyment.
2. Uses appropriate forms of expressions and conventions of Standard English to communicate and develop thoughts, share ideas, influence and persuade, and create and entertain.
3. Applies understanding of a writing process (drafting, revising, editing, and rewriting) to improve writing.
4. Listens and views verbal and nonverbal presentations in order to analyze, clarify, follow directions, and ask and answer questions.
5. Applies computational skills, number sense and mathematical techniques to solve problems and judge reasonableness of results.
6. Delivers oral and visual presentations using standard conventions, forms of expression, coherent sequence of thoughts, suitable vocabulary, and tools appropriate for the purpose and audience.
7. Collects, organizes, and presents data using charts, tables, and graphs to interpret findings, defend or refute predictions, and draw conclusions.
8. Investigates and evaluates information and arguments from various sources and points of view applying prior knowledge, and inductive and deductive reasoning to establish a personal stance and defend a rationale.
9. Accesses a wide range of resources (print, non-print, and technological) to expand knowledge, conduct research, communicate information, create original works, and investigate complex problems.
10. Designs and applies techniques for investigating real-world issues and problems including; posing questions, hypothesizing, observing, collecting and analyzing data, and communicating findings.
11. Works collaboratively in a group to accomplish a goal by exchanging ideas, synthesizing information, investigating solutions to a problem, sharing workload and completing assigned tasks.

## Characteristics of an Exemplary Art Program

*Based on the characteristics of exemplary curricula and the literature in the field of art, the following characteristics were used to guide the Art Curriculum Renewal Team in the revision and development of the art curriculum.*

### ***An Exemplary Art Curriculum:***

- Fosters creativity and independence.
- Requires all students to become actively involved in reflecting, evaluating and applying what they have learned in response to others' work.
- Provides opportunity to experiment with a variety of media and develop skills to create, reflect, evaluate and revise their own work.
- Prepares students to understand past cultures and participate in creating the culture of the present and future.
- Develops imagination and problem solving that promotes ongoing, reflective thinking.
- Affords students multiple opportunities to use and extend their visual imagination through creating their own work and studying others' work.
- Develops an appreciation of the aesthetic value of art that enables students to make informed decisions.
- Helps students understand the purpose of the arts as a means of personal expression, as well as its role in our daily lives.
- Prepares students to create, perform and respond to the arts and to achieve advanced skills and understandings, which prepare them for active lifetime appreciation of the arts.
- Develops the unique cognitive capabilities that foster innovative, divergent, fluent, dynamic and imaginative thinking, which is vital to students in the 21<sup>st</sup> Century.

## **The Visual Art Education Philosophy**

*An education in the Clinton Public Schools is not complete without active involvement and knowledge of the arts. An arts education is a process of life-long learning that enables students to make informed, aesthetic choices and is crucial to fulfilling one's human development. These experiences prepare students to recognize and value quality, while nurturing their sensitivities and feelings. Responding, performing, and creating in the arts generates informed audiences and participants of the future. As part of the core curriculum, the arts foster creativity and independence, develop self-discipline and focus, and enhance self-esteem and knowledge. In addition, the arts teach critical thinking, problem solving, risk taking, collaboration and communication, all of which are integral components for success in the 21<sup>st</sup> century. The arts link the heritage of our past to the cultures of the present and the future. Our diverse society is continually enriched by the arts.*

### ***We further believe that:***

- The inclusion of the arts in the school curriculum is vital to produce well-rounded students who are prepared for the 21<sup>st</sup> century.
- Art promotes awareness and understanding of the connections between visual art and other disciplines through the study of other cultures and historical periods.
- Through art we learn that seeking a creative approach to life is a meaningful, significant and valued human endeavor.

### **Goals for Art**

#### ***As a result of this K-12 Art Curriculum:***

1. Students will understand, select and apply media, techniques and processes.
2. Students will understand and apply elements and organizational principles of art.
3. Students will consider, select, and apply a range of subject matter, symbols and ideas.
4. Students will understand the visual arts in relation to history and cultures.
5. Students will reflect upon, describe, analyze, interpret and evaluate their own and other's work.
6. Students will make connections between the visual arts, other disciplines and daily life.



**Curriculum**

**Structure**

## **Art Curriculum Renewal Team District Framework**

### **I. Media**

- Students will understand, select and apply media, techniques and processes.

### **II. Elements and Principles**

- Students will understand and apply elements and organizational principles of art.

### **III. Content**

- Students will consider, select, and apply a range of subject matter, symbols and ideas.

### **IV. History and Culture**

- Students will understand the visual arts in relation to history and cultures.

### **V. Analysis, Interpretation and Evaluation**

- Students will reflect upon, describe, analyze, interpret and evaluate their own and other's work.

### **VI. Connections**

- Students will make connections between the visual arts, other disciplines and daily life.

## Art Curriculum – Media Chart Guidelines

### Pre-K – Grade 8

	PK	K	1	2	3	4	5	6	7	8
Clay	x	x	x	x	x	x	x	x	x	x
Glaze				x	x	x	x	x	x	x
Watercolor Paint	x	x	x	x	x	x	x	x	x	x
Tempera Paint	x	x	x	x	x					
Acrylic Paint				x	x	x	x	x	x	x
Marker		x	x	x	x	x	x	x	x	x
Colored Pencil		x	x	x	x	x	x	x	x	x
Crayon	x	x	x	x	x					
Oil Pastel	x	x	x	x	x	x	x	x	x	x
Ink Pens						x	x	x	x	x
Drawing Pencils		x	x	x	x	x	x	x	x	x
Textiles	x	x	x	x	x	x	x			
Chalk Pastel	x	x	x	x	x	x	x	x	x	x
Modeling Clay	x	x	x	x	x	x	x			
Finger Paint	x	x	x							
Assorted Craft Items	x	x	x	x	x	x	x	x	x	x
Assorted Papers	x	x	x	x	x	x	x	x	x	x
Printing Ink				x	x	x	x	x	x	x
Water Soluble Pencils				x	x	x	x	x	x	x
Water Soluble Crayons				x	x					
Charcoal						x	x	x	x	x
Paper Mache						x	x	x	x	x

## Art Curriculum – Media Chart Guidelines

### High School

	Introduction to Art	Drawing & Painting I and Advanced Drawing & Painting	Sculpture & Advanced Sculpture
Pen/Ink Brush/Ink	x	x	
Technical Pens	x	x	
Drawing Pencils	x	x	
Colored Pencils	x	x	
Water Soluble (WS) Pencils	x	x	
WS Oil Pastels	x	x	
Dry Pastels	x	x	
Charcoal	x	x	
Conte Crayon	x	x	
Gouache	x	x	
Water Color Paint	x	x	
Acrylic Paint		x	x
Clay/Glaze			x
Textiles			x
Markers	x	x	x
Assorted Paper	x	x	
Tempera Paint	x	x	
Paper Mache	x		x
Foam Core Board			x
Styrofoam			x
Paper Clay			x
Plaster			x
Balsa Wood			x
Reed			x
Found Objects			x
Soapstone			x

## Art Curriculum – Media Chart Guidelines

### Pre-K – Grade 3

<b>Pre-K</b>	<b>Kindergarten - 1</b>
Clay Watercolor Paint Tempera Paint Crayon Oil Pastel Textiles Chalk Pastel Modeling Clay Finger Paint Assorted Craft Items Assorted Papers	Clay Watercolor Paint Tempera Paint Marker Colored Pencil Crayon Oil Pastel Drawing Pencils Textiles Chalk Pastel Modeling Clay Finger Paint Assorted Craft Items Assorted Papers
<b>Grade 2 – 3</b>	
Clay Glaze Watercolor Paint Tempera Paint Acrylic Paint Marker Colored Pencil Crayon Oil Pastel Drawing Pencils Textiles Chalk Pastel Modeling Clay Assorted Craft Items Assorted Papers Printing Ink Water Soluble Pencils Water Soluble Crayons	

---

## Art Curriculum – Media Chart Guidelines

### Grades 4 - 8

Grade 4 – 5	Grade 6 – 8
<p>Clay Glaze Watercolor Paint Acrylic Paint Marker Colored Pencil Oil Pastel Ink Pens Drawing Pencils Chalk Pastel Assorted Craft Items Assorted Papers Printing Ink Water Soluble Pencils Charcoal Paper Mache</p>	<p>Clay Glaze Watercolor Paint Acrylic Paint Marker Colored Pencil Oil Pastel Ink Pens Drawing Pencils Chalk Pastel Assorted Craft Items Assorted Papers Printing Ink Water Soluble Pencils Charcoal Paper Mache</p>

**Art Curriculum – Media Chart Guidelines**

**High School**

<b>Introduction to Art</b>	<b>Drawing &amp; Painting I and Advanced Drawing &amp; Painting</b>
Pen/Ink & Brush/Ink Technical Pens Drawing Pencils Colored Pencils Water Soluble (WS) Pencils WS Oil Pastels Dry Pastels Charcoal Conte Crayon Gouache Water Color Paint Markers Assorted Paper Tempera Paint Paper Mache	Pen/Ink & Brush/Ink Technical Pens Drawing Pencils Colored Pencils Water Soluble (WS) Pencils WS Oil Pastels Dry Pastels Charcoal Conte Crayon Gouache Water Color Paint Acrylic Paint Markers Assorted Paper Tempera Paint Paper Mache
<b>Sculpture &amp; Advanced Sculpture</b>	
Acrylic Paint Clay/Glaze Textiles Markers Paper Mache Foam Core Board Styrofoam Paper Clay Plaster Balsa Wood Reed Found Objects Soapstone	

	PK	K	1	2	3	4	5	6	7	8	Intro	Advanced
<b>LINE</b>												
<b>Directional</b>												
<i>Horizontal</i>		I	R	R	R	M						
<i>Vertical</i>		I	R	R	R	M						
<i>Diagonal</i>		I	R	R	R	M						
<b>Quality</b>												
<i>Straight</i>	I	R	R	R	M							
<i>Zig-Zag</i>		I	R	R	R	M						
<i>Curvy</i>		I	R	R	R	M						
<i>Dotted</i>		I	R	R	R	M						
<i>Broken</i>		I	R	R	R	M						
<i>Thick/Thin</i>		I	R	R	R	M						
<i>Contour Line</i>							I	R	R	R	M	
<i>Gesture Line</i>							I	R	R	R	M	
<i>Implied Line</i>										I	R	M
<b>SHAPE (TWO-DIMENSIONAL)</b>												
<b>Geometric/Man-Made</b>												
<i>Circle</i>	I	R	R	R	M							
<i>Square</i>	I	R	R	R	M							
<i>Triangle</i>	I	R	R	R	M							
<i>Rectangle</i>	I	R	R	R	M							
<i>Oval/Ellipse</i>		I	R	R	R	M						
<i>Diamond</i>		I	R	R	R	M						
<b>Organic/Free Form/Natural</b>						I	R	R	R	M		
<b>Quality</b>												
<i>Positive/Negative</i>						I	R	R	R	M		

Key: I = Introduced; R = Reinforced; M = Mastered



	PK	K	1	2	3	4	5	6	7	8	Intro	Advanced
<b>FORM (THREE-DIMENSIONAL)</b>												
<b>Geometric</b>												
<i>Cube</i>				I	R	R	R	M				
<i>Sphere</i>				I	R	R	R	M				
<i>Cone</i>				I	R	R	R	M				
<i>Cylinder</i>				I	R	R	R	M				
<i>Pyramid</i>				I	R	R	R	M				
<b>Organic/Free Form/Natural</b>					I	R	R	R	M			
<b>COLOR</b>												
<i>Hue</i>							I	R	R	R	M	
<i>Value</i>							I	R	R	R	M	
<i>Intensity</i>							I	R	R	R	M	
<i>Primary</i>	I	R	R	R	M							
<i>Secondary</i>	I	R	R	R	M							
<i>Intermediate</i>						I	R	R	R	M		
<i>Monochromatic</i>							I	R	R	R	M	
<i>Analogous</i>							I	R	R	R	M	
<i>Complementary</i>							I	R	R	R	M	
<i>Color Wheel</i>				I	R	R	R	M				
<i>Warm</i>	I	R	R	R	M							
<i>Cool</i>	I	R	R	R	M							
<i>Neutral</i>						I	R	R	R	M		
<b>VALUE</b>												
<i>Tint (light)</i>							I	R	R	R	M	
<i>Shade (dark)</i>							I	R	R	R	M	

Key: I = Introduced; R = Reinforced; M = Mastered

	PK	K	1	2	3	4	5	6	7	8	Intro	Advanced
<b>TEXTURE</b>												
<i>Actual (tactile) Bumpy, Smooth, Rough</i>		I	R	R	R	M						
<i>Implied (visual) Hatching/cross-hatching</i>						I	R	R	R	R	M	
<i>Stippling</i>						I	R	R	R	R	M	
<b>SPACE</b>												
<i>Aerial (atmospheric) perspective</i>			I	R	R	R	M					
<i>One-point (parallel) perspective</i>							I	R	R	R	M	
<i>Two point (angular) perspective</i>										I	I/R	M
<i>Three-point (angular) perspective</i>												I/R
<i>Overlapping</i>	I	R	R	R	M							
<i>Horizon (ground) line</i>							I	R	R	R	R	M
<i>Vanishing point</i>							I	R	R	R	R	M
<i>Picture plane</i>								I	R	R	R	M
<i>Orthogonal lines (guidelines)</i>								I	R	R	R	M
<i>Foreground</i>		I	R	R	R	M						
<i>Middle ground</i>		I	R	R	R	M						
<i>Background</i>		I	R	R	R	M						
<i>Foreshortening</i>										I	I/R	M
<b>BALANCE</b>												
<i>Symmetrical</i>		I	R	R	R	R	M					
<i>Asymmetrical</i>		I	R	R	R	R	M					
<i>Radial</i>					I	R	R	R	R	M		
<b>MOVEMENT</b>												
						I	R	R	R	R	R	M

Key: I = Introduced; R = Reinforced; M = Mastered

	PK	K	1	2	3	4	5	6	7	8	Intro	Advanced
<b>RHYTHM</b>												
						I	R	R	R	R	R	M
<b>CONTRAST</b>												
<i>Light/dark</i>		I	R	R	R	R	R	R	M			
<i>Small/big</i>		I	R	R	R	R	R	R	M			
<b>EMPHASIS</b>												
<i>Isolation</i>							I	R	R	R	R	M
<i>Subordination of accessories</i>							I	R	R	R	R	M
<i>Organization of accessories</i>							I	R	R	R	R	M
<i>Arrangement of line</i>							I	R	R	R	R	M
<i>Adjustment of values</i>							I	R	R	R	R	M
<i>Color scheme</i>							I	R	R	R	R	M
<i>Placement</i>							I	R	R	R	R	M
<b>PATTERN</b>												
<i>Repetition</i>	I	I	R	R	R	R	M					
<b>UNITY</b>												
<i>Harmony</i>								I	R	R	R	M

Key: I = Introduced; R = Reinforced; M = Mastered

**Grade PK-K**

	<b>Unit/Project Description</b>	<b>Media</b>	<b>Elements &amp; Principles</b>
<b>DRAWING</b>	Ten Dots-Students will apply their understanding of numbers and create a composition using ten dots.	Stickers, Crayon	Dots Shape Line Space
<b>PAINTING</b>	Students will create a painting mixing primary colors.	Finger Paint Paint Comb	Texture Color-primary & secondary
<b>SCULPTURE/CERAMICS</b>	Students will cut a shape from a slab of clay.	Clay Clay Cutter Paint Rolling Pin	Slab Earth Clay Shape
<b>PRINTMAKING</b>	Students will create a composition based upon the theme of family.	Sponge Cut Figures Tempera Paint	Shape Big Small Space Figure
<b>CRAFT/MULTIMEDIA</b>	Students will create a collage that integrates letters and numbers.	Tissue Paper Modge Podge Foam Cut Letters Numbers	Color Composition Shape Space
<b>PERSPECTIVE</b>	N/A	N/A	N/A

**Grade K**

	<b>Unit/Project Description</b>	<b>Media</b>	<b>Elements &amp; Principles</b>
<b>DRAWING</b>	Students will create gesture drawings of ballerinas inspired by Edgar Degas	Pastels	Gesture Shape Space
<b>PAINTING</b>	Students will create a composition using geometric shapes/lines based upon the work of Piet Mondrian.	Tempera Paint-Primary Colors Black Construction Paper Cut into Strips/lines	Primary Colors Line Geometric Shapes
<b>SCULPTURE/CERAMICS</b>	Students will create a pinch pot using earth clay.	Earth Clay Tempera Paint/Modge Podge	2D/3D Art Form
<b>PRINTMAKING</b>	Students will create a landscape by stamping lines that define foreground, middle ground and background.	Black Acrylic Paint Watercolor Paint	Foreground Middle Ground Background
<b>CRAFT/MULTIMEDIA</b>	Recycled Sculpture-Using found/recycled objects students will create a sculpture.	Cardboard Paint Feathers Pom Poms Pipe Cleaners	2D/3D Base Form Color
<b>PERSPECTIVE</b>	N/A	N/A	N/A

**Grade 1**

	<b>Unit/Project Description</b>	<b>Media</b>	<b>Elements &amp; Principles</b>
<b>DRAWING</b>	Students will create a drawing of a lion using line, color and shapes	Pastels Tempera Paint	Line Space Shape Color
<b>PAINTING</b>	Students will interpret Vincent Van Gogh’s “Starry Night” and use expressive lines and colors.	Tempera Paint	Expressive Line/Color Composition
<b>SCULPTURE/CERAMICS</b>	Students will design a fish from a slab of clay using subtractive/additive techniques.	Earth Clay Tempera Paint Modge Podge	2D/3D Art Additive/Subtractive techniques
<b>PRINTMAKING</b>	Students will create a composition based upon an ocean theme by stamp printing fish shapes.	Tempera Paint Watercolor Paint Rubber Fish Shape Stamps	Shape Space Stamp Print
<b>CRAFT/MULTIMEDIA</b>	Students will create a cityscape and compare life in a city to life in a suburb.	Tissue paper Modge Podge Puffy Paint	Geometric Shape Space Line
<b>PERSPECTIVE</b>	N/A	N/A	N/A

**Grade 2**

	<b>Unit/Project Description</b>	<b>Media</b>	<b>Elements &amp; Principles</b>
<b>DRAWING</b>	Students will create a self-portrait in the “Cubist” style of Pablo Picasso.	Pencils Oil Pastels	Geometric Shape Space Line Color
<b>PAINTING</b>	Students will create an abstract flower composition based upon the work of Georgia O’Keefe.	Oil Pastels Watercolor Paint	Abstract Color Space Shape
<b>SCULPTURE/CERAMICS</b>	Students will create a Medieval Castle using the Slab Method.	Earth Clay Tempera Paint Modge Podge	2D vs. 3D Stamp Additive/Subtractive techniques
<b>PRINTMAKING</b>	Students will create an abstract composition from texture rubbings.	Plastic Rubbing Plates Crayons Puffy Paint Watercolor Paint	Texture Rubbing Plate Watercolor Wash Lines/Pattern
<b>CRAFT/MULTIMEDIA</b>	Students will create a mask using an animal theme for their design.	Paper Mache Feathers Tempera Paint Glue Yarn	2 Dimensional 3 Dimensional Additive Method
<b>PERSPECTIVE</b>	N/A	N/A	N/A

**Grade 3**

	<b>Unit/Project Description</b>	<b>Media</b>	<b>Elements &amp; Principles</b>
<b>DRAWING</b>	Students will create a logo using the letters in their name.	Pencil Marker	Shape Dot Space Pattern Line
<b>PAINTING</b>	Students will create an abstract composition using circles and patterns.	Tempera Paint Pastel Pencils	Shape Line Pattern Space Repetition
<b>SCULPTURE/CERAMICS</b>	Students will design a vase using slab/coil methods of hand building.	Earth Clay Tempera Paint Modge Podge	Form 2D vs. 3D Coil/Pinch
<b>PRINTMAKING</b>	Students will create a self-portrait using scratch foam and embellish them with hand-drawn frames.	Scratch Foam Ink Brayers Markers	Relief Print Line Shape/Space
<b>CRAFT/MULTIMEDIA</b>	Students will create a mask which expresses a particular mood/emotion	Plaster of Paris Paint Yarn Feathers Sequins	2D/3D Color Symmetry
<b>PERSPECTIVE</b>	N/A	N/A	N/A



**Grade 4**

	<b>Unit/Project Description</b>	<b>Media</b>	<b>Elements &amp; Principles</b>
<b>DRAWING</b> "Notebooks of Invention" – Leonardo DaVinci	Students will create a notebook of inventions by drawing their ideas and writing description of each idea they have drawn.	Pencils Colored Pencils and/or Markers	Line Shape Color Value
<b>PAINTING</b> George Seurat "Pointillism"	Students will create a Pointillist painting using the primary colors and painting tiny dots to create the image.	Water Color Paper Water Color Paints Primary Color-Red, Blue & Yellow to create secondary colors Orange, Green & Violet Q-tips for application of paint	Color Shape Space
<b>SCULPTURE/CERAMICS</b> Victorian Houses	Students will create the façade of their own Victorian House design using the slab and coil method in clay	Clay Slip Rolling Pin Ceramic Glazes	Line, Shape, Color Texture, Pattern, Balance Form
<b>PRINTMAKING</b> Hokusai (Japanese Woodblock)	Students will create a woodblock design and etch design into printing plate and pull a print	Styrofoam Plate (foam board) Stylus Block Printing, Ink Inking Plate Brayer/Blockprint Paper	Line Color Texture Shape
<b>CRAFT/MULTIMEDIA</b> Niirekas (Mexican Yarn Pictures)	Students will create a "yarn picture" by drawing a simple design first then creating it using yarn	Yarn Glue Cardboard	Line Shape Color Texture Rhythm Pattern

**Grade 5**

	<b>Unit/Project Description</b>	<b>Media</b>	<b>Elements &amp; Principles</b>
<b>DRAWING</b> Vincent VanGogh – Line Movement in Landscapes	Students will create a landscape using line and texture	Pencil First Pen & Ink or Fine Black Marker	Line, Texture Rhythm, Variety
<b>PAINTING</b> "Flowers" – Georgia O'Keeffe	Students will create a "close-up" painting of a flower (s)	Acrylic Paint, Paint Brushes, Canvassette, Disposable Palettes	Color-mixing of (tints & shades) Value, Shape, Space
<b>SCULPTURE/CERAMICS</b> Helen Cordero – "Storyteller Dolls" Native American	Students will create a 3D figure out of clay (mother, father, etc.) and small children using three hand-building techniques	Clay/Slip (Clay Glue) Pottery Tools Acrylic Paints or Water Color & Acrylic Gloss Medium (Glaze)	* Form, Texture, Proportion, Balance
<b>PRINTMAKING</b> Lighthouses of the United States	Students will create an etching of a U.S. lighthouse	Scratchboard Metal Stylus (Etching Tool) Pencil	Line "crosshatching", Directional space, Shape, Texture, Pattern
<b>CRAFT/MULTIMEDIA</b> Navajo Weavings	Students will create a geometric design and paint and draw it into their Native American weaving	Watercolor Paper, Tempera Paint Yarn, Burlap, Scissors & Paintbrushes	Color, Line, Shape, Pattern, Texture
<b>PERSPECTIVE</b> Paul Cezanne Still Life	Students will create a colorful collage composition using objects (drawn in 1-point perspective) on a table utilizing color, light and shadow to create a still life picture.	Pencil Drawing Paper Assorted Color Paper Scissors Glue Oil Pastels	Shape (2D)/Form (3D) Ellipse, Cylinder, Parallel Lines, Trapezoid Concentric Foreshortening Transparent/Opaque Shadow/Light, Tints/Shades Overlapping

**Grade 6**

	<b>Unit/Project Description</b>	<b>Media</b>	<b>Elements &amp; Principles</b>
<b>DRAWING</b>	Students will create a realistic still life composition that demonstrates value in a work of art.	Charcoal Paper Ebony Pencil Tortillions Kneaded Erasers	Value (hatching, shading, stippling), Still Life, Shape, Form, Composition, Leonardo DaVinci
<b>PAINTING</b>	Students will paint a landscape inspired by the Impressionistic Style of Claude Monet. The composition will demonstrate the way perspective effects color value in a composition.	Acrylic Paints Brushes Canvas Paper	Landscape, Foreground, Middle Ground, Background, Depth, Space, Color Value, Impressionism, Watercolor, Perspective
<b>SCULPTURE/CERAMICS</b>	Students will create a non-objective composition that demonstrates pattern and balance on a ceramic tile.	4 ¼ inch x 4 ¼ inch Bisque Tiles	Line, Shape (organic and geometric), Pattern, Contrast, Balance, Unity, Sketch vs. Drawing
<b>PRINTMAKING</b>	Students will create a mono-print edition of a portrait that demonstrates the correct proportion of the human face.	Printing ink Acrylic Plates Brayers Printing Paper	Brayer, Bench Hook, Edition, Pull or Print, Etching, Woodcut, Screen-print, Shape (positive and negative), Portrait, Proportion
<b>CRAFT/MULTIMEDIA</b>			
<b>PERSPECTIVE</b>	Students will create a drawing that demonstrates the concepts of one-point or parallel perspective	Rulers Pencil Colored Pencil Watercolors	Picture Plane, Horizon Line, Vanishing Point, Linear Perspective, Point of View

**Grade 7**

	<b>Unit/Project Description</b>	<b>Media</b>	<b>Elements &amp; Principles</b>
<b>DRAWING</b>	Students will design a composition in the style of Wayne Theibaud that demonstrates the principles of unity, balance and rhythm in a work of art.	Oil pastels Pastels Pastel Paper	Wayne Theibaud Contour drawing, color value, unity, rhythm, balance, compositions, line, shape
<b>PAINTING</b>	Students will create a costume design inspired by the trilogy The Hunger Games. The design will incorporate a variety of watercolor techniques such as washes, dry-brush, glazing and masking.	Watercolor Pen Ink	Watercolor, wash, wet-on-dry, transparent, opaque, dry-brush, pigment, wet-in-wet, glazing
<b>SCULPTURE/CERAMICS</b>	Student will explore the concept of illustration and learn how the drawings of Tim Burton were transformed into numerous movies and cartoon characters. They will combine unique creations from their own imagination with the elements of art to create an original three dimensional figure.	Paper Mache Wire Paint Mixed Media	Caricature, cartoon, comical, exaggerated, juxtapose, stylized, symbol, texture, contrast, color value, pattern, unity balance, collage.
<b>PRINTMAKING</b>	Students will create hand-stamped design inspired by patterns found in Islamic and Persian Art. The designs will demonstrate the use of color and visual balance in a work of art.	Printing Ink Gum Erasers Marker and Pen	Balance( radial, symmetrical, asymmetrical) pattern, color wheel, primary, secondary, intermediate , complementary, monochromatic, warm, neutral, cool, analogous colors
<b>CRAFT/MULTIMEDIA</b>			
<b>PERSPECTIVE</b>	Students will create an architectural design inspired by the work of Frank Lloyd Wright. The drawing will demonstrate the concept of two-point or angular perspective on a picture plane.	Pencil Watercolor Pencils Watercolor, Ink, Pens	Picture plane, horizon line, vanishing point, linear perspective, point of view, converge. Aerial perspective, one point/parallel perspective, two-point/angular perspective, foreshortening

Grade 8

	<b>Unit/Project Description</b>	<b>Media</b>	<b>Elements &amp; Principles</b>
<b>DRAWING</b>	Students will create an original cartoon character inspired by the illustrations of Charles Schultz. Students will develop a simple 3 panel cartoon strip using their character as the subject.	Colored Pencil Art Stix Marker	Layout, caption, comic strip, illustration, icon, contour, shadow, texture
<b>PAINTING</b>	Students will experiment with acrylic paints to create a winter landscape scene.	Acrylic paints	Space, atmospheric perspective, applied texture
<b>SCULPTURE/CERAMICS</b>	Students will construct a stylized maquette of an animal mask. Students will then scale the design to create a life-sized mask sculpture.	Paper Mache, Acrylic Paint, Mixed media	Armature, stylize, mold, casting, carve, realistic, maquette, modeling, scale, soft-sculpture, form, balance, unity, texture, color
<b>PRINTMAKING</b>	Students will create a woodcut style edition of prints inspired by the Pop art style of Andy Warhol. The prints will demonstrate the use of color and positive and negative shape in a work of art.	Linoleum block, carving tools, bench hooks, brayer, printing press	Brayer, bench hook, edition, pull or print, etching, woodcut, screen-print, shape (positive and negative),unity, rhythm, Pop Art
<b>CRAFT/MULTIMEDIA</b>	Students will combine images from famous works of art and pages from magazines to create a composition that comments on life and culture today.	Mixed media	Graffiti, stencil, abstract, juxtapose, collage
<b>PERSPECTIVE</b>	Students will use the principles of linear perspective to create an image of a video game. The drawing will demonstrate the use of horizon line, vanishing point and converging lines to create a sense of depth on a picture plane.	Ruler, colored pencil, watercolor pencils, watercolor	Picture plane, horizon line, vanishing point, linear perspective, point of view, converge Aerial perspective, one point/parallel perspective, two-point/angular perspective, foreshortening

**HS – Introduction to Art**

	<b>Unit/Project Description</b>	<b>Media</b>	<b>Elements &amp; Principles</b>
<b>DRAWING</b>	Students will view Joan Miro's painting and draw an arrangement of microscopic organisms.	Pencil Pastel Fine Tip Pen	Line Color Shape (Composition)
<b>PAINTING</b>	Students will draw overlapping vases and mix colors to show how two colors combine to make a third color	Paint	Color Shape
<b>SCULPTURE/CERAMICS</b>	Students will paint and arrange wood pieces in a box based on the work of Louise Nevelson.	Wood blocks Cardboard Box Paint	Form Shape Color Balance
<b>PRINTMAKING</b>	Students will use chairs as the subject matter to create linoleum block prints	Linoleum Block Ink Paper	Shape Contrast
<b>CRAFT/MULTIMEDIA</b>	Students will use an Indian loom to create a beaded bracelet	Loom Threads Beads	Color Pattern
<b>PERSPECTIVE</b>	Students will use 2-point perspective to draw a house	Pencil Ruler Pastel	Line Space

**HS – Drawing & Painting**

	<b>Unit/Project Description</b>	<b>Media</b>	<b>Elements &amp; Principles</b>
<b>DRAWING</b>	Students will use cross contour lines to draw overlapping pipes.	Pencil	Line Balance Movement
<b>PAINTING</b>	Students will create a monochrome painting using one color, black & white	Tempera Paint	Color Value
<b>SCULPTURE/CERAMICS</b>	N/A	N/A	N/A
<b>PRINTMAKING</b>	N/A	N/A	N/A
<b>CRAFT/MULTIMEDIA</b>	N/A	N/A	N/A
<b>PERSPECTIVE</b>	Students will use 1- or 2-point perspective to draw a city street	Pencil	

**HS – Advanced Drawing & Painting**

	<b>Unit/Project Description</b>	<b>Media</b>	<b>Elements &amp; Principles</b>
<b>DRAWING</b>	Students will draw peppers with large brush and India ink and then they will develop an abstract artwork from the drawings	Ink Brush Glue	Line Composition Movement Color
<b>PAINTING</b>	Students will paint a very textured picture in the style of VanGogh.	Modeling Paste Acrylic Paint	Color Texture
<b>SCULPTURE/CERAMICS</b>	N/A	N/A	N/A
<b>PRINTMAKING</b>	N/A	N/A	N/A
<b>CRAFT/MULTIMEDIA</b>	N/A	N/A	N/A
<b>PERSPECTIVE</b>	Students will draw a picture using a 3-point perspective.	Pencil	Line



**HS – Sculpture**

	<b>Unit/Project Description</b>	<b>Media</b>	<b>Elements &amp; Principles</b>
<b>DRAWING</b>	N/A	N/A	N/A
<b>PAINTING</b>	N/A	N/A	N/A
<b>SCULPTURE/CERAMICS</b>	Students will weave a basket that has an interesting form. Students will create a shoe that is also something else (ex. Banana Split Shoe)	Reed Mache Plaster Wrap Miscellaneous Objects	Balance Shape Form
<b>PRINTMAKING</b>	N/A	N/A	N/A
<b>CRAFT/MULTIMEDIA</b>	N/A	N/A	N/A
<b>PERSPECTIVE</b>	N/A	N/A	N/A

**HS – Advanced Sculpture**

	<b>Unit/Project Description</b>	<b>Media</b>	<b>Elements &amp; Principles</b>
<b>DRAWING</b>	N/A	N/A	N/A
<b>PAINTING</b>	N/A	N/A	N/A
<b>SCULPTURE/CERAMICS</b>	Students will design and create a complete tea set using one theme (ex. Nature)	Clay Glazes	Form Color Texture
<b>PRINTMAKING</b>	N/A	N/A	N/A
<b>CRAFT/MULTIMEDIA</b>	N/A	N/A	N/A
<b>PERSPECTIVE</b>	N/A	N/A	N/A

**HS – Advanced Art/Portfolio**

	<b>Unit/Project Description</b>	<b>Media</b>	<b>Elements &amp; Principles</b>
<b>DRAWING</b>	Students will begin with four drawings of bicycles. They will abstract the subject matter to develop a series of 3 finished drawings and 2 paintings.		All Required Higher Order Thinking
<b>PAINTING</b>			
<b>SCULPTURE/CERAMICS</b>	N/A	N/A	N/A
<b>PRINTMAKING</b>	N/A	N/A	N/A
<b>CRAFT/MULTIMEDIA</b>	N/A	N/A	N/A
<b>PERSPECTIVE</b>	N/A	N/A	N/A

<b>I. MEDIA</b>		<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS Intro</b>	<b>HS Advanced</b>
1	Differentiate between a variety of media, techniques and processes	x	x	x	x	x	x	x					
2	Select media, techniques and processes to communicate ideas						x	x	x				
3	Reflect on choices and analyze what makes them effective								x	x	x		
4	Apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are understood										x	x	x
5	Describe how different media, techniques and processes cause different effects and personal responses	x	x	x	x								
6	Use different media, techniques and processes to communicate ideas, feelings, experiences and stories				x	x	x	x	x	x	x	x	
7	Communicate ideas consistently at a high level of effectiveness in at least one visual arts medium												x
8	Improve the communication of their own ideas by effectively using the characteristics of a variety of traditional and contemporary art media, techniques and processes					x	x	x	x	x	x		
9	Conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes									x	x	x	x
10	Use art media and tools in a safe and responsible manner	x	x	x	x	x	x	x	x	x	x	x	x

<b>II. ELEMENTS &amp; PRINCIPLES *</b>		<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS Intro</b>	<b>HS Advanced</b>
1	Identify the different ways visual characteristics are used to convey ideas	x	x	x	x	x							
2	Use the elements of art and principles of design to communicate ideas	x	x	x	x	x	x	x					
3	Select and use the elements of art and principles of design to improve communication of ideas						x	x	x	x	x	x	x
4	Reflect upon what makes elements of art and principles of design effective in conveying ideas								x	x	x	x	x
5	Judge the effectiveness of different ways of using visual characteristics in conveying ideas										x	x	x
6	Describes how different expressive features and organizational principles cause different responses	x	x	x	x	x	x	x					
7	Recognize and reflect on the effects of arranging visual characteristics in their own and others' work						x	x	x	x	x	x	x
8	Apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions to and effectively solve a variety of visual art problems									x	x	x	x

\* Refer to Elements & Principles CHART for more detailed skill development for grades PK-12.

<b>III. CONTENT</b>		<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS Intro</b>	<b>HS Advanced</b>
1	Explore and discuss a variety of subject matter, symbols and ideas for art content	x	x	x	x	x	x	x	x	x	x	x	x
2	Consider, select from and apply a variety of sources for art content in order to communicate intended meaning						x	x	x	x	x	x	
3	Use, record and develop ideas for content over time										x	x	x
4	Selects and uses subject matter, symbols, and ideas to communicate meaning	x	x	x	x	x	x	x	x				
5	Consider and compare the sources for subject matter, symbols and ideas in their own and others' work				x	x	x	x	x	x	x		
6	Use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate meaning									x	x	x	x

<b>IV. HISTORY &amp; CULTURE</b>		<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS Intro</b>	<b>HS Advanced</b>
1	Recognize that the visual arts have a history and a variety of cultural purposes and meanings	x	x	x	x	x							
2	Know and compare the characteristics and purposes of works of art representing various cultures, historical periods and artists					x	x	x	x	x	x		
3	Analyze and interpret art works in terms of form, cultural and historical context and purpose									x	x	x	x
4	Identify specific works of art as belonging to particular styles, cultures, times and places	x	x	x	x	x							
5	Describe a variety of specific significant art objects and place them by artist, style and historical and cultural context					x	x	x	x	x	x	x	x
6	Analyze common characteristics of visual arts evident across time and among cultural/ethnic groups in order to formulate analyses, evaluations and interpretations of meaning										x	x	x
7	Create art work that demonstrates understanding of how history or culture can influence visual art	x	x	x	x	x	x	x					
8	Analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art						x	x	x	x	x		
9	Compare works of art to one another in terms of history, aesthetics and culture; formulate, defend and apply these conclusions to inform their own art making									x	x	x	x

**V. ANALYSIS, INTERPRETATION & EVALUATION**

		PK	K	1	2	3	4	5	6	7	8	HS Intro	HS Advanced
1	Identify various purposes for creating works of art	x	x	x	x	x							
2	Compare and contrast purposes for creating works of art					x	x	x	x	x	x		
3	Research and analyze historic meaning and purpose in varied works of art									x	x	x	x
4	Describe visual characteristics of works of art using visual art terminology	x	x	x	x	x							
5	Analyze visual characteristics of works of art using visual art terminology						x	x	x	x	x	x	
6	Recognize and appreciate that there are different responses to specific works of art	x	x	x	x	x							
7	Compare and contrast multiple responses to, and interpretations of various works of art					x	x	x	x	x	x	x	
8	Reflect critically on various interpretations to better understand specific works of art									x	x	x	x
9	Describe their personal responses to specific works of art using visual art terminology	x	x	x	x	x							
10	Describe their own responses to, and interpretations of, specific works of art						x	x	x	x			
11	Defend personal interpretations using reasoned argument									x	x	x	x
12	Identify possible improvements in the process of creating their own work		x	x	x	x	x	x					
13	Reflect on and evaluate the quality and effectiveness of their own and others' work using specific criteria (e.g., technique, formal and expressive qualities, and content)							x	x	x	x	x	x



**V. ANALYSIS, INTERPRETATION & EVALUATION (continued)**

		PK	K	1	2	3	4	5	6	7	8	HS Intro	HS Advanced
14	Describe/analyze their own artistic growth over time in relation to specific criteria										x	x	x
15	Apply critical and aesthetic criteria (e.g., technique, formal and expressive qualities, content) in order to improve their own works of art										x	x	x

<b>VI. CONNECTIONS</b>		<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS Intro</b>	<b>HS Advanced</b>
1	Recognize that works of visual art are produced by artisans and artists working in different cultures, times and places		x	x	x	x	x	x	x	x	x	x	x
2	Identify connections between characteristics of the visual arts and other arts disciplines	x	x	x	x	x							
3	Compare the characteristics of works in the visual arts and other art forms that share similar subject matter, themes, purposes, historical periods or cultural context				x	x	x	x	x				
4	Analyze and compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes of that period or style						x	x	x	x	x	x	x
5	Identify connections between the visual arts and other non-arts disciplines in the curriculum		x	x	x	x	x	x					
6	Describe ways in which the principles and subject matter of the visual arts and other non-arts disciplines taught in school are interrelated						x	x	x				
7	Compare the creative processes used in the visual arts with the creative processes used in the other arts and non-arts disciplines								x	x	x	x	x
8	Describe how the visual arts are integrated in multimedia work		x	x	x								
9	Integrate the visual arts to create coherent multimedia work				x	x	x	x	x	x	x	x	x
10	Demonstrate understanding of how the visual arts are used in the world around us		x	x	x	x	x	x	x	x	x		
11	Apply visual arts knowledge and skills to solve problems								x	x	x	x	x

<b>VI. CONNECTIONS (continued)</b>		<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS Intro</b>	<b>HS Advanced</b>
12	Identify various careers that are available to artists			x	x	x	x	x	x	x	x	x	x
13	Apply visual arts skills and understandings to solve problems relevant to a variety of careers												x

**Pre-K**

**I. Media**

- 1 Differentiate between a variety of media, techniques and processes
- 5 Describe how different media, techniques and processes cause different effects and personal responses
- 10 Use art media and tools in a safe and responsible manner

**II. Elements & Principles**

- 1 Identify the different ways visual characteristics are used to convey ideas
- 2 Use the elements of art and principles of design to communicate ideas
- 6 Describes how different expressive features and organizational principles cause different responses

**III. Content**

- 1 Explore and discuss a variety of subject matter, symbols and ideas for art content
- 4 Selects and uses subject matter, symbols, and ideas to communicate meaning

**IV. History & Culture**

- 1 Recognize that the visual arts have a history and a variety of cultural purposes and meanings
- 4 Identify specific works of art as belonging to particular styles, cultures, times and places
- 7 Create artwork that demonstrates understanding of how history or culture can influence visual art

**V. Analysis, Interpretation & Evaluation**

- 1 Identify various purposes for creating works of art
- 4 Describe visual characteristics of works of art using visual art terminology
- 6 Recognize and appreciate that there are different responses to specific works of art
- 9 Describe their personal responses to specific works of art using visual art terminology

**VI. Connections**

- 2 Identify connections between characteristics of the visual arts and other arts disciplines

## **Kindergarten**

### **I. Media**

- 1 Differentiate between a variety of media, techniques and processes
- 5 Describe how different media, techniques and processes cause different effects and personal responses
- 10 Use art media and tools in a safe and responsible manner

### **II. Elements & Principles**

- 1 Identify the different ways visual characteristics are used to convey ideas
- 2 Use the elements of art and principles of design to communicate ideas
- 6 Describes how different expressive features and organizational principles cause different responses

### **III. Content**

- 1 Explore and discuss a variety of subject matter, symbols and ideas for art content
- 4 Selects and uses subject matter, symbols, and ideas to communicate meaning

### **IV. History & Culture**

- 1 Recognize that the visual arts have a history and a variety of cultural purposes and meanings
- 4 Identify specific works of art as belonging to particular styles, cultures, times and places
- 7 Create artwork that demonstrates understanding of how history or culture can influence visual art

### **V. Analysis, Interpretation & Evaluation**

- 1 Identify various purposes for creating works of art
- 4 Describe visual characteristics of works of art using visual art terminology
- 6 Recognize and appreciate that there are different responses to specific works of art
- 9 Describe their personal responses to specific works of art using visual art terminology
- 12 Identify possible improvements in the process of creating their own work

### **VI. Connections**

- 1 Recognize that works of visual art are produced by artisans and artists working in different cultures, times and places.
- 2 Identify connections between characteristics of the visual arts and other arts disciplines
- 5 Identify connections between the visual arts and other non-arts disciplines in the curriculum
- 8 Describe how the visual arts are integrated in multimedia work
- 10 Demonstrate understanding of how the visual arts are used in the world around us

## Grade 1

### **I. Media**

- 1 Differentiate between a variety of media, techniques and processes
- 5 Describe how different media, techniques and processes cause different effects and personal responses
- 10 Use art media and tools in a safe and responsible manner

### **II. Elements & Principles**

- 1 Identify the different ways visual characteristics are used to convey ideas
- 2 Use the elements of art and principles of design to communicate ideas
- 6 Describes how different expressive features and organizational principles cause different responses

### **III. Content**

- 1 Explore and discuss a variety of subject matter, symbols and ideas for art content
- 4 Selects and uses subject matter, symbols, and ideas to communicate meaning

### **IV. History & Culture**

- 1 Recognize that the visual arts have a history and a variety of cultural purposes and meanings
- 4 Identify specific works of art as belonging to particular styles, cultures, times and places
- 7 Create artwork that demonstrates understanding of how history or culture can influence visual art

### **V. Analysis, Interpretation & Evaluation**

- 1 Identify various purposes for creating works of art
- 4 Describe visual characteristics of works of art using visual art terminology
- 6 Recognize and appreciate that there are different responses to specific works of art
- 9 Describe their personal responses to specific works of art using visual art terminology
- 12 Identify possible improvements in the process of creating their own work

### **VI. Connections**

- 1 Recognize that works of visual art are produced by artisans and artists working in different cultures, times and places.
- 2 Identify connections between characteristics of the visual arts and other arts disciplines
- 5 Identify connections between the visual arts and other non-arts disciplines in the curriculum
- 8 Describe how the visual arts are integrated in multimedia work
- 10 Demonstrate understanding of how the visual arts are used in the world around us
- 12 Identify various careers that are available to artists

**Grade 2**

**I. Media**

- 1 Differentiate between a variety of media, techniques and processes
- 5 Describe how different media, techniques and processes cause different effects and personal responses
- 6 Use different media, techniques and processes to communicate ideas, feelings, experiences and stories
- 10 Use art media and tools in a safe and responsible manner

**II. Elements & Principles**

- 1 Identify the different ways visual characteristics are used to convey ideas
- 2 Use the elements of art and principles of design to communicate ideas
- 6 Describes how different expressive features and organizational principles cause different responses

**III. Content**

- 1 Explore and discuss a variety of subject matter, symbols and ideas for art content
- 4 Selects and uses subject matter, symbols, and ideas to communicate meaning
- 5 Consider and compare the sources for subject matter, symbols and ideas in their own and others' work

**IV. History & Culture**

- 1 Recognize that the visual arts have a history and a variety of cultural purposes and meanings
- 4 Identify specific works of art as belonging to particular styles, cultures, times and places
- 7 Create artwork that demonstrates understanding of how history or culture can influence visual art

**V. Analysis, Interpretation & Evaluation**

- 1 Identify various purposes for creating works of art
- 4 Describe visual characteristics of works of art using visual art terminology
- 6 Recognize and appreciate that there are different responses to specific works of art
- 9 Describe their personal responses to specific works of art using visual art terminology
- 12 Identify possible improvements in the process of creating their own work

**Grade 2 (continued)**

**VI. Connections**

- 1 Recognize that works of visual art are produced by artisans and artists working in different cultures, times and places
- 2 Identify connections between characteristics of the visual arts and other arts disciplines
- 3 Compare the characteristics of works in the visual arts and other art forms that share similar subject matter, themes, purposes, historical periods or cultural context.
- 5 Identify connections between the visual arts and other non-arts disciplines in the curriculum
- 8 Describe how the visual arts are integrated in multimedia work
- 9 Integrate the visual arts to create coherent multimedia work
- 10 Demonstrate understanding of how the visual arts are used in the world around us
- 12 Identify various careers that are available to artists



**Grade 3**

**I. Media**

- 1 Differentiate between a variety of media, techniques and processes
- 6 Use different media, techniques and processes to communicate ideas, feelings, experiences and stories
- 8 Improve the communication of their own ideas by effectively using the characteristics of a variety of traditional and contemporary art media, techniques and processes
- 10 Use art media and tools in a safe and responsible manner

**II. Elements & Principles**

- 1 Identify the different ways visual characteristics are used to convey ideas
- 2 Use the elements of art and principles of design to communicate ideas
- 6 Describes how different expressive features and organizational principles cause different responses

**III. Content**

- 1 Explore and discuss a variety of subject matter, symbols and ideas for art content
- 4 Selects and uses subject matter, symbols, and ideas to communicate meaning
- 5 Consider and compare the sources for subject matter, symbols and ideas in their own and others' work

**IV. History & Culture**

- 1 Recognize that the visual arts have a history and a variety of cultural purposes and meanings
- 2 Know and compare the characteristics and purposes of works of art representing various cultures, historical periods and artists
- 4 Identify specific works of art as belonging to particular styles, cultures, times and places
- 5 Describe a variety of specific significant art objects and place them by artist, style and historical and cultural context
- 7 Create artwork that demonstrates understanding of how history or culture can influence visual art

**V. Analysis, Interpretation & Evaluation**

- 1 Identify various purposes for creating works of art
- 2 Compare and contrast purposes for creating works of art
- 4 Describe visual characteristics of works of art using visual art terminology
- 6 Recognize and appreciate that there are different responses to specific works of art

**Grade 3 (continued)**

**V. Analysis, Interpretation & Evaluation (continued)**

- 7 Compare and contrast multiple responses to, and interpretations of, various works of art
- 9 Describe their personal responses to specific works of art using visual art terminology
- 12 Identify possible improvements in the process of creating their own work

**VI. Connections**

- 1 Recognize that works of visual art are produced by artisans and artists working in different cultures, times and places
- 2 Identify connections between characteristics of the visual arts and other arts disciplines
- 3 Compare the characteristics of works in the visual arts and other art forms that share similar subject matter, themes, purposes, historical periods or cultural context.
- 5 Identify connections between the visual arts and other non-arts disciplines in the curriculum
- 9 Integrate the visual arts to create coherent multimedia work
- 10 Demonstrate understanding of how the visual arts are used in the world around us
- 12 Identify various careers that are available to artists

**Grade 4**

**I. Media**

- 1 Differentiate between a variety of media, techniques and processes
- 2 Select media, techniques and processes to communicate ideas
- 6 Use different media, techniques and processes to communicate ideas, feelings, experiences and stories
- 8 Improve the communication of their own ideas by effectively using the characteristics of a variety of traditional and contemporary art media, techniques and processes
- 10 Use art media and tools in a safe and responsible manner

**II. Elements & Principles**

- 2 Use the elements of art and principles of design to communicate ideas
- 3 Select and use elements of art and principles of design to improve communication of ideas
- 6 Describes how different expressive features and organizational principles cause different responses
- 7 Recognize and reflect on the effects of arranging visual characteristics in their own and others' work.

**III. Content**

- 1 Explore and discuss a variety of subject matter, symbols and ideas for art content
- 2 Consider, select from and apply a variety of sources for art content in order to communicate intended meaning
- 4 Selects and uses subject matter, symbols, and ideas to communicate meaning
- 5 Consider and compare the sources for subject matter, symbols and ideas in their own and others' work

**IV. History & Culture**

- 2 Know and compare the characteristics and purposes of works of art representing various cultures, historical periods and artists
- 5 Describe a variety of specific significant art objects and place them by artist, style and historical and cultural context
- 7 Create artwork that demonstrates understanding of how history or culture can influence visual art
- 8 Analyze, describe and demonstrate how factors of time and place (such as climate, resources, ideas and technology) influence visual characteristics that give meaning and value to a work of art

**Grade 4 (continued)**

**V. Analysis, Interpretation & Evaluation**

- 2 Compare and contrast purposes for creating works of art
- 5 Analyze visual characteristics of works of art using visual art terminology
- 7 Compare and contrast multiple responses to, and interpretations of, various works of art
- 10 Describe their own responses to, and interpretations of, specific works of art
- 12 Identify possible improvements in the process of creating their own work

**VI. Connections**

- 1 Recognize that works of visual art are produced by artisans and artists working in different cultures, times and places
- 3 Compare the characteristics of works in the visual arts and other art forms that share similar subject matter, themes, purposes, historical periods or cultural context
- 4 Analyze and compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes of that period or style
- 5 Identify connections between the visual arts and other non-arts disciplines in the curriculum
- 6 Describe ways in which the principles and subject matter of the visual arts and other non-arts disciplines taught in school are interrelated
- 9 Integrate the visual arts to create coherent multimedia work
- 10 Demonstrate understanding of how the visual arts are used in the world around us
- 12 Identify various careers that are available to artists

**Grade 5**

**I. Media**

- 1 Differentiate between a variety of media, techniques and processes
- 2 Select media, techniques and processes to communicate ideas
- 6 Use different media, techniques and processes to communicate ideas, feelings, experiences and stories
- 8 Improve the communication of their own ideas by effectively using the characteristics of a variety of traditional and contemporary art media, techniques and processes
- 10 Use art media and tools in a safe and responsible manner

**II. Elements & Principles**

- 2 Use the elements of art and principles of design to communicate ideas
- 3 Select and use elements of art and principles of design to improve communication of ideas
- 6 Describes how different expressive features and organizational principles cause different responses
- 7 Recognize and reflect on the effects of arranging visual characteristics in their own and others' work.

**III. Content**

- 1 Explore and discuss a variety of subject matter, symbols and ideas for art content
- 2 Consider, select from and apply a variety of sources for art content in order to communicate intended meaning
- 4 Selects and uses subject matter, symbols, and ideas to communicate meaning
- 5 Consider and compare the sources for subject matter, symbols and ideas in their own and others' work

**IV. History & Culture**

- 2 Know and compare the characteristics and purposes of works of art representing various cultures, historical periods and artists
- 5 Describe a variety of specific significant art objects and place them by artist, style and historical and cultural context
- 7 Create artwork that demonstrates understanding of how history or culture can influence visual art
- 8 Analyze, describe and demonstrate how factors of time and place (such as climate, resources, ideas and technology) influence visual characteristics that give meaning and value to a work of art

**Grade 5**

**V. Analysis, Interpretation & Evaluation**

- 2 Compare and contrast purposes for creating works of art
- 5 Analyze visual characteristics of works of art using visual art terminology
- 7 Compare and contrast multiple responses to, and interpretations of, various works of art
- 10 Describe their own responses to, and interpretations of, specific works of art
- 12 Identify possible improvements in the process of creating their own work
- 13 Reflect on and evaluate the quality and effectiveness of their own and others' work using specific criteria (e.g., technique, formal and expressive qualities and content)

**VI. Connections**

- 1 Recognize that works of visual art are produced by artisans and artists working in different cultures, times and places
- 3 Compare the characteristics of works in the visual arts and other art forms that share similar subject matter, themes, purposes, historical periods or cultural context
- 4 Analyze and compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes of that period or style
- 5 Identify connections between the visual arts and other non-arts disciplines in the curriculum
- 6 Describe ways in which the principles and subject matter of the visual arts and other non-arts disciplines taught in school are interrelated
- 9 Integrate the visual arts to create coherent multimedia work
- 10 Demonstrate understanding of how the visual arts are used in the world around us
- 12 Identify various careers that are available to artists

## Grade 6

### **I. Media**

- 2 Select media, techniques and processes to communicate ideas
- 3 Reflect on choices and analyze what makes them effective
- 6 Use different media, techniques and processes to communicate ideas, feelings, experiences and stories
- 8 Improve the communication of their own ideas by effectively using the characteristics of a variety of traditional and contemporary art media, techniques and processes
- 10 Use art media and tools in a safe and responsible manner

### **II. Elements & Principles**

- 3 Select and use elements of art and principles of design to improve communication of ideas
- 4 Reflect upon what makes elements of art and principles of design effective in conveying ideas
- 7 Recognize and reflect on the effects of arranging visual characteristics in their own and others' work.

### **III. Content**

- 1 Explore and discuss a variety of subject matter, symbols and ideas for art content
- 2 Consider, select from and apply a variety of sources for art content in order to communicate intended meaning
- 4 Selects and uses subject matter, symbols, and ideas to communicate meaning
- 5 Consider and compare the sources for subject matter, symbols and ideas in their own and others' work

### **IV. History & Culture**

- 2 Know and compare the characteristics and purposes of works of art representing various cultures, historical periods and artists
- 5 Describe a variety of specific significant art objects and place them by artist, style and historical and cultural context
- 8 Analyze, describe and demonstrate how factors of time and place (such as climate, resources, ideas and technology) influence visual characteristics that give meaning and value to a work of art

### **V. Analysis, Interpretation & Evaluation**

- 2 Compare and contrast purposes for creating works of art
- 5 Analyze visual characteristics of works of art using visual art terminology
- 7 Compare and contrast multiple responses to, and interpretations of, various works of art
- 10 Describe their own responses to, and interpretations of, specific works of art
- 13 Reflect on and evaluate the quality and effectiveness of their own and others' work using specific criteria (e.g., technique, formal and expressive qualities and content)

**Grade 6 (continued)**

**VI. Connections**

- 1 Recognize that works of visual art are produced by artisans and artists working in different cultures, times and places
- 3 Compare the characteristics of works in the visual arts and other art forms that share similar subject matter, themes, purposes, historical periods or cultural context
- 4 Analyze and compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes of that period or style
- 6 Describe ways in which the principles and subject matter of the visual arts and other non-arts disciplines taught in school are interrelated
- 7 Compare the creative processes used in the visual arts with the creative processes used in the other arts and non-arts disciplines
- 9 Integrate the visual arts to create coherent multimedia work
- 10 Demonstrate understanding of how the visual arts are used in the world around us
- 11 Apply visual arts knowledge and skills to solve problems
- 12 Identify various careers that are available to artists



**Grade 7**

**I. Media**

- 3 Reflect on choices and analyze what makes them effective
- 6 Use different media, techniques and processes to communicate ideas, feelings, experiences and stories
- 8 Improve the communication of their own ideas by effectively using the characteristics of a variety of traditional and contemporary art media, techniques and processes
- 9 Conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes
- 10 Use art media and tools in a safe and responsible manner

**II. Elements & Principles**

- 3 Select and use elements of art and principles of design to improve communication of ideas
- 4 Reflect upon what makes elements of art and principles of design effective in conveying ideas
- 7 Recognize and reflect on the effects of arranging visual characteristics in their own and others' work.

**III. Content**

- 1 Explore and discuss a variety of subject matter, symbols and ideas for art content
- 2 Consider, select from and apply a variety of sources for art content in order to communicate intended meaning
- 5 Consider and compare the sources for subject matter, symbols and ideas in their own and others' work
- 6 Use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts and cultural and aesthetic values to communicate meaning

**IV. History & Culture**

- 2 Know and compare the characteristics and purposes of works of art representing various cultures, historical periods and artists
- 3 Analyze and interpret art works in terms of form, cultural and historical context and purpose
- 5 Describe a variety of specific significant art objects and place them by artist, style and historical and cultural context
- 8 Analyze, describe and demonstrate how factors of time and place (such as climate, resources, ideas and technology) influence visual characteristics that give meaning and value to a work of art
- 9 Compare works of art to one another in terms of history, aesthetics and culture; formulate, defend and apply these conclusions to inform their own art making

**Grade 7 (continued)**

**V. Analysis, Interpretation & Evaluation**

- 2 Compare and contrast purposes for creating works of art
- 3 Research and analyze historic meaning and purpose in varied works of art
- 5 Analyze visual characteristics of works of art using visual art terminology
- 7 Compare and contrast multiple responses to, and interpretations of, various works of art
- 8 Reflect critically on various interpretations to better understand specific works of art
- 10 Describe their own responses to, and interpretations of, specific works of art
- 11 Defend personal interpretations using reasoned argument
- 13 Reflect on and evaluate the quality and effectiveness of their own and others' work using specific criteria (e.g., technique, formal and expressive qualities and content)

**VI. Connections**

- 1 Recognize that works of visual art are produced by artisans and artists working in different cultures, times and places
- 4 Analyze and compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes of that period or style
- 7 Compare the creative processes used in the visual arts with the creative processes used in the other arts and non-arts disciplines
- 9 Integrate the visual arts to create coherent multimedia work
- 10 Demonstrate understanding of how the visual arts are used in the world around us
- 11 Apply visual arts knowledge and skills to solve problems
- 12 Identify various careers that are available to artists

**Grade 8**

**I. Media**

- 3 Reflect on choices and analyze what makes them effective
- 4 Apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are understood
- 6 Use different media, techniques and processes to communicate ideas, feelings, experiences and stories
- 8 Improve the communication of their own ideas by effectively using the characteristics of a variety of traditional and contemporary art media, techniques and processes
- 9 Conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes
- 10 Use art media and tools in a safe and responsible manner

**II. Elements & Principles**

- 3 Select and use elements of art and principles of design to improve communication of ideas
- 4 Reflect upon what makes elements of art and principles of design effective in conveying ideas
- 5 Judge the effectiveness of different ways of using visual characteristics in conveying ideas
- 7 Recognize and reflect on the effects of arranging visual characteristics in their own and others' work
- 8 Apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions to and effectively solve a variety of visual art problems

**III. Content**

- 1 Explore and discuss a variety of subject matter, symbols and ideas for art content
- 2 Consider, select from and apply a variety of sources for art content in order to communicate intended meaning
- 3 Use, record and develop ideas for content over time
- 5 Consider and compare the sources for subject matter, symbols and ideas in their own and others' work
- 6 Use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts and cultural and aesthetic values to communicate meaning

**IV. History & Culture**

- 2 Know and compare the characteristics and purposes of works of art representing various cultures, historical periods and artists
- 3 Analyze and interpret art works in terms of form, cultural and historical context and purpose
- 5 Describe a variety of specific significant art objects and place them by artist, style and historical and cultural context

**Grade 8 (continued)**

**IV. History & Culture (continued)**

- 6 Analyze common characteristics of visual arts evident across time and among cultural/ethnic groups in order to formulate analyses, evaluations and interpretations of meaning
- 8 Analyze, describe and demonstrate how factors of time and place (such as climate, resources, ideas and technology) influence visual characteristics that give meaning and value to a work of art
- 9 Compare works of art to one another in terms of history, aesthetics and culture; formulate, defend and apply these conclusions to inform their own art making

**V. Analysis, Interpretation & Evaluation**

- 2 Compare and contrast purposes for creating works of art
- 3 Research and analyze historic meaning and purpose in varied works of art
- 5 Analyze visual characteristics of works of art using visual art terminology
- 7 Compare and contrast multiple responses to, and interpretations of, various works of art
- 8 Reflect critically on various interpretations to better understand specific works of art
- 11 Defend personal interpretations using reasoned argument
- 13 Reflect on and evaluate the quality and effectiveness of their own and others' work using specific criteria (e.g., technique, formal and expressive qualities and content)
- 14 Describe/analyze their own artistic growth over time in relation to specific criteria
- 15 Apply critical and aesthetic criteria (e.g. technique, formal and expressive qualities, content) in order to improve their own works of art

**VI. Connections**

- 1 Recognize that works of visual art are produced by artisans and artists working in different cultures, times and places
- 4 Analyze and compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes of that period or style
- 7 Compare the creative processes used in the visual arts with the creative processes used in the other arts and non-arts disciplines
- 9 Integrate the visual arts to create coherent multimedia work
- 10 Demonstrate understanding of how the visual arts are used in the world around us
- 11 Apply visual arts knowledge and skills to solve problems
- 12 Identify various careers that are available to artists

### **High School - Intro**

#### **I. Media**

- 4 Apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are understood
- 6 Use different media, techniques and processes to communicate ideas, feelings, experiences and stories
- 9 Conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes
- 10 Use art media and tools in a safe and responsible manner

#### **II. Elements & Principles**

- 3 Select and use elements of art and principles of design to improve communication of ideas
- 4 Reflect upon what makes elements of art and principles of design effective in conveying ideas
- 5 Judge the effectiveness of different ways of using visual characteristics in conveying ideas
- 7 Recognize and reflect on the effects of arranging visual characteristics in their own and others' work
- 8 Apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions to and effectively solve a variety of visual art problems

#### **III. Content**

- 1 Explore and discuss a variety of subject matter, symbols and ideas for art content
- 2 Consider, select from and apply a variety of sources for art content in order to communicate intended meaning
- 3 Use, record and develop ideas for content over time
- 6 Use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts and cultural and aesthetic values to communicate meaning

#### **IV. History & Culture**

- 3 Analyze and interpret art works in terms of form, cultural and historical context and purpose
- 5 Describe a variety of specific significant art objects and place them by artist, style and historical and cultural context
- 6 Analyze common characteristics of visual arts evident across time and among cultural/ethnic groups in order to formulate analyses, evaluations and interpretations of meaning
- 9 Compare works of art to one another in terms of history, aesthetics and culture; formulate, defend and apply these conclusions to inform their own art making

**High School – Intro (continued)**

**V. Analysis, Interpretation & Evaluation**

- 3 Research and analyze historic meaning and purpose in varied works of art
- 5 Analyze visual characteristics of works of art using visual art terminology
- 7 Compare and contrast multiple responses to, and interpretations of, various works of art
- 8 Reflect critically on various interpretations to better understand specific works of art
- 11 Defend personal interpretations using reasoned argument
- 13 Reflect on and evaluate the quality and effectiveness of their own and others' work using specific criteria (e.g., technique, formal and expressive qualities and content)
- 14 Describe/analyze their own artistic growth over time in relation to specific criteria
- 15 Apply critical and aesthetic criteria (e.g. technique, formal and expressive qualities, content) in order to improve their own works of art

**VI. Connections**

- 1 Recognize that works of visual art are produced by artisans and artists working in different cultures, times and places
- 4 Analyze and compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes of that period or style
- 7 Compare the creative processes used in the visual arts with the creative processes used in the other arts and non-arts disciplines
- 9 Integrate the visual arts to create coherent multimedia work
- 11 Apply visual arts knowledge and skills to solve problems
- 12 Identify various careers that are available to artists

**High School - Advanced**

**I. Media**

- 4 Apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are understood
- 7 Communicate ideas consistently at a high level of effectiveness in at least one visual arts medium
- 9 Conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes
- 10 Use art media and tools in a safe and responsible manner

**II. Elements & Principles**

- 3 Select and use elements of art and principles of design to improve communication of ideas
- 4 Reflect upon what makes elements of art and principles of design effective in conveying ideas
- 5 Judge the effectiveness of different ways of using visual characteristics in conveying ideas
- 7 Recognize and reflect on the effects of arranging visual characteristics in their own and others' work
- 8 Apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions to and effectively solve a variety of visual art problems

**III. Content**

- 1 Explore and discuss a variety of subject matter, symbols and ideas for art content
- 3 Use, record and develop ideas for content over time
- 6 Use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts and cultural and aesthetic values to communicate meaning

**IV. History & Culture**

- 3 Analyze and interpret art works in terms of form, cultural and historical context and purpose
- 5 Describe a variety of specific significant art objects and place them by artist, style and historical and cultural context
- 6 Analyze common characteristics of visual arts evident across time and among cultural/ethnic groups in order to formulate analyses, evaluations and interpretations of meaning
- 9 Compare works of art to one another in terms of history, aesthetics and culture; formulate, defend and apply these conclusions to inform their own art making

**High School – Advanced (continued)**

**V. Analysis, Interpretation & Evaluation**

- 3 Research and analyze historic meaning and purpose in varied works of art
- 8 Reflect critically on various interpretations to better understand specific works of art
- 11 Defend personal interpretations using reasoned argument
- 13 Reflect on and evaluate the quality and effectiveness of their own and others' work using specific criteria (e.g., technique, formal and expressive qualities and content)
- 14 Describe/analyze their own artistic growth over time in relation to specific criteria
- 15 Apply critical and aesthetic criteria (e.g. technique, formal and expressive qualities, content) in order to improve their own works of art

**VI. Connections**

- 1 Recognize that works of visual art are produced by artisans and artists working in different cultures, times and places
- 4 Analyze and compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes of that period or style
- 7 Compare the creative processes used in the visual arts with the creative processes used in the other arts and non-arts disciplines
- 9 Integrate the visual arts to create coherent multimedia work
- 11 Apply visual arts knowledge and skills to solve problems
- 12 Identify various careers that are available to artists
- 13 Apply visual arts skills and understandings to solve problems relevant to a variety of careers



# **Instructional Support**

# **Assessment**

# Appendix