

# Visual Arts Curriculum

## April 2012

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## **Mission Statement of the Winnetka Art Education Program**

### **Art is an essential part of a child's education.**

The Winnetka Public School Art Education Program's mission is to provide students with a nurturing environment essential to becoming lifelong creative and critical thinkers. Art studio time develops the whole child creatively, intellectually, socially and emotionally. Through studying past and present artists and practices, students learn to create, observe, discuss, interpret and analyze works at hand.









## **Belief Statements**

We believe...

...the visual arts are an essential component to Progressive Education.



...the visual arts develop the “whole child.”



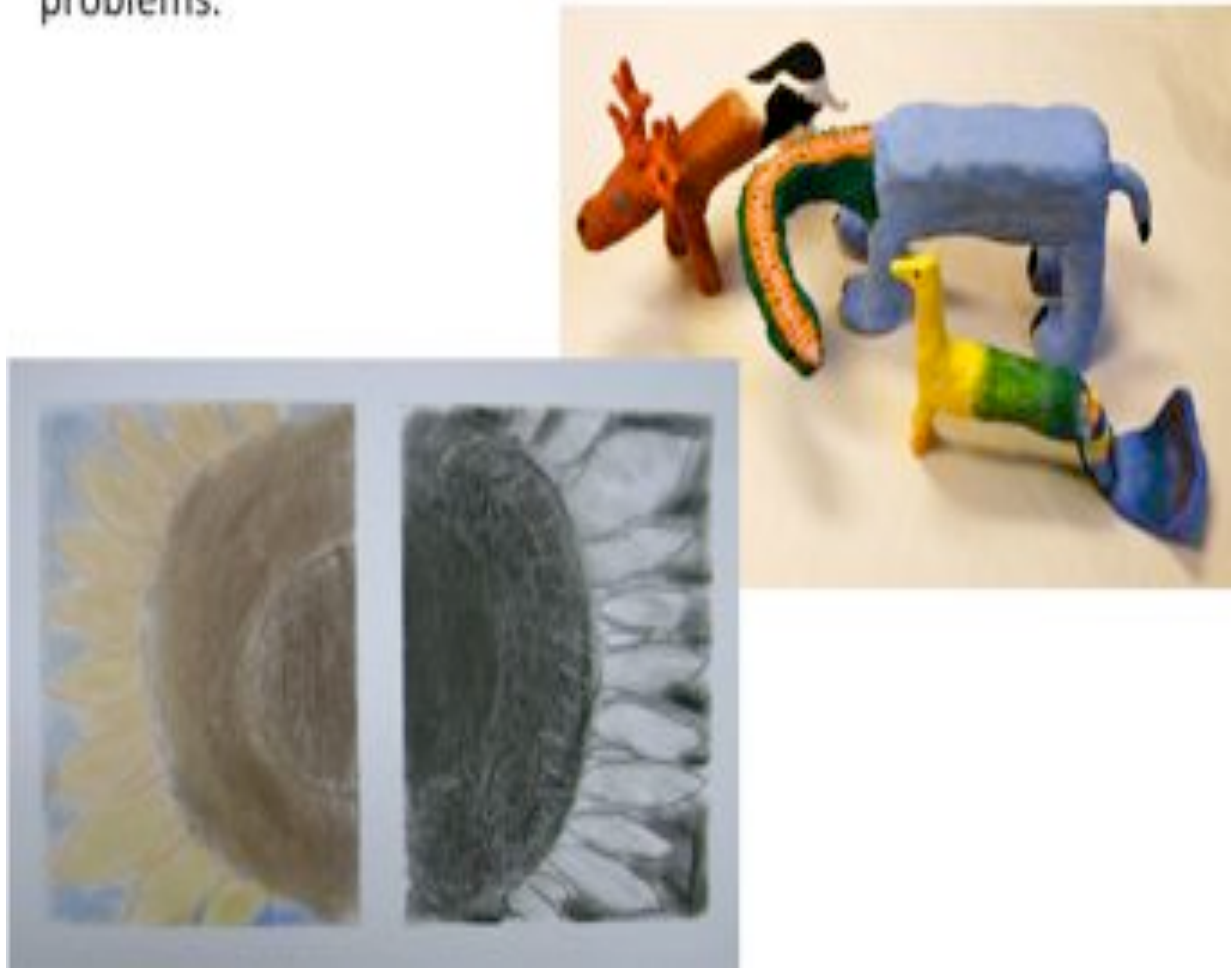
...every child is unique. Each child will be respected for her/his individual artistic expressions and encourage positive feelings of self-worth and self-confidence.



..visual arts provide the environment to empower students.



...the visual arts provide children opportunities to be innovative and find original solutions to open ended problems.



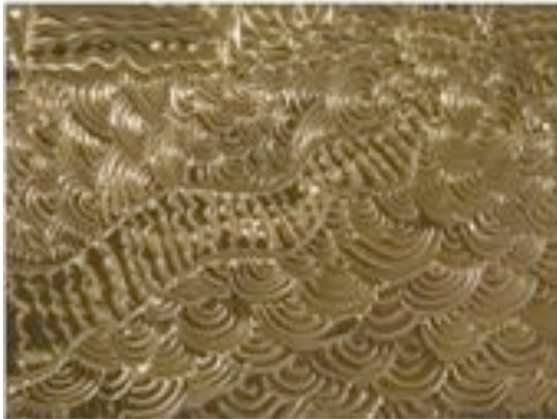


...visual arts provide opportunities for consensus and collaborative learning.





...art develops better problem solvers by making them aware that there is more than one solution and approach to solving a problem.



...self-reflection in the visual arts is critical to understanding the connection between self, others, and the global community.





...there is a reciprocal relationship between core curriculum and fine arts.



### **Quotes from Our Students**

“Art makes me feel so alive.”

“Art is a pulse of ideas with no solutions.”

“Art is a piece of imagination put into the physical world.”

“Art is thought explained visually.”

“Art is where mistakes are ideas.”

“Art is explaining yourself without words to communicate with each other.”



## Units

2-D



3-D



Printmaking



Art History





## Collaboration / Curriculum Connections



## **Overarching Essential Questions and Enduring Understandings**

### **Overarching Strands (Big Ideas) Definition:**

#### **OBSERVATIONAL ANALYSIS:**

As students progress through kindergarten through 8<sup>th</sup> grade, they will develop the skills to observe and to “see”. They will learn to examine the objects and events of their lives using all of their senses. This enables students to develop the ability to describe, interpret, compare and contrast, evaluate, and respond to work in the visual arts. Observing and seeing allows students to save “snapshots” of these visual experiences in their minds, which can later be expressed through their artwork. Students will also analyze and understand the similarities and differences between characteristics of the visual arts and other arts disciplines.

#### **CREATING AND MAKING:**

As students move from kindergarten through 8<sup>th</sup> grade, they will develop the understanding between materials, techniques, and processes. Communicating ideas can only be successful if students are knowledgeable about a variety of materials and tools. Examination and observation, the process of problem solving, knowledge of technical skills, and necessary materials will provide students the opportunity to discover the endless possibilities when making art.

#### **REFLECTION, CRITICAL THINKING AND INTENTION:**

As students develop their observational, analytical, and problem solving skills and increase their knowledge of processes and techniques, they will become successful artists. They will be able to reflect upon their work and critically analyze the decisions they have made about their own work and the work of others. Students will understand the different visual characteristics and purposes of art, which will enable them to create and convey meaning in their work.

#### **ART HISTORY AND SOCIETY:**

Art history and society, past and present, play an important role in the outcome of a student’s work. Students will develop the knowledge that the visual arts have both a history and specific relationship to various cultures. They will be able to identify specific works of art as belonging to particular cultures, times, and places. Through the knowledge and observation of different artists and cultures and with the ability to critically analyze their work, students will develop their own vocabulary and imagination, creating unique forms of expression through personal discovery.



## Overarching Essential Questions and Enduring Understandings

Strand 1: Observational Analysis		
K – 8 Program Strands & National Art Curriculum Standards	K – 8 Program Enduring Understandings	K – 8 Program Essential Questions
<p><b>Content Standard #1:</b> Understanding and applying media, techniques, and processes</p> <p><b>Content Standard #2:</b> Using knowledge of structures and functions</p> <p><b>Content Standard #3:</b> Choosing and evaluating a range of subject matter, symbols, and ideas</p> <p><b>Content Standard #4:</b> Understanding the visual arts in relation to history and cultures</p> <p><b>Content Standard #5:</b> Reflecting upon and assessing the characteristics and merits of their work and the work of others</p>	<ul style="list-style-type: none"> <li>- An individual's informed choice and appropriate application of media, techniques, and processes enhance and determine personal expression and artwork.</li> <li>- An individual's informed choice and analysis of the qualities of specific structures and functions of art improve the communication of their ideas.</li> <li>- Manipulation, exaggeration, and focus on one or more Elements and Principles of Design affect the intention and expression in a work of art.</li> <li>- Subject matter can be influenced from art historical references, personal experiences, or current issues.</li> <li>- Past and present trends in art, design, architecture, and technology influence current choices, styles and trends.</li> <li>- Researching and studying these existing models can assist in making more informed choices in the creation of artwork.</li> <li>- Reflection, revision, and feedback are essential to the success of a work of art.</li> <li>- Research and reflection can make a work more personal and meaningful.</li> </ul>	<ul style="list-style-type: none"> <li>- How do different media, processes, and techniques affect expression and the transfer of ideas?</li> <li>- What is the role of observation and analysis in the art making process?</li> <li>- How can the applied analysis of Elements and Principles of Design in a work of art inform one's understanding, experience, interaction and ability to successfully render or recreate?</li> <li>- How do different media, processes, and techniques affect expression?</li> <li>- What is the function of the Elements and Principles of Design?</li> <li>- Where do artists and designers draw inspiration, generate ideas, and choose mediums for their work?</li> <li>- What can art express?</li> <li>- How is the 'draft' process, reflection, and revision an essential part of the art making process?</li> </ul>

## Overarching Essential Questions and Enduring Understandings

Strand 2: Creating and Making		
K – 8 Program Strands & National Art Curriculum Standards	K – 8 Program Enduring Understandings	K – 8 Program Essential Questions
<p><b>Content Standard #1:</b> Understanding and applying media, techniques, and processes</p> <p><b>Content Standard #2:</b> Using knowledge of structures and functions</p> <p><b>Content Standard #3:</b> Choosing and evaluating a range of subject matter, symbols, and ideas</p> <p><b>Content Standard #4:</b> Understanding the visual arts in relation to history and cultures</p> <p><b>Content Standard #5:</b> Reflecting upon and assessing the characteristics and merits of their work and the work of others</p>	<ul style="list-style-type: none"> <li>- An individual's informed choice and appropriate application of media, techniques, and processes enhance and determine personal expression and artwork.</li> <li>- Manipulation, exaggeration, and focus on one or more Elements and Principles of Design affect the intention and expression in a work of art.</li> <li>- With the knowledge of appropriate techniques and tools, students will understand how to effectively communicate their ideas.</li> <li>- Understand the implications and effects of select a variety of subject matter, symbols, and ideas to communicate meaning.</li> <li>- The arts require both the ability and the willingness to surrender to the unanticipated possibilities of a work as it unfolds.</li> <li>- The interpretation and evaluation of artworks is influenced by knowledge, cultural background, philosophical approach, society, and personal experiences.</li> <li>- Artists and designers actively experience and seek influence of other artists (both contemporary and historical), cultures, and society.</li> </ul>	<ul style="list-style-type: none"> <li>- How do different media, processes, and techniques affect expression and the transfer of ideas?</li> <li>- Why is it important to experience different materials?</li> <li>- How do different media, processes and techniques affect expression?</li> <li>- What is the process that artist's employ in the creation of art?</li> <li>- What are the appropriate techniques and processes that are unique to different mediums?</li> <li>- How does thoughtful integration of the Elements and Principles of Design create a work of art?</li> <li>- How do underlying structures guide the creation of visual work?</li> <li>- What techniques best help a designer translate successful images, symbols, and communicate their ideas?</li> <li>- How does the application of techniques and materials affect expression and successful communication of ideas?</li> <li>- How do choices for subject</li> </ul>

## Strand 2: Creating and Making

K – 8 Program Strands & National Art Curriculum Standards	K – 8 Program Enduring Understandings	K – 8 Program Essential Questions
		<p>matter, symbols and ideas communicate meaning in artwork?</p> <ul style="list-style-type: none"> <li>- Why do art forms and ways of making art stay the same? Why do they change?</li> <li>- When is an unanticipated possibility an opportunity?</li> <li>- Why is it important to be inspired by others' artwork?</li> <li>- What influences my interpretation and evaluation of artworks?</li> <li>- How does artistic impulse/expression unfold (evolve)?</li> <li>- Why are there repetitive themes and genres in art?</li> </ul>

## Overarching Essential Questions and Enduring Understandings

Strand 3: Reflection, Critical Thinking, and Intention		
K – 8 Program Strands & National Art Curriculum Standards	K – 8 Program Enduring Understandings	K – 8 Program Essential Questions
<p><b>Content Standard #1:</b> Understanding and applying media, techniques, and processes</p> <p><b>Content Standard #2:</b> Using knowledge of structures and functions</p> <p><b>Content Standard #3:</b> Choosing and evaluating a range of subject matter, symbols, and ideas</p> <p><b>Content Standard #4:</b> Understanding the visual arts in relation to history and cultures</p> <p><b>Content Standard #5:</b> Reflecting upon and assessing the characteristics and merits of their work and the work of others</p>	<ul style="list-style-type: none"> <li>- The arts require both the ability and the willingness to surrender to the unanticipated possibilities of the work as it unfolds.</li> <li>- Manipulation, exaggeration, and focus on one or more Elements and Principles of Design affect the intention and expression in a work of art.</li> <li>- An individual's informed choice and appropriate application of media, techniques, and processes enhance and determine personal expression and artwork.</li> <li>- Research and reflection can make a work more personal and meaningful.</li> <li>- There are many steps in developing an idea. This process is essential in all forms of artwork.</li> <li>- Reflection, revision, and feedback are essential to the success of a work of art.</li> <li>- Artists draw inspiration, generate ideas, and choose medium for their work from a variety of sources: the environment, society, and historical references.</li> <li>- The interpretation and evaluation of artworks is influenced by knowledge, cultural background, philosophical approach, society, and personal experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- How do underlying structures consciously/ unconsciously guide the creation and intention of artworks?</li> <li>- How do artists draw inspiration, generate ideas, and choose mediums for their work?</li> <li>- How do various materials and techniques affect expression and successful communication of ideas?</li> <li>- How do brainstorming techniques, sketches, and research inform the art making process?</li> <li>- How do an individual's choice and application of media, techniques, and processes enhance and determine personal expression and artwork?</li> <li>- How is personal preference for art developed?</li> <li>- Why is the development process essential in design work?</li> <li>- How do artists draw inspiration, generate ideas, and choose mediums for their work?</li> <li>- Why are some artistic styles</li> </ul>



Strand 3: Reflection, Critical Thinking, and Intention		
K – 8 Program Strands & National Art Curriculum Standards	K – 8 Program Enduring Understandings	K – 8 Program Essential Questions
		<p>appreciated by some and disliked by others?</p> <ul style="list-style-type: none"> <li>- What influences my interpretation and evaluation of artworks?</li> <li>- What is the difference between and personal response versus an historical interpretation?</li> <li>- How does art reflect knowledge in other disciplines?</li> <li>- What is the reciprocal relationship between the artist and society?</li> <li>- How do artists draw inspiration, generate ideas, and choose mediums for their work?</li> <li>- How is the ‘draft’ process, reflection, and revision an essential part of the art making process?</li> </ul>

## Overarching Essential Questions and Enduring Understandings

Strand 4: Art History & Society		
K – 8 Program Strands & National Art Curriculum Standards	K – 8 Program Enduring Understandings	K – 8 Program Essential Questions
<p><b>Content Standard #2:</b> Using knowledge of structures and functions</p> <p><b>Content Standard #3:</b> Choosing and evaluating a range of subject matter, symbols, and ideas</p> <p><b>Content Standard #4:</b> Understanding the visual arts in relation to history and cultures</p> <p><b>Content Standard #5:</b> Reflecting upon and assessing the characteristics and merits of their work and the work of others</p> <p><b>Content Standard 6:</b> Connections between visual arts and other disciplines (historical periods, cultural context)</p>	<ul style="list-style-type: none"> <li>- An individual's informed choice and appropriate application of media, techniques, and processes enhance and determine personal expression and artwork (product?).</li> <li>- Art within a specific time period demonstrates the valued functions of that time.</li> <li>- The interpretation and evaluation of artworks is influenced by knowledge, cultural background, philosophical approach, society, and personal experiences.</li> <li>- How artists and designers work to solve and serve individual/local and global community issues.</li> <li>- The visual arts serve as a record of history and culture.</li> <li>- How historical and cultural contexts influence arts processes and products.</li> <li>- Assessing art can help determine a culture's values and ideology.</li> <li>- Other disciplines find meaning art to help define past and present culture.</li> <li>- Art transcends time and place.</li> <li>- How artistic styles have changed in response to cultural, historical, and technological events.</li> <li>- Artistic styles have changed in response to cultural, historical, and</li> </ul>	<ul style="list-style-type: none"> <li>- How do different media, processes and techniques affect expression?</li> <li>- How does society and environment influence materials selection and techniques?</li> <li>- How can art and society reflect, reveal, and influence each other?</li> <li>- How do we begin to interact/decipher meaning in artwork and why is it important to do so?</li> <li>- In what ways do artists influence society? In what ways does society influence artists?</li> <li>- Why is it important to look at and be inspired by others artwork?</li> <li>- How does art function within culture and society?</li> <li>- Why do art forms and ways of making art stay the same? Why do they change?</li> <li>- How do advances in technique/materials/and technologies influence styles/works/functions of art?</li> <li>- What influences one's own interpretation and evaluation of artwork?</li> </ul>

### Strand 4: Art History & Society

K – 8 Program Strands & National Art Curriculum Standards	K – 8 Program Enduring Understandings	K – 8 Program Essential Questions
	<p>technological events.</p> <ul style="list-style-type: none"> <li>- Artists and designers work to solve and serve individual/local and global community issues.</li> </ul>	<ul style="list-style-type: none"> <li>- How can different art forms express aspects of the same culture, time, or place?</li> <li>- How have artistic styles changed in response to cultural, historical, and advances in technology / civilization?</li> <li>- What can artworks reveal about culture and society?</li> <li>- How does artwork reflect sociology, language and culture?</li> <li>- What influences my interpretation and evaluation of artworks?</li> <li>- What is the difference between a personal response versus a historical interpretation?</li> <li>- Why is it important to look at and be inspired by others artwork?</li> <li>- In what ways do the visual arts connect to other disciplines such as science, literature, math, and sociology (what is the reciprocal relationship?)</li> <li>- What are the unique challenges that differentiate art and design?</li> <li>- In what fields do art, design, and performance overlap?</li> </ul>

## **Areas for Art Assessment 2012-13**

Artists use knowledge, skills, habits, attitudes, attention, intention, integration and critical thinking to create works of art. Assessing both the process and products of art, along with students' engagement is possible and desirable. Assessment can be simultaneously exacting and subtle, with levels of nuance paralleling the art making process itself.

The Visual Art faculty will be exploring the best practices for art assessment next year (2012-2013). We will analyze authentic assessment tools and methods, with an emphasis on competency and the art portfolio. Our inquiry will begin by looking at the following studies, projects and reports to inform our research:

- The National Visual Arts Standards / National Art Education Association (NAEA)
- Improving the Assessment of Student Learning in the Arts – study commissioned by the National Endowment for the Art (NEA)
- Arts Education Framework Project / The National Assessment of Educational Progress (NAEP)
- Harvard's Project Zero Assessment Projects
- Common Arts Assessment Initiative / Connecticut's State Department of Education (CSDE)



**Title: 2D/Drawing****Level: Kindergarten****Art**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Observational Analysis</i> <i>Creating &amp; Making</i> <i>Critical Thinking, Reflection, Intention</i> <i>Art History &amp; Society</i>	How do line, shape, pattern, and mood communicate expression through memory, imagination, and observation?		
Students will <b>Know</b> ...	Students will <b>Understand</b> that...	Students will demonstrate the ability to <b>Do</b> the following...	
<b>K1:</b> Line variety and direction. <b>K2:</b> Geometric vs. organic shapes. <b>K3:</b> Simple patterns. <b>K4:</b> Expressive/mood qualities. <b>K5:</b> Collage techniques. <b>K6:</b> Art historical references.	<b>U1:</b> Expression is demonstrated through line quality (i.e. thin/thick, straight/curved, contour/expressive). <b>U2:</b> Mood can be expressed through line quality.	<b>D1:</b> Identify and produce differences in line quality. <b>D2:</b> Identify and produce shapes (organic vs. geometric). <b>D3:</b> Identify & produce simple patterns. <b>D4:</b> Recognize direction in an artwork (vertical/horizontal). <b>D5:</b> Identify mood and emotion in artwork. <b>D6:</b> Draw compositions from both observation and imagination.	

National Content Standard (K-4) #1: Understanding and applying media, techniques, and processes.

National Content Standard (K-4) #2: Using knowledge of structures and functions.

National Content Standard (K-4) #3: Choosing and evaluating a range of subject matter, symbols, and ideas.

National Content Standard (K-4) #4: Understanding the visual arts in relation to history and cultures.

**Title: 2D/Drawing****Level: Grade 1****Art**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Observational Analysis</i> <i>Creating &amp; Making</i> <i>Critical Thinking, Reflection, Intention</i> <i>Art History &amp; Society</i>	How can a visual composition tell a story? How does choice of materials affect the outcome of the artwork?		
Students will <b>Know</b> ...	Students will <b>Understand</b> that...	Students will demonstrate the ability to <b>Do</b> the following...	
<b>K1:</b> How shape creates form. <b>K2:</b> The basic elements and principles that make up a composition. <b>K3:</b> How to use a variety of drawing and collage materials and techniques. <b>K4:</b> Art historical references.	<b>U1:</b> Composition and narrative combined tell a story. <b>U2:</b> Choice of materials and techniques affects the outcome of artwork.	<b>D1:</b> Identify and draw diagonal, vertical, and horizontal line. <b>D2:</b> Identify and create geometric and organic shapes. <b>D3:</b> Identify and create a balanced and unified composition. <b>D4:</b> Create compositions using a variety of materials and techniques.	

National Content Standard (K-4) #1: Understanding and applying media, techniques, and processes.

National Content Standard (K-4) #2: Using knowledge of structures and functions.

National Content Standard (K-4) #3: Choosing and evaluating a range of subject matter, symbols, and ideas.

National Content Standard (K-4) #4: Understanding the visual arts in relation to history and cultures.

**Title: 2D/Drawing      Level: Grade 2      Art**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<b>Observational Analysis</b> <b>Creating &amp; Making</b> <b>Critical Thinking, Reflection, Intention</b> <b>Art History &amp; Society</b>	How do artists integrate the Elements and Principles of Design to create a work of art? How does one create visual texture and dimension on a 2D surface? How are artists influenced for their work?		
Students will <b>Know</b> ...	Students will <b>Understand</b> that...	Students will demonstrate the ability to <b>Do</b> the following...	
<b>K1:</b> How to integrate the Elements and Principles of Design (i.e. texture, scale, dimension). <b>K2:</b> Art historical references.	<b>U1:</b> Simple techniques can create the illusion of texture and depth on a 2D surface. <b>U2:</b> Artists are influenced by other artists, visual culture, and society. <b>U3:</b> Integrating the Elements and Principles of Design in a composition create a successful work of art.	<b>D1:</b> Create the illusion of depth in a drawing. <b>D2:</b> Identify and create a horizon line in a composition. <b>D3:</b> Identify and produce visual texture. <b>D4:</b> Use source material as influence for subject matter. <b>D5:</b> Identify art historical references.	

National Content Standard (K-4) #1: Understanding and applying media, techniques, and processes.

National Content Standard (K-4) #2: Using knowledge of structures and functions.

National Content Standard (K-4) #3: Choosing and evaluating a range of subject matter, symbols, and ideas.

National Content Standard (K-4) #4: Understanding the visual arts in relation to history and cultures.

National Content Standard (K-4) #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

National Content Standard (K-4) #6: Making connections between visual arts and other disciplines.

**Title: 2D/Drawing****Level: Grade 3****Art**

<b>Big Ideas</b>	<b>Essential Questions:</b> <i>questions that promote inquiry...</i>		
<b>Observational Analysis</b> <b>Creating &amp; Making</b> <b>Critical Thinking, Reflection, Intention</b> <b>Art History &amp; Society</b>	How does one create the illusion of space on a two-dimensional surface? How does one create visual texture on a two-dimensional surface? How do different media, processes and techniques affect expression?		
Students will <b>Know</b> ...	Students will <b>Understand</b> that...	Students will demonstrate the ability to <b>Do</b> the following...	
<b>K1:</b> Foreground, Middleground, Background. <b>K2:</b> Value Scale. <b>K3:</b> Art historical references.	<b>U1:</b> Artists can use many techniques for creating the illusion of space and depth, and texture.	<b>D1:</b> Draw to create the illusion of depth using foreground, middleground, and background. <b>D2:</b> Draw using a range of value, blending, and shading. <b>D3:</b> Identify art historical references.	

National Content Standard (K-4) #1: Understanding and applying media, techniques, and processes.

National Content Standard (K-4) #2: Using knowledge of structures and functions.

National Content Standard (K-4) #3: Choosing and evaluating a range of subject matter, symbols, and ideas.

National Content Standard (K-4) #4: Understanding the visual arts in relation to history and cultures.

National Content Standard (K-4) #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

National Content Standard (K-4) #6: Making connections between visual arts and other disciplines.

**Title: 2D/Drawing****Level: Grade 4 Art**

<b>Big Ideas</b>	<b>Essential Questions:</b> <i>questions that promote inquiry...</i>		
<b>Observational Analysis</b> <b>Creating &amp; Making</b> <b>Critical Thinking, Reflection, Intention</b> <b>Art History &amp; Society</b>	What are the Elements and Principles of Design and why are they important? Why is art history relevant to creating artwork today? Why is it important to use and experience a variety of materials?		
Students will <b>Know</b> ...	Students will <b>Understand</b> that...	Students will demonstrate the ability to <b>Do</b> the following...	
<b>K1:</b> Positive/negative space. <b>K2:</b> Balance/symmetry vs. asymmetry. <b>K3:</b> Art historical & cultural references.	<b>U1:</b> The choices of materials and techniques influence the final outcome of a work of art. <b>U2:</b> Different skills and components are used to create an observational drawing vs. drawing from imagination. <b>U3:</b> The Elements and Principles of Design are “building blocks” for the creation of a composition.	<b>D1:</b> Identify the difference between positive and negative space. <b>D2:</b> Identify the difference between symmetry and asymmetry. <b>D3:</b> Create a composition that shows depth, value, and balance. <b>D4:</b> Identify art historical & cultural references.	

National Content Standard (K-4) #1: Understanding and applying media, techniques, and processes.

National Content Standard (K-4) #2: Using knowledge of structures and functions.

National Content Standard (K-4) #3: Choosing and evaluating a range of subject matter, symbols, and ideas.

National Content Standard (K-4) #4: Understanding the visual arts in relation to history and cultures.

National Content Standard (K-4) #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

National Content Standard (K-4) #6: Making connections between visual arts and other disciplines.



**Title: 2D/Drawing      Level: Grade 5      Art**

<b><u>Big Ideas</u></b>	<b><u>Essential Questions:</u> <i>questions that promote inquiry...</i></b>	
<b><i>Observational Analysis</i></b> <b><i>Creating &amp; Making</i></b> <b><i>Critical Thinking, Reflection, Intention</i></b> <b><i>Art History &amp; Society</i></b>	How does correct use of 2D drawing materials affect the outcome of artwork? How are the Elements and Principles of Design used to create meaningful artwork? How does an artist create and organize an effective composition? What is the role of observation in the art making process? How does art reflect society?	
<b>Students will Know...</b>	<b>Students will Understand that...</b>	<b>Students will demonstrate the ability to <b>Do</b> the following...</b>
<b>K1:</b> Techniques to create realistic 2D works. <b>K2:</b> The Elements and Principles of Design. <b>K3:</b> How to compose a balanced composition. <b>K4:</b> How to effectively use patterning and texture. <b>K5:</b> How to demonstrate expression in artwork. <b>K6:</b> How to including a problem-solving element to artwork. <b>K7:</b> Art historical references.	<b>U1:</b> Learning specific 2D drawing techniques can enhance the realism in artwork. <b>U2:</b> Effectively integrating the Elements and Principles of Design with a personal idea can create meaningful artwork. <b>U3:</b> The use of balance in a composition is important to the success of one's work. <b>U4:</b> Using different types of pattern and textures can enhance artwork. <b>U5:</b> Research and reflection can make a work more personal and meaningful. <b>U6:</b> "Seeing" and observing is important to the outcome of realistic and abstract work. <b>U7:</b> Art is a reflection of different times, cultures, and places. It can also shape and reflect history, society, and everyday life.	<b>D1:</b> Draw using observational techniques. <b>D2:</b> Integrate and exaggerate the Elements & Principles of Design to create expressive artwork. <b>D3:</b> Identify art historical references.

National Content Standard (5-8) #1: Understanding and applying media, techniques, and processes

National Content Standard (5-8) #2: Using knowledge of structures and functions

National Content Standard (5-8) #3: Choosing and evaluating a range of subject matter, symbols, and ideas

National Content Standard (5-8) #4: Understanding the visual arts in relation to history and cultures

National Content Standard (5-8) #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

National Content Standard (5-8) #6: Making connections between visual arts and other disciplines

**Title: 2D/Drawing      Level: Grade 6      Art**

<b>Big Ideas</b>	<b>Essential Questions:</b> <i>questions that promote inquiry...</i>		
<b>Observational Analysis</b> <b>Creating &amp; Making</b> <b>Critical Thinking, Reflection, Intention</b> <b>Art History &amp; Society</b>	How does making personal choice in work communicate meaning in works of art? Why is it important to know about the Elements and Principles of Design? Why is it important to be inspired by artists past and present?		
Students will <b>Know</b> ...	Students will <b>Understand</b> that...	Students will demonstrate the ability to <b>Do</b> the following...	
<b>K1:</b> How to create 3D illusion. <b>K2:</b> Value, line and pattern variation, contrast, positive/negative space, and repetition in pattern. <b>K3:</b> How to use the Principles and Elements of Design in creating a unified/personal/meaningful work of art. <b>K4:</b> How to use a variety of techniques, materials, and tools to communicate an idea, an emotion, or an intention, whether it be through drawing, photography, contemporary technology, collage, or mixed media. <b>K5:</b> Art historical references.	<b>U1:</b> The proper use of proportion and scale are important when trying to convey realism in works of art. <b>U2:</b> The proper use of value, line, pattern, and contrast can heighten the interest of artwork. <b>U3:</b> Negative and positive space are equally important. <b>U4:</b> Art is a reflection of different times, cultures, and places. It can also shape and reflect history, society, and everyday life.	<b>D1:</b> Create realistic images. <b>D2:</b> Create works of art that effectively use value, contrast, positive and negative space, and repetition in a meaningful manner. <b>D3:</b> Analyze the fact that the Elements and Principles of Design, expressive ideas, tools of technology, and different processes are combined within works of art. <b>U5:</b> Identify art historical references.	

National Content Standard (5-8) #1: Understanding and applying media, techniques, and processes

National Content Standard (5-8) #2: Using knowledge of structures and functions

National Content Standard (5-8) #3: Choosing and evaluating a range of subject matter, symbols, and ideas

National Content Standard (5-8) #4: Understanding the visual arts in relation to history and cultures

National Content Standard (5-8) #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

National Content Standard (5-8) #6: Making connections between visual arts and other disciplines

**Title: 2D****Level: Grade 7****Art**

<b>Big Ideas</b>	<b>Essential Questions:</b> <i>questions that promote inquiry...</i>		
<b>Observational Analysis</b> <b>Creating &amp; Making</b> <b>Critical Thinking, Reflection, Intention</b> <b>Art History &amp; Society</b>	How do underlying structures unconsciously/consciously guide the creation of artworks? How does making personal choices in work communicate meaning in artwork? How do artists draw inspiration, generate ideas, and choose mediums for their work? How do various materials and techniques affect expression and successful communication of ideas?		
Students will <b>Know</b> ...	Students will <b>Understand</b> that...	Students will demonstrate the ability to <b>Do</b> the following...	
<b>K1:</b> Elements and Principles of Design. <b>K2:</b> Color theory. <b>K3:</b> Process for developing ideas/composing work. <b>K4:</b> Techniques and materials appropriate for subject matter and intention (ex. collage, printmaking, photography, drawing). <b>K5:</b> Artists, cultural/historical artifacts, and genres specific to 2D work: storytelling, representational, abstract and metaphorical.	<b>U1:</b> Manipulation, exaggeration, and focus on one or more Elements and Principles of Design affect the intention and expression in a work of art. <b>U2:</b> Incorporating research and the sketching process will affect success of the final work (thorough process development). <b>U3:</b> An individual's informed choice and appropriate application of medium, techniques, and processes enhance and determine personal expression and artwork. <b>U4:</b> The arts require both the ability and the willingness to surrender to the unanticipated possibilities of the work as it unfolds. <b>U5:</b> Reflection, revision, and feedback are essential to the success of a work of art.	<b>D1:</b> Construct a plan for a work of art based on: gathering information, making adjustments, evaluating the image in terms of criteria, and correlating intent and solution. <b>D2:</b> Use a sketchbook to document ideas both in word, sketches, and research. <b>D3:</b> Exaggerate various Elements and Principles of Design to create abstract/expressive work. <b>D4:</b> Reflect on drafts of their work and change work accordingly. <b>D5:</b> Identify technique and materials in artwork. <b>D6:</b> Create artwork in a variety of styles and mediums that depict a variety of genres: storytelling, representation, metaphor, abstract, and design.	

Content Standard (5-8) #1: Understanding and applying media, techniques, and processes

Content Standard (5-8) #2: Using knowledge of structures and functions

Content Standard (5-8) #3: Choosing and evaluating a range of subject matter, symbols, and ideas

Content Standard (5-8) #4: Understanding the visual arts in relation to history and cultures

Content Standard (5-8) #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Content Standard (5-8) #6: Making connections between visual arts and other disciplines

**Title: 2-D****Level: Grade 8****Art**

<b>Big Ideas</b>	<b>Essential Questions: <i>questions that promote inquiry...</i></b>		
<b>Observational Analysis</b> <b>Creating &amp; Making</b> <b>Critical Thinking, Reflection, Intention</b> <b>Art History &amp; Society</b>	How do underlying structures unconsciously/consciously guide the creation of visual works? How does making personal choice in work communicate meaning in artwork? How do artists draw inspiration, generate ideas, and choose mediums for their work? How does the application of techniques and materials affect expression and successful communication of ideas?		
Students will <b>Know...</b>	Students will <b>Understand</b> that...	Students will demonstrate the ability to <b>Do</b> the following...	
<b>K1:</b> Elements and Principles of Design. <b>K2:</b> Color theory. <b>K3:</b> Process for developing ideas /composing work. <b>K4:</b> Techniques, materials, and contemporary technologies appropriate for research, subject matter and intention (i.e. collage, printmaking, photography, drawing). <b>K5:</b> Observational drawing techniques. <b>K6:</b> Students will implement various drawing techniques to create 3-D illusion. <b>K7:</b> Artists, cultural /historical artifacts, and genres specific to 2-D work: storytelling, representational, metaphorical, and abstract.	<b>U1:</b> Manipulation, exaggeration, and focus on one or more Elements and Principles of Design affect the intention and expression in a work of art. <b>U2:</b> Incorporating research and sketching process will affect success of the final work (thorough process development). <b>U3:</b> An individual's informed choice and appropriate application of media, techniques, and processes enhance and determine personal expression and artwork. <b>U4:</b> The arts require both the ability and the willingness to surrender to the unanticipated possibilities of the work as it unfolds. <b>U5:</b> Breaking accepted norms often gives rise to new forms of artistic expression. <b>U6:</b> Reflection, revision, and feedback are essential to the success of a work of art.	<b>D1:</b> Construct a plan for a work of art based on: gathering information, making adjustments, evaluating the image in terms of criteria, and correlating intent and solution. <b>D2:</b> Use a sketchbook to document ideas both in word, sketches, research, and storyboarding. <b>D3:</b> Use various drawing techniques to demonstrate how shadow, line, and shape make 3-D form. <b>D4:</b> Exaggerate various Elements and Principals of Design to create abstract/expressive work. <b>D5:</b> Reflect on drafts of their work and change work accordingly. <b>D6:</b> Identify techniques and materials in artwork. <b>D7:</b> Create artwork in a variety of styles and mediums such as printmaking, painting, collage, photography, and digital media.	

National Content Standard (5-8) #1: Understanding and applying media, techniques, and processes

National Content Standard (5-8) #2: Using knowledge of structures and functions

National Content Standard (5-8) #3: Choosing and evaluating a range of subject matter, symbols, and ideas

National Content Standard (5-8) #4: Understanding the visual arts in relation to history and cultures

National Content Standard (5-8) #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

National Content Standard (5-8) #6: Making connections between visual arts and other disciplines



**Title: 3D****Level: Kindergarten****Art**

<b>Big Ideas</b>	<b>Essential Questions:</b> <i>questions that promote inquiry...</i>		
<i>Observational Analysis</i> <i>Creating &amp; Making</i> <i>Critical Thinking, Reflection, Intention</i> <i>Art History &amp; Society</i>	How does one create a simple 3D form using clay? How does one create texture in clay?		
Students will <b>Know</b> ...	Students will <b>Understand</b> that...	Students will demonstrate the ability to <b>Do</b> the following...	
<b>K1:</b> Simple clay techniques can build a simple form. <b>K2:</b> Simple clay techniques can create texture. <b>K3:</b> How to apply glaze.	<b>U1:</b> Clay can be used to a build simple form. <b>U2:</b> Tools are used to create texture in clay. <b>U3:</b> Glaze applies a color and gloss finish to the clay form.	<b>D1:</b> Build simple forms using clay. <b>D2:</b> Use tools to create texture. <b>D3:</b> Apply glaze to the clay form.	

National Content Standard (K-4) #1: Understanding and applying media, techniques, and processes.

National Content Standard (K-4) #2: Using knowledge of structures and functions.

National Content Standard (K-4) #3: Choosing and evaluating a range of subject matter, symbols, and ideas.

National Content Standard (K-4) #4: Understanding the visual arts in relation to history and cultures.

**Title: 3D****Level: Grade 1****Art**

<b>Big Ideas</b>	<b>Essential Questions:</b> <i>questions that promote inquiry...</i>		
<i>Observational Analysis</i> <i>Creating &amp; Making</i> <i>Critical Thinking, Reflection, Intention</i> <i>Art History &amp; Society</i>	How does one create more complex 3D forms?		
Students will <b>Know</b> ...	Students will <b>Understand</b> that...	Students will demonstrate the ability to <b>Do</b> the following...	
<b>K1:</b> Materials and techniques to build a freestanding form. <b>K2:</b> Art historical references.	<b>U1:</b> Various construction techniques can be used to build a freestanding form. <b>U2:</b> Tools are used to create texture in clay. <b>U3:</b> Glaze applies a color and gloss finish to the clay form. Brushwork also affects the outcome.	<b>D1:</b> Build a form with texture using clay. <b>D2:</b> Build a freestanding form using a variety of other materials. <b>D3:</b> Apply glaze to the clay form using proper brushwork.	

National Content Standard (K-4) #1: Understanding and applying media, techniques, and processes.

National Content Standard (K-4) #2: Using knowledge of structures and functions.

National Content Standard (K-4) #3: Choosing and evaluating a range of subject matter, symbols, and ideas.

National Content Standard (K-4) #4: Understanding the visual arts in relation to history and cultures.

**Title: 3D****Level: Grade 2****Art**

<b>Big Ideas</b>	<b>Essential Questions:</b> <i>questions that promote inquiry...</i>		
<b>Observational Analysis</b> <b>Creating &amp; Making</b> <b>Critical Thinking, Reflection, Intention</b> <b>Art History &amp; Society</b>	How does one create a 3D sculpture using clay as well as a variety of other materials? What are the three dimensions?		
Students will <b>Know</b> ...	Students will <b>Understand</b> that...	Students will demonstrate the ability to <b>Do</b> the following...	
<b>K1:</b> How to build forms using score & slip, and additive & reductive methods. <b>K2:</b> A variety of other materials can be used to create 3D sculptures. <b>K3:</b> The 3 dimensions are height, width, and depth. <b>K4:</b> Art historical references.	<b>U1:</b> Two pieces of clay are connected using score and slip. <b>U2:</b> Clay forms are built using additive and reductive methods. <b>U3:</b> A variety of other materials can be used to create 3D work (papier-mâché, plaster, found objects, etc.) using construction and assemblage.	<b>D1:</b> Build clay forms using additive and reductive methods, and slip & score. <b>D2:</b> Build, construct, and assemble 3D forms using other materials. <b>D3:</b> Identify art historical references.	

National Content Standard (K-4) #1: Understanding and applying media, techniques, and processes.

National Content Standard (K-4) #2: Using knowledge of structures and functions.

National Content Standard (K-4) #3: Choosing and evaluating a range of subject matter, symbols, and ideas.

National Content Standard (K-4) #4: Understanding the visual arts in relation to history and cultures.

National Content Standard (K-4) #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

National Content Standard (K-4) #6: Making connections between visual arts and other disciplines.

**Title: 3D****Level: Grade 3****Art**

<b>Big Ideas</b>	<b>Essential Questions:</b> <i>questions that promote inquiry...</i>		
<i>Observational Analysis</i> <i>Creating &amp; Making</i> <i>Critical Thinking, Reflection, Intention</i> <i>Art History &amp; Society</i>	How does art teach us about the past?		
Students will <b>Know</b> ...	Students will <b>Understand</b> that...	Students will demonstrate the ability to <b>Do</b> the following...	
<b>K1:</b> Static vs. kinetic 3D art. <b>K2:</b> How symbols are used in 3D works of art. <b>K3:</b> Art historical & cultural references.	<b>U1:</b> 3D works of art can tell/teach us about past and present cultures.	<b>D1:</b> Create a 3D work of art that reflects the understanding of another culture.	

National Content Standard (K-4) #1: Understanding and applying media, techniques, and processes.

National Content Standard (K-4) #2: Using knowledge of structures and functions.

National Content Standard (K-4) #3: Choosing and evaluating a range of subject matter, symbols, and ideas.

National Content Standard (K-4) #4: Understanding the visual arts in relation to history and cultures.

National Content Standard (K-4) #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

National Content Standard (K-4) #6: Making connections between visual arts and other disciplines.



**Title: 3D****Level: Grade 4****Art**

<b>Big Ideas</b>	<b>Essential Questions:</b> <i>questions that promote inquiry...</i>		
<b>Observational Analysis</b> <b>Creating &amp; Making</b> <b>Critical Thinking, Reflection, Intention</b> <b>Art History &amp; Society</b>	How do materials and techniques express the intent of the artist? How do the qualities specific to 3D work communicate the intent of the artist?		
Students will <b>Know</b> ...	Students will <b>Understand</b> that...	Students will demonstrate the ability to <b>Do</b> the following...	
<b>K1:</b> The following terms: mixed media, assemblage, additive, reductive, found objects, form, shape, space, and kinetic art. <b>K2:</b> Art historical references.	<b>U1:</b> There are intrinsic differences between 2D and 3D processes and techniques.	<b>D1:</b> Create a 3D work of art using a variety of methods and materials appropriate to the theme of the project.	

National Content Standard (K-4) #1: Understanding and applying media, techniques, and processes.

National Content Standard (K-4) #2: Using knowledge of structures and functions.

National Content Standard (K-4) #3: Choosing and evaluating a range of subject matter, symbols, and ideas.

National Content Standard (K-4) #4: Understanding the visual arts in relation to history and cultures.

National Content Standard (K-4) #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

National Content Standard (K-4) #6: Making connections between visual arts and other disciplines.

**Title: Sculpture/3D      Level: Grade 5      Art**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<b>Observational Analysis</b> <b>Creating &amp; Making</b> <b>Critical Thinking, Reflection, Intention</b> <b>Art History &amp; Society</b>	How does an artist develop and design 3D artwork? How can art tell a story? How do artists, writers, and culture influence our artwork?		
Students will <b>Know</b> ...	Students will <b>Understand</b> that...	Students will demonstrate the ability to <b>Do</b> the following...	
<b>K1:</b> Process for developing ideas and composing work. <b>K2:</b> The unique qualities and processes that differentiate 2D/3D works of art. <b>K3:</b> How to create an expressive, meaningful sculpture. <b>K4:</b> A variety of materials, including recycled materials, can be used in creating a 3D artwork. <b>K5:</b> Art historical or literary references.	<b>U1:</b> Observing, problem solving, and sketching will lead to a successful construction. <b>U2:</b> Art can communicate personal and/or global ideas. <b>U3:</b> Literature, our natural environment, and culture influence artists. <b>U4:</b> Art is a reflection of different times, cultures, and places. It can also shape and reflect history, society, and everyday life.	<b>D1:</b> Successfully use knowledge of balance, unity, and form in artwork. <b>D2:</b> Create a meaningful, expressive 3D form. <b>D3:</b> Use a variety of materials, including recycled or found objects to create a 3D artwork. <b>D4:</b> Create a sculpture that is influenced by a period of art, artist or literature, past and present.	

National Content Standard (5-8) #1: Understanding and applying media, techniques, and processes

National Content Standard (5-8) #2: Using knowledge of structures and functions

National Content Standard (5-8) #3: Choosing and evaluating a range of subject matter, symbols, and ideas

National Content Standard (5-8) #4: Understanding the visual arts in relation to history and cultures

National Content Standard (5-8) #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

National Content Standard (5-8) #6: Making connections between visual arts and other disciplines

**Title: 3D****Level: Grade 6****Art**

<b>Big Ideas</b>	<b>Essential Questions:</b> <i>questions that promote inquiry...</i>		
<b>Observational Analysis</b> <b>Creating &amp; Making</b> <b>Critical Thinking, Reflection, Intention</b> <b>Art History &amp; Society</b>	Are the Principles and Elements of Design important in 3D artwork? How do artists choose the materials and processes for their work? How does an artist convert a 2D idea into a 3D work of art? Why is it important to experience the different techniques and tools used in clay and other 3D processes?		
Students will <b>Know</b> ...	Students will <b>Understand</b> that...	Students will demonstrate the ability to <b>Do</b> the following...	
<b>K1:</b> How to use basic techniques and materials in a variety of 3D processes (such as clay, plaster, papier-mâché, bookmaking, assemblage). <b>K2:</b> The language used in sculptural processes. <b>K3:</b> How to transfer an idea or sketch into 3D art. <b>K4:</b> The importance of the Elements and Principles of Design in creating 3D artwork. <b>K5:</b> Art historical references.	<b>U1:</b> With the knowledge of appropriate techniques and tools, students will understand how to communicate their ideas through a 3D process. <b>U2:</b> Most 3D works can be viewed from multiple sides. <b>U3:</b> It is important to construct a sculpture in a sound manner. <b>U5:</b> The Elements and Principles of Design are important in creating a 3D artwork. <b>U6:</b> Sculptures can be a reflection of different cultures, periods of time, or places.	<b>D1:</b> Brainstorm ideas, sketch, design, and complete a finished piece. <b>D2:</b> Students will successfully express an idea through a sculptural form. <b>D3:</b> If needed, students will properly apply paint or glaze. <b>D4:</b> Identify art historical references and be inspired by artists past and present.	

National Content Standard (5-8) #1: Understanding and applying media, techniques, and processes

National Content Standard (5-8) #2: Using knowledge of structures and functions

National Content Standard (5-8) #3: Choosing and evaluating a range of subject matter, symbols, and ideas

National Content Standard (5-8) #4: Understanding the visual arts in relation to history and cultures

National Content Standard (5-8) #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

National Content Standard (5-8) #6: Making connections between visual arts and other disciplines

**Title: 3D****Level: Grade 7****Art**

<b>Big Ideas</b>	<b>Essential Questions: <i>questions that promote inquiry...</i></b>		
<b>Observational Analysis</b> <b>Creating &amp; Making</b> <b>Critical Thinking, Reflection, Intention</b> <b>Art History &amp; Society</b>	How do underlying structures unconsciously guide the creation of artworks? How do making personal choices in work communicate meaning in artwork? How do artists draw inspiration, generate ideas, and choose mediums for their work? What techniques best help an artist translate successful images and symbols?		
Students will <b>Know...</b>	Students will <b>Understand</b> that...	Students will demonstrate the ability to <b>Do</b> the following...	
<b>K1:</b> Elements and Principles of Design. <b>K2:</b> Color theory. <b>K3:</b> Process for developing ideas and composing work. <b>K4:</b> Techniques and materials appropriate for subject matter and intention. <b>K5:</b> Differentiate qualities specific to 2D, 3D, and installation art. <b>K6:</b> Materials and techniques appropriate for working with various sculptural materials (ex. clay, papier-mâché, bookmaking, etc.). <b>K7:</b> Artists, cultural, historical artifacts, and genres specific to 3D work: storytelling, representational, abstract and metaphorical.	<b>U1:</b> How manipulation, exaggeration, and focus on one or more Elements and Principles affect the intention and expression in a work of art. <b>U2:</b> Incorporating research and the sketching process influence success of the final work (thorough process development) <b>U3:</b> An individual's informed choice and appropriate application of media, techniques, and processes enhance and determine personal expression and artwork. <b>U4:</b> The arts require both the ability and the willingness to surrender to the unanticipated possibilities of the work as it unfolds. <b>U5:</b> Reflection, Revision, and Feedback are essential to the success of a work of art.	<b>D1:</b> Construct a plan for a work of art based on: gathering information, making adjustments, evaluating the image in terms of criteria, and correlating intent and solution. <b>D2:</b> Use a sketchbook to document ideas both in word, sketches, and research. <b>D3:</b> Experiment with a variety of materials and techniques unique to 3D work. <b>D4:</b> Create a functional object, a metaphorical object, and an abstract sculpture using a variety of materials (clay, paper, bookmaking, mask-making, etc.) <b>D5:</b> Make choices based on how audience will interact with work.	

National Content Standard (5-8) #1: Understanding and applying media, techniques, and processes

National Content Standard (5-8) #2: Using knowledge of structures and functions

National Content Standard (5-8) #3: Choosing and evaluating a range of subject matter, symbols, and ideas

National Content Standard (5-8) #4: Understanding the visual arts in relation to history and cultures

National Content Standard (5-8) #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

National Content Standard (5-8) #6: Making connections between visual arts and other disciplines



**Title: 3D****Level: Grade 8****Art**

<b>Big Ideas</b>	<b>Essential Questions:</b> <i>questions that promote inquiry...</i>		
<b>Observational Analysis</b> <b>Creating &amp; Making</b> <b>Critical Thinking, Reflection, Intention</b> <b>Art History &amp; Society</b>	How do underlying structures unconsciously guide the creation of artworks? How does making personal choice in work communicate meaning in artwork? How do artists draw inspiration, generate ideas, and choose mediums for their work? What techniques best help an artist translate successful images and symbols? How do the qualities specific to 3D work affect the artwork?		
Students will <b>Know</b> ...	Students will <b>Understand</b> that...	Students will demonstrate the ability to <b>Do</b> the following...	
<b>K1:</b> Elements and Principles of Design. <b>K2:</b> Color theory. <b>K3:</b> Process for developing ideas/composing work. <b>K4:</b> Techniques and materials appropriate for subject matter and intention. <b>K5:</b> Differentiate qualities specific to 2D, 3D, and installation art. <b>K6:</b> Materials and techniques appropriate for working with various sculpture materials (ex. clay, papier-mâché, bookmaking, etc.). <b>K7:</b> Artists, cultural/ historical artifacts, and genres specific to 3D work: storytelling, representational, abstract, and metaphorical works of art.	<b>U1:</b> Manipulation, exaggeration, and focus on one or more Elements and Principles of Design affect the intention and expression in a work of art. <b>U2:</b> Incorporating research and the sketching process influence success of the final work (thorough process development). <b>U3:</b> An individual's informed choice and appropriate application of media, techniques, and processes enhance and determine personal expression and artwork. <b>U4:</b> The arts require both the ability and the willingness to surrender to the unanticipated possibilities of the work as it unfolds. <b>U5:</b> Reflection, revision, and feedback are essential to the success of a work of art. <b>U6:</b> Understand how the viewer and how the unique qualities of viewing 3D work influences interaction with the work.	<b>D1:</b> Construct a plan for a work of art based on: gathering information, making adjustments, evaluating the image/idea in terms of criteria, and correlating intent and solution. <b>D2:</b> Use a sketchbook to document ideas both in word, sketches, and research. <b>D3:</b> Create a functional object. <b>D4:</b> Exaggerate various Elements and Principles to create abstract/expressive work. <b>D5:</b> Create artwork in a variety of styles and mediums that depict a variety of genres. <b>D6:</b> Make choices based on work how the audience will interact with work.	

National Content Standard (5-8) #1: Understanding and applying media, techniques, and processes

National Content Standard (5-8) #2: Using knowledge of structures and functions

National Content Standard (5-8) #3: Choosing and evaluating a range of subject matter, symbols, and ideas

National Content Standard (5-8) #4: Understanding the visual arts in relation to history and cultures

National Content Standard (5-8) #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

National Content Standard (5-8) #6: Making connections between visual arts and other disciplines

**Title: 2D/Printmaking****Level: Grade 6****Art**

<b>Big Ideas</b>	<b>Essential Questions:</b> <i>questions that promote inquiry...</i>		
<b>Observational Analysis</b> <b>Creating &amp; Making</b> <b>Critical Thinking, Reflection, Intention</b> <b>Art History &amp; Society</b>	Why would an artist choose to make a print? How is printmaking unique from other artistic styles/techniques? How would you identify a successful print?		
Students will <b>Know</b> ...	Students will <b>Understand</b> that...	Students will demonstrate the ability to <b>Do</b> the following...	
<b>K1:</b> The definition of a print. <b>K2:</b> There are many different forms of printmaking. <b>K3:</b> How to create a successful print using contrast, line, and texture. <b>K4:</b> Art historical references.	<b>U1:</b> The process of printmaking, contemporary and traditional, is complex. <b>U2:</b> The use of contrast, variety, and line can create a unified print and heighten the work's interest. <b>U3:</b> Printmaking is a unique form of art that allows artists to be experimental without losing the basic image. <b>U4:</b> There is value in printmaking, past and present.	<b>D1:</b> Use printmaking tools effectively and properly. <b>D2:</b> Make an edition of prints and be able to identify high quality vs. low quality prints. <b>D3:</b> Explore different end results through experimentation. <b>D4:</b> Create a successful print through the use of good contrast, variety of line, and interesting texture. <b>D5:</b> Identify art historical references.	

National Content Standard (5-8) #1: Understanding and applying media, techniques, and processes

National Content Standard (5-8) #2: Using knowledge of structures and functions

National Content Standard (5-8) #3: Choosing and evaluating a range of subject matter, symbols, and ideas

National Content Standard (5-8) #4: Understanding the visual arts in relation to history and cultures

National Content Standard (5-8) #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

National Content Standard (5-8) #6: Making connections between visual arts and other disciplines

**Title: Art History      Level: Grade 7/8      Art**

<b>Big Ideas</b>	<b>Essential Questions: <i>questions that promote inquiry...</i></b>		
<b>Observational Analysis</b> <b>Creating &amp; Making</b> <b>Critical Thinking, Reflection, Intention</b> <b>Art History &amp; Society</b>	How do underlying structures unconsciously guide the creation of artworks? How do different types of materials affect expression and intention? How can art and society reflect, reveal, and influence each other? How do advances in technique/materials/and technologies influence styles/works/functions of art? Why is it important to look at and be inspired by others artwork? How do we begin to decipher meaning in artwork and why is it important to do so? What influences one's own interpretation and evaluation of artwork? In what ways do the visual arts connect to other disciplines such as science, literature, math, and sociology (what is the reciprocal relationship)?		
Students will <b>Know...</b>	Students will <b>Understand</b> that...	Students will demonstrate the ability to <b>Do</b> the following...	
<b>K1:</b> Elements and Principles of Design. <b>K2:</b> Color theory. <b>K3:</b> How other disciplines use art to evaluate past and present cultures. <b>K5:</b> The characteristics unique to 2D, 3D, and installation art. <b>K6:</b> Genres of work: storytelling, representational, metaphor, abstract, portrait, still life, landscape, design, architecture.	<b>U1:</b> How manipulation, exaggeration, and a focus on one or more Elements and Principles of Design affect the intention and expression in a work of art. <b>U2:</b> The Elements and Principals of Design shape the aesthetic choices people make in the production of work and the design of space. <b>U3:</b> An individual's informed choice and appropriate application of media, techniques, and processes enhance and determine personal expression and artwork. <b>U4:</b> The interpretation and evaluation of artworks is influenced by knowledge, cultural background, philosophical approach, society, and personal experiences. <b>U5:</b> The visual arts serve as a record of history and culture. <b>U6:</b> Other disciplines find meaning art to help define past and present culture.	<b>D1:</b> Investigate occupations that are related to the arts & design industry. <b>D2:</b> Analyze how the arts function in historical, societal, economic, and personal contexts. <b>D3:</b> Analyze selected historical and contemporary works of art for distinguishing characteristics of style, period, or culture. <b>D4:</b> Describe how the same idea is expressed in works of art from different cultures, times, or places. <b>D5:</b> Identify artists who have made significant contributions and describe their ideas. <b>D6:</b> Compare and contrast artworks of similar genre of different time periods. <b>D7:</b> Trace how artistic styles have changed in response to cultural, historical, and technological events). <b>D8:</b> Analyze the impact of political actions, current events, and natural phenomena on the development and production of art. <b>D9:</b> Analyze how historical and cultural contexts influence arts processes and products. <b>D10:</b> Compare how different art forms express aspects of the same culture, time, or place.	

National Content Standard (5-8) #2: Using knowledge of structures and functions

National Content Standard (5-8) #3: Choosing and evaluating a range of subject matter, symbols, and ideas

National Content Standard (5-8) #4: Understanding the visual arts in relation to history and cultures

National Content Standard (5-8) #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

National Content Standard (5-8) #6: Making connections between visual arts and other disciplines

**Title: Design****Grade Level: Grade 7/8****Art & Design**

<b>Big Ideas</b>	<b>Essential Questions: <i>questions that promote inquiry...</i></b>		
<b>Observational Analysis</b> <b>Creating &amp; Making</b> <b>Critical Thinking, Reflection, Intention</b> <b>Art History &amp; Society</b>	How do underlying structures consciously guide the creation of a design? How do different types of materials affect visual communication? Where do designers draw inspiration, generate ideas, and choose mediums for their work? What techniques best help a designer translate successful images, symbols, and communicate their ideas? Why is the development process essential in design work?		
Students will <b>Know</b> ...	Students will <b>Understand</b> that...	Students will demonstrate the ability to <b>Do</b> the following...	
<b>K1:</b> Elements and Principles of Design. <b>K2:</b> Color theory. <b>K3:</b> Process for developing ideas and composing work. <b>K4:</b> Techniques and materials appropriate for subject matter and intention. <b>K5:</b> Various tools for visual communication (i.e. drawing, Powerpoint, Photoshop, photography, etc.) <b>K6:</b> Genres of design work: architecture, product design, theater design, graphic design, functional objects. <b>K7:</b> Methods and appropriate media and materials for presenting design concepts.	<b>U1:</b> Manipulation, exaggeration, and dominant focus on one or more Elements and Principles of Design effects the intention and expression in a design. <b>U2:</b> Research and the sketching process influence success of the final work (thorough process development and problem solving). <b>U3:</b> Intention, skill, and craftsmanship lends to the final success of design concept. <b>U4:</b> Demonstrating and modeling techniques provide a framework to approach a project independently. <b>U5:</b> The artist as designer effects the aesthetic and design of objects in our everyday life. <b>U6:</b> Reflection, revision, feedback are essential in the problem solving process of design work. <b>U7:</b> Past and present trends in design, architecture, art and technology influence current design.	<b>D1:</b> Construct a design solution based on: gathering information, making adjustments, evaluating the image in terms of criteria, and correlating intent and solution. <b>D2:</b> Use a sketchbook or other appropriate medium (including technologies) to document and process ideas both in word, sketches, research, and storyboarding. <b>D3:</b> Reflect on their work and incorporate feedback from others into their revision process. <b>D4:</b> Research trends both current and historical in their design process. <b>D5:</b> Exaggerate various Elements and Principles of Design to enhance functionality/implication of the design. <b>D6:</b> Identify areas of personal, local, or global need and work co-operatively to create solutions (could be a systems idea, a functional object, plan, etc.) <b>D7:</b> Collaborate and create work with others in different areas of study: drama students, science students, yearbook students, etc.	

National Content Standard (5-8) #1: Understanding and applying media, techniques, and processes

National Content Standard (5-8) #2: Using knowledge of structures and functions

National Content Standard (5-8) #3: Choosing and evaluating a range of subject matter, symbols, and ideas

National Content Standard (5-8) #4: Understanding the visual arts in relation to history and cultures

National Content Standard (5-8) #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

National Content Standard (5-8) #6: Making connections between visual arts and other disciplines

# **Appendix A: National Standards**

## **VISUAL ARTS (K-4)**

**Source:** [http://artsedge.kennedy-center.org/teach/standards/standards\\_k4.cfm](http://artsedge.kennedy-center.org/teach/standards/standards_k4.cfm)

*As they move from kindergarten through the early grades, students develop skills of observation, and they learn to examine the objects and events of their lives. At the same time, they grow in their ability to describe, interpret, evaluate, and respond to work in the visual arts. Through examination of their own work and that of other people, times, and places, students learn to unravel the essence of artwork and to appraise its purpose and value. Through these efforts, students begin to understand the meaning and impact of the visual world in which they live.*



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

*Achievement Standard: Students know the differences between materials, techniques, and processes. Students describe how different materials, techniques, and processes cause different responses. Students use different media, techniques, and processes to communicate ideas, experiences, and stories. Students use art materials and tools in a safe and responsible manner.*



**Content Standard #2:** Using knowledge of structures and functions.

*Achievement Standard: Students know the differences among visual characteristics and purposes of art in order to convey ideas. Students describe how different expressive features and organizational principles cause different responses. Students use visual structures and functions of art to communicate ideas.*



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

*Achievement Standard:* Students explore and understand prospective content for works of art. Students select and use subject matter, symbols, and ideas to communicate meaning.



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

*Achievement Standard:* Students know that the visual arts have both a history and specific relationships to various cultures. Students identify specific works of art as belonging to particular cultures, times, and places. Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art.





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

*Achievement Standard:* Students understand there are various purposes for creating works of visual art. Students describe how people's experiences influence the development of specific artworks. Students understand there are different responses to specific artworks.



**Content Standard #6:** Making connections between visual arts and other disciplines.

*Achievement Standard:* Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines. Students identify connections between the visual arts and other disciplines in the curriculum.



# **Appendix B:**

## **National Standards**

### **VISUAL ARTS (5-8)**

**Source:** [http://artsedge.kennedy-center.org/teach/standards/standards\\_58.cfm#04](http://artsedge.kennedy-center.org/teach/standards/standards_58.cfm#04)

In grades 5-8, students' visual expressions become more individualistic and imaginative. The problem-solving activities inherent in art making help them develop cognitive, affective, and psychomotor skills. They select and transform ideas, discriminate, synthesize and appraise, and they apply these skills to their expanding knowledge of the visual arts and to their own creative work. Students understand that making and responding to works of visual art are inextricably interwoven and that perception, analysis, and critical judgment are inherent to both.

Their own art making becomes infused with a variety of images and approaches. They learn that preferences of others may differ from their own. Students refine the questions that they ask in response to artworks. This leads them to an appreciation of multiple artistic solutions and interpretations. Study of historical and cultural contexts gives students insights into the role played by the visual arts in human achievement. As they consider examples of visual art works within historical contexts, students gain a deeper appreciation of their own values, of the values of other people, and the connection of the visual arts to universal human needs, values, and beliefs. They understand that the art of a culture is influenced by aesthetic ideas as well as by social, political, economic, and other factors. Through these efforts, students develop an understanding of the meaning and import of the visual world in which they live.

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

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



**Content Standard #2:** Using knowledge of structures and functions.

*Achievement Standard:* Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work. Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas. Students select and use the qualities of structures and functions of art to improve communication of their ideas.





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

*Achievement Standard:* Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks. Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks.



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

*Achievement Standard:* Students know and compare the characteristics of artworks in various eras and cultures. Students describe and place a variety of art objects in historical and cultural contexts. Students 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.



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

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



**Content Standard #6:** Making connections between visual arts and other disciplines

**Achievement Standard:** Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context. Students describe ways in which the principle and subject matter of other disciplines taught in the school are interrelated with the visual arts.

