

**OAC Arts Education Leadership Project Grant
Regional Arts & Culture Council
June 2003**

Arts Curriculum Frameworks - ART

Introduction

Beginning in March 2003, RACC conducted a survey of the school districts in its service area. We asked if the districts have compiled arts curriculum frameworks; if so, we requested a copy. If the district had not compiled an arts curriculum framework, we asked if the district plans to compile one by a selected deadline, or if there is no arts curriculum planned.

Of the 35 school districts which RACC serves, fifteen submitted documentation of their current arts curricula. Nine districts responded by explaining they have no arts curriculum developed as yet. Three of these districts plan on developing their arts curriculum next year. One district has no budget to do any further work on their arts curriculum, although they have had preliminary meetings.

This publication is a compilation of the curriculum frameworks that have been submitted by RACC's service area school districts.

Thanks to:

Melissa Donner

Mary Magee

ArtsEdNet (<http://www.getty.edu/artsednet/resources/Scope/grid.html>)

Beaverton S.D.

Canby S.D.

Centennial S.D.

David Douglas S.D.

Forest Grove S.D.

Gresham-Barlow S.D.

Hillsboro S.D.

Jewel S.D.

Lake Oswego S.D.

Oregon City S.D.

Oregon Trail S.D.

Riverdale S.D.

Vernonia S.D.

West Linn-Wilsonville S.D.

Art

Art Curriculum Guidelines

The Arts curriculum is broken into three aspects of arts education: Aesthetics and Art Criticism; Historical and Cultural Perspectives; Creation, Presentation and Performance.

Common Curriculum Goals

Aesthetics and Art Criticism:

Use knowledge of technical, organizational and aesthetic elements to describe and analyze one's own art and the art of others.

Respond to works of art, giving reasons for preferences.

Historical and Cultural Perspectives:

Identify both common and unique characteristics found in works of art from various time periods and cultures. (Ex. art literacy, folk art, integrate with literature)

Understand that the arts have an historical connection.

Explain how a work of art reflects the artist's personal experience in a society or culture.

Understand how the arts serve a variety of personal, professional, practical and cultural needs.

Learn about artists, what has influenced them, the cultural and historical contexts in which they work(ed), and basic biographical information.

Learn a second language to help lead one into the art of another culture.

Create, Present, and Perform:

Apply artistic elements and technical skills to create, present, and/or perform works of art for a variety of audiences and purposes. (Suggested references: "Discover Art" textbook, Ed Emberly drawing books)

Communicate verbally and in writing, using knowledge of the arts to describe and/or evaluate one's own artwork.

Imaginatively express ideas, moods, and feelings through various art forms.

Understand how artistic concepts and vocabulary are structured and how art has a variety of functions.

Content Standards

Aesthetics & Art Criticism

Respond to, explain, and analyze works of art, applying knowledge of technical, organizational, and aesthetic elements.

Respond to works of art, giving reasons for preferences.

Historical & Cultural Perspectives

Relate works of art from various time periods and cultures to each other.

Describe how historical, biographical, cultural, social, political and/or artistic contexts influence works of art.

Learn second language to open up artistic realm of another culture.

Create, Present and Perform

Apply a complex understanding of compositional elements and technical skills to create, present, and/or perform works of art for a variety of audiences and purposes.

Communicate verbally and in writing about one's own artwork.

Explore a variety of media.
Convey and support compelling and revealing connections between work and student's own life.
Display exceptional imagination, originality, risk-taking, and resourcefulness.
Reveal high level of personal investment.

State Benchmark – Grade 3

Recognize artistic elements in works of art.
Know differences between art media, techniques, and art processes and the responses they evoke.
Use art materials and tools in a safe and responsible manner.
Know how expressive images cause different responses and communicate ideas.
Describe an idea or feeling connected with viewing or hearing a work of art.
Identify an event or condition that inspired a work of art.
Create, present, and/or perform a single form of art, using experiences, imagination, artistic methods and composition to achieve desired effect.
Communicate, using a simple vocabulary related to various art forms.

State Benchmark—Grade 5

Identify artistic elements and principles that can be used to analyze works of art.
Understand differences between arts media, techniques, and art processes, the responses each element provokes, and how they are used to communicate ideas, experience, and narrative.
Identify personal preferences and their relationship to artistic elements.
Identify distinguishing features of works of art and their historical and cultural contexts.
Describe how historical or contemporary events influenced or influence works of art.
Communicate using an extended vocabulary related to various art forms.
Create, present, and/or perform a work of art, using experiences, imagination, observations, artistic elements and technical skills to achieve desired effect.
Understand multiple purposes for creating works of art through one's own experience and how one work of one's own may elicit a variety of responses.
Use art materials and tools in a safe and responsible manner.

State Benchmark – Grade 8

Recognize and describe how technical, organizational, and aesthetic elements contribute to the ideas, emotions and overall impact communicated by works of art.
Evaluate differences between arts media, arts techniques, and art processes, and how these differences elicit different responses and are used to communicate ideas, experience, and narrative.
State preferences for works of art and reasons for preferences, based on key artistic elements and principles used in producing the art.
Describe and explain distinguishing features of works of art and their historical and cultural contexts.
Discuss and compare works of art from different time periods and cultures emphasizing their historical context.
Create, present, and/or perform a work of art, selecting and applying artistic elements and technical skills to achieve desired effect.
Communicate verbally and in writing about one's own artwork.
Always use art materials and tools in a safe and responsible manner.

State Benchmark – CIM/Grade 10

- Analyze how technical, organizational, and aesthetic elements contribute to the ideas, emotions, and overall impact communicated by works of art.
- State preferences for works of art and reasons for preferences, based on an analysis of how artistic elements and principles are used in producing the art.
- Analyze a work of art by comparing and contrasting it to another work from a different time or culture.
- Describe and explain how the characteristics of a society or culture influence(d) works of art.
- Create, present, and/or perform a work of art, selecting, using, and combining artistic elements and technical skills to achieve desired effect.
- Know media, techniques, and processes that relate a purpose in student's own artwork.
- Understand how to create works of art that communicate an idea in one or more art media.
- Evaluate and reflect on one's own artwork.
- Always use art materials and tools in a safe and responsible manner.

State Benchmark – CIM/Grade 12

- Understand how form and content of art are used to accomplish personal, commercial, societal, or other art intentions.
- Understand what makes various organizational structures effective or ineffective in the communication of ideas.
- Describe how historical or contemporary concepts and events influence(d) works of art or media.
- Understand relationships among works of art in terms of history, aesthetics, and culture.
- Understand the intentions of those creating artworks.
- Use media, techniques, and processes to accomplish a purpose in student's own art work.
- Understand how to create works of art that communicate an idea in one or more art media.
- Understand how one's own artwork has purpose and meaning.
- Demonstrate how technical, organizational, and aesthetic elements combine/contribute to overall product or production.
- Evaluate and reflect on the process and resulting product of one's own art or media.
- Always use materials and tools in a safe and responsible manner.

Supporting Goals by Grade Level

Kindergarten

Aesthetics and Art Criticism

- Recognize artistic elements of geometric shapes, point, and line.
- Know important colors and when colors are lighter or darker.
- Verbally react to texture and describe by touch or appearance.

Recognize artistic elements and characteristics of illustrations in children’s literature and fine arts.

Show awareness of artistic elements in own work and works of others. (Ex. teach vocabulary of color and shape)

Find point, line, shape, and texture in many places (intentional art, everyday objects, and nature).

Personally respond to works of art: describe feelings and thoughts about a work of art.

Demonstrate ways elements of design, principles of composition, technical properties, and expressive content contribute to meanings and interpretations of a work of art.

Recognize characteristics of studied artists.

Examine the visual, tactile, spatial, and temporal elements in the World.

Generate questions about artworks, art making, and art makers, and identify sources for information.

Identify natural, handmade, machine-made, and other objects, as well as original artworks and reproductions.

Identify differences between initial impressions and informed responses.

Form and support opinions about art, what art is, who makes it, and why it is important.

Recognize that artists make different kinds of art and that art is made all over the world.

Historical and Cultural Perspectives

Be exposed to various art forms from various cultures, times, and/or places

Recognize the purposes and meanings of the visual arts (fine, functional, and environmental) in different past and present cultures.

Identify an event or condition that inspired a work of art.

Identify what artists do, such as how they get ideas, make decisions, work with materials, and decide when their work is finished

Describe life in different geographical regions and at different times where and when art has been made—connect descriptions to art that was/is produced.

Describe and categorize many artworks from various times and places by considering subject matter, visual elements, materials, and art forms.

Learn to look for art at home, school, and in the community.

Second Language Education:

Note: Spanish will be used as an example for combining language and arts studies, but any second language can be substituted for Spanish as long as it is pursued through each successive grade level

Learn and practice songs in Spanish; play games that teach and reinforce knowledge of Spanish language and culture; work in different projects applying the Spanish language and culture; make handcrafts from Spanish speaking countries; develop a beginning understanding of basic vocabulary for colors, numbers, clothing, food, water, weather, body parts, animals, family, calendar, culturally appropriate greetings, transportation, self and others, shapes, sports, the city, and home.

Create, Present and Perform

Create and present art using various elements including line, shape, and color.

Explore a variety of media, tools, and processes to create original artwork. (Ex. collage, inventions, quilt patterns, finger paints, tempera, brush, clay).

Use imagination and creative thinking.

Create two and three-dimensional works of art by using a variety of materials, tools and techniques.
Reflect upon and verbally express personal values and feelings about art (own and others') and about creating art.
Express ideas and feelings about world in various forms of art.
Use observations of people, places, objects, and events as sources of ideas for art making.
Manipulate and explore the expressive potential of different combinations of visual elements.
Make plan for artwork before actualizing it.
Use both spontaneous and deliberate approaches in art making.
Use simple techniques for collecting, displaying, exhibiting, preserving, and evaluating artworks.
Use materials, tools, equipment, and space, safely and responsibly.

1st grade

Aesthetics and Art Criticism

Recognize, identify, and describe artistic elements of point, line, and shape in many things (intentional art, everyday objects, and nature).
Find primary colors in many things (isolated spots, intentional art, everyday objects, and nature).
Know secondary colors.
Distinguish between cool colors and warm colors.
Recognize repetition in many things (intentional art, everyday objects, and nature).
Recognize artistic elements and characteristics of illustrations in children's literature and fine arts.
Describe art using a simple vocabulary based on artistic elements and forms.
Understand that art evokes personal feelings and responses.
Verbalize personal ideas and feelings connected with viewing a work of art: describe feelings and thoughts about a work of art.
Demonstrate ways elements of design, principles of composition, technical properties, and expressive content contribute to meanings and interpretations of a work of art.
Recognize characteristics of studied artists.
Examine the visual, tactile, spatial, and temporal elements in the World.
Generate questions about artworks, art making, and art makers, and identify sources for information.
Identify natural, handmade, machine-made, and other objects, as well as original artworks and reproductions.
Identify differences between initial impressions and informed responses.
Form and support opinions about art, what art is, who makes it, and why it is important

Historical and Cultural Perspectives

View works in the arts from a variety of different cultures and time periods.
Begin to recognize that cultures have their own artistic forms.
Recognize the purposes and meanings of the visual arts (fine, functional, and environmental) in different past and present cultures.

Identify and describe how visual clues in a variety of art objects communicate a time in history or culture (clues might include clothing, transportation, dwellings, setting, technology/tools).

Learn about artists (basic background details such as name, home nation or place, and unique traits such as style, media, and subject matter).

Recognize famous art and characteristics of studied artists.

Learn to look for art at home, school and in the community.

Describe life in different geographical regions and at different times where and when art has been made—connect descriptions to art that was/is produced.

Describe and categorize many artworks from various times and places by considering subject matter (e.g. parade, circus), visual elements, materials, and art forms.

Second Language Education:

Learn and practice songs in Spanish; play games that teach and reinforce knowledge of Spanish language and culture; work in different projects applying the Spanish language and culture; make handcrafts from Spanish speaking countries; develop a beginning understanding of basic vocabulary for colors, numbers, clothing, food, water, weather, body parts, animals, family, calendar, culturally appropriate greetings, transportation, self and others, shapes, sports, the city, and home.

Create, Present and Perform

Begin creating original artwork using line, color, shape and other visual elements and begin to acquire basic media skills. (Ex. search for lines in environment, Ed Emberly drawing books, line drawing with music, clay)

Use imagination and creative thinking.

Apply problem solving skills and flexibility.

Describe and explain own art using vocabulary based on artistic elements.

Verbally express feelings and ideas about the art (own and other's).

Use materials, tools, equipment and space, safely and responsibly.

Define and use elements of design and principles of composition in creating works of art.

Demonstrate ways elements of design, principles of composition, technical properties, and expressive content contribute to meanings and the interpretations of a work of art.

Create two and three-dimensional works of art by using a variety of materials, tools, and techniques.

Use observations of people, places, objects, and events as sources of ideas for art making.

Manipulate and explore the expressive potential of different combinations of visual elements.

Use both spontaneous and deliberate approaches in art making.

Use simple techniques for collecting, displaying, exhibiting, preserving, and evaluating their artworks.

Express personal feelings and responses through own art. (Ex. teach artistic elements of color, shape and line)

Express feelings about art and about the artistic process.

2nd grade

Aesthetics and Art Criticism

Enjoy and appreciate works of art.

Recognize artistic elements and characteristics and be able to find them in intentional art (e.g., illustrations in children’s literature and fine arts), everyday objects, and nature.
 Recognize/find artistic elements of shape, color/value, line, texture, and form/space (positive/negative) in isolation, intentional art, everyday objects, and nature.
 Distinguish between the principles of art and identify principles in art, everyday objects, and nature.
 Identify patterns in art, everyday objects, and nature.
 Identify movement in art, everyday objects, and nature.
 Recognize characteristics of studied artists.
 Describe and begin to critique art (self-created and otherwise) using vocabulary based on artistic elements.
 Describe feelings and thoughts related to a work of art; express personal feelings and responses connected with viewing works of art (own and others’), with increasing complexity. (Ex. teach artistic elements of shape, color/value, form/space)
 Demonstrate ways elements of design, principles of composition, technical properties, and expressive content contribute to meanings and the interpretations of a work of art.
 Generate questions about artworks, art making, and art makers, and identify sources for information.
 Identify natural, handmade, machine-made, and other objects, as well as original artworks and reproductions.
 Identify differences between initial impressions and informed responses.
 Form and support opinions about art, what art is, who makes it, and why it is important.
 Evaluate art based on set criteria.

Historical and Cultural Perspectives

Begin to identify art forms from different cultures, times, and/or places.
 Know how the art made in these cultures is different (styles, subject matter, media, history).
 Know how artists get ideas in these cultures.
 Recognize the purposes and meanings of the visual arts (fine, functional, and environmental) in different past and present cultures.
 Distinguish the variety of visual art objects (fine, functional and environmental) of past and present cultures.
 Know about the artists (basic background details such as name, time period, home nation or place, and unique traits such as style, media, and subject matter).
 Know some famous art made by these cultures and artists.
 Make art like the art of these cultures and these artists.
 Identify distinguishing features of works of art and their historical and cultural contexts.
 Identify an event or condition that inspired a work of art.
 Identify how a piece of art communicates how a special event might have inspired it through subject matter (e.g. war, family), visual elements, materials, and forms.
 Describe life in different geographical regions and at different times where and when art has been made—connect descriptions to art that was/is produced.

Second Language Education:

Learn and practice songs in Spanish; play games that teach and reinforce knowledge of Spanish language; practice new vocabulary and expressions of speech; practice pronunciation and intonation patters; work in small groups communicating in Spanish and role play real-life situations; complete a variety of projects that apply Spanish language and culture; make

handcrafts from Spanish-speaking countries; develop working vocabulary for the following concepts: color, numbers, clothing, food, weather, body parts, animals, family, calendar, culturally appropriate greetings, transportation, self and others, shapes, sports, and the city.

Create, Present and Perform

Continue to create original artwork using line, color, shape and other visual elements. (Ex. color mixing, color wheels, string painting, clay form: in positive and negative space).

Use imagination and creative thinking.

Complete many kinds of art alone and with others.

Look critically and draw carefully what is seen.

Mix primary colors to produce secondary colors.

Make identical shapes and be able to present them in various sizes.

Create two and three-dimensional works of art by using a variety of materials, tools and techniques (e.g., be able to make lines with fingers, pencils, crayons, brushes, and markers; use these lines to make shapes and drawings).

Create examples of both pattern and movement in your art and in designing objects.

Explain the purpose of pattern and movement in your art.

Apply problem solving skills and flexibility.

Engage in reflective practice regarding one's own work.

Explain why you made a particular piece of art, identifying the idea/motivation behind the work.

Explain why you used shapes and lines in your art.

Define and use elements of design and principles of composition while creating works of art.

Recognize that ideas come from a variety of sources (observations, experiences, emotions, and imagination) and use this knowledge and personal observations while creating works of art.

Demonstrate ways elements of design, principles of composition, technical properties, and expressive content contribute to meanings and the interpretations of a work of art.

Perceive and respond to visual characteristics (e.g. design, physical, functional, etc.) of objects and surroundings.

Manipulate and explore the expressive potential of different combinations of visual elements.

Use both spontaneous and deliberate approaches in art making.

Use simple techniques for collecting, displaying, exhibiting, preserving, and evaluating artworks.

Explain what it is like to make art, express feelings associated with creating art.

Use materials, tools, equipment, and space safely and responsibly.

3rd grade

Aesthetics and Art Criticism

Recognize artistic elements of shape, color/value, line, texture, and form/space (positive/negative, 2 & 3 dimensions), primary and secondary colors and cool and warm colors, mood of colors, rhythm, balance, variety, proportion, unity, contrast, textures by touch and appearance in intentional art, everyday objects, and environment.

Describe/critique art using vocabulary based on artistic elements.

Describe feelings and thoughts related to a work of art; express personal feelings and responses connected with viewing works of art (self-created and otherwise), with increasing complexity.

Demonstrate ways elements of design, principles of composition, technical properties, and expressive content contribute to meanings and the interpretations of a work of art.

Recognize characteristics of studied artists.

Infer the artist's goal, message or point of view from works of art.

Generate questions about artworks, art making, and artists, and identify sources for information.

Identify natural, handmade, machine-made, and other objects, as well as original artworks and reproductions.

Identify differences between initial impressions and informed responses.

Form and support opinions about art, what art is, who makes it, and why it is important.

Justify an opinion about art based on set criteria.

Historical and Cultural Perspectives

Appreciate and be informed about art made by other cultures and about two or three major artists chosen for status, and be aware and objective regarding issues of gender and culture.

Describe and categorize many artworks from various times and places by considering subject matter, visual elements, materials, and art forms.

Know how artists get ideas in cultures studied.

Know about the artists: basic background details such as name, time period, home nation or place, historical status and unique traits such as style, media, subject matter.

Identify a few famous examples of the art of the cultures and artists studied.

Recognize the purposes and meanings of the visual arts (fine, functional, and environmental) in different past and present cultures.

Distinguish the variety of visual art objects (fine, functional, and environmental) of past and present cultures.

Identify purposes, events, or conditions that inspired works of art.

Identify how a piece of art communicates: how people, events, and other living things may have inspired it (e.g. Monet's Garden, Water Lilies, Pond)

Understand how personal experiences influence the development of works of art.

Continue to search for art in everyday life in the community, in school, and at home.

Describe life in different geographical regions and at different times where and when art has been made—connect descriptions to art that was/is produced.

Create art in imitation of the art of the cultures and artists and explain how it imitates that art.

Second Language Education:

Learn and practice songs in Spanish; play games that teach and reinforce knowledge of Spanish language; practice new vocabulary and expressions of speech; practice pronunciation and intonation patterns; work in small groups communicating in Spanish and role play real-life situations; complete a variety of projects that apply Spanish language and culture; make handcrafts from Spanish-speaking countries; develop working vocabulary for the following concepts: color, numbers, clothing, food, weather, body parts, animals, family, calendar, culturally appropriate greetings, transportation, self and others, shapes, sports, and the city.

Create, Present and Perform

Acquire basic media skills, using many kinds of art materials and various tools, in drawing, painting, collage and three-dimensional activities (Ex. chalk, crayon rubbings, stencils, torn paper, tissue art, weaving, clay, finger tempera, watercolors, with unusual applicators such as sponges or toothbrushes) to create art and functional objects.

Use imagination and creative thinking.

Create two and three-dimensional works of art by using a variety of materials, tools, and techniques.

Create colors of different value and use them in own original art.

Copy visual textures and show textures by touch in art.

Create examples of balance and unity in your art and in design objects and decorating.

Combine two or more elements (line, color, shape, form, texture, and other visual elements) to produce original artwork.

Show and explain the use/purpose of textures, values, balance, and unity in own creative projects.

Create fine art, functional art, and environmental art works.

Look critically and draw what is seen.

Manipulate and explore the expressive potential of different combinations of visual elements.

Use both spontaneous and deliberate approaches in art making.

Use simple techniques for collecting, displaying, exhibiting, preserving, and evaluating their artworks.

Apply problem solving skills and flexibility.

Use qualities in works of art to inspire and reflect upon student's own work (e.g., mood, texture, color).

Complete a variety of art projects singularly and through collaboration. .

Recognize that ideas come from a variety of sources (observations, experiences, emotions, and imagination) and use this knowledge in creating works of art.

Demonstrate ways elements of design, principles of composition, technical properties, and expressive content contribute to meanings and the interpretations of a work of art.

Perceive and respond to visual characteristics (e.g. design, physical, functional, etc.) of objects and surroundings.

Explain what personally inspires the process of creativity.

Use grade-level art vocabulary to describe ideas, moods, or feelings of a work of art.

Explain what it is like to make art, expressing feelings associated with creating art and through various art forms.

Reflect upon and verbally express personal values and feelings about art (own and others').

Use materials, tools, equipment, and space safely and responsibly.

4th grade

Aesthetics and Art Criticism

Recognize artistic elements and characteristics of artists, including both children's literature and fine arts.

Identify artistic elements: color, value (tint/shade), line, texture, and form/space

(positive/negative, 2 & 3 dimensions); principles of arrangement: balance, dominance;

principles of contrast, repetition, movement, and rhythm; expressive characteristics: feelings, modes, and responses; and technical characteristics: method/medium in intentional art, everyday objects, and the environment. (Ex. teach language of instruction – vocabulary; scan works of art, own and others’; museum trips; guest artists).

Scan pieces (own and others’) using appropriate vocabulary about elements studied.

Describe feelings, moods, and responses to pieces of art (Ex. scanning works of art: own and others’); communicate using an extended vocabulary related to various art forms.

Perceive and respond to visual characteristics (e.g. design, physical, functional, etc.) of objects and surroundings.

Develop and/or select multiple criteria for art criticism.

Recognize characteristics of studied artists and thematic consequences of different elements of art coming together.

Verbalize personal ideas and feelings connected with viewing and experiencing works.

Describe preferences for works or style of art based upon the elements and principles of art.

Recognize interpretations that are well supported.

Compare opinions about philosophical issues associated with art with peer group.

Infer the artist’s goal, message, or point of view from work.

Compare relationships within the visual, tactile, spatial, and temporal elements in the natural and created environment.

Generate questions to spark further investigation into the art world, using information from artworks, experts, print, electronic publications, and other sources.

Compare the experience of viewing original artworks with the experience of viewing reproductions.

Identify emphasis in formal art, everyday objects, and nature, and contrast it to repetition, pattern, and variety.

Historical and Cultural Perspectives

Compare the characteristics of artworks in various eras and their reflection of cultures (Ex. Indian art – masks, totems; identify pieces of art on a timeline).

Compare the roles of artists in different times and cultures.

Identify distinguishing features of works of art and their historical and cultural contexts.

Place examined works in an historical timeline (Ex. Share cultural works that influenced American art relating to social studies curriculum: Native American, pioneer, colonial revolutionary portraits, crafts, and inventions) and especially emphasizing Oregon-influenced art.

Identify visual clues in a work of art that communicate a time in history or a culture. Visual clues might include clothing, technology, transportation, dwellings, and setting. Focus may include Oregon Native Americans, U.S. Regions, Westward movement (quilting).

Describe how events related to Oregon and/or the U.S. influenced a work of art (e.g.

Manifest Destiny, Oregon Trail, Gold Rush, Lewis and Clark).

Recognize the purposes and meanings of the visual arts (fine, functional, and environmental) in different cultures, past and present.

Describe how the intended viewer, patron, or user of a work of art might understand and appreciate a particular artwork.

Seek information about the intentions of artists in other times and cultures.

Distinguish a variety of visual art objects (fine, functional, and environmental) of past and present cultures.

Identify what people do with art in their homes and communities, such as make it, collect it, use it, buy it, sell it, trade it, study it, interpret it, display it, etc.

Recognize how and why the visual arts (fine, functional and environmental) change over time.

Continue to search for everyday art in daily life.

Explain how the natural environment has affected how people make art.

Identify basic, famous examples of artwork and artists in different eras and cultures.

Second Language Education

Understand nearly all of the Spanish spoken in the classroom at a normal pace, describe a wide range of Spanish custom and cultural practices; read words and phrases that have been used orally; listen to stories and answer questions; recognize and differentiate vowels and consonants in the Spanish language; learn and practice songs in Spanish; play games that teach and reinforce knowledge of the Spanish language; practice new vocabulary and expressions of speech; practice pronunciation and intonation patterns; work in small groups communicating in Spanish and role-playing real-life situations; complete a variety of projects that apply Spanish language and culture; make handcrafts from Spanish-speaking countries; develop working vocabulary for the following concepts: colors, numbers, clothing, food, weather, body parts, animals, family, calendar, culturally appropriate greetings, transportation, self and others, shapes, sports, the city and the alphabet.

Create, Present and Perform

Create works of art showing skill development in color mixing (tint/shade/value) (ex. color wheels on variety of shapes, painted papers, group murals)

Create pieces showing development in drawing skills, including pencil values, contour drawing (Ex. contour drawing, cartooning, patterns).

Create two and three-dimensional works of art by using a variety of materials, tools and techniques.

Define and use two or more elements of design, such as line, shape, color, value, texture, and form and principles of composition in creating works of art.

Recognize that ideas come from a variety of sources (observations, experiences, emotions, and imagination) and use this knowledge in creating works of art.

Create fine art, functional art, and environmental art works.

Look critically and draw what is seen.

Use art as a means of expression.

Explore a variety of media.

Use imagination and creative thinking (e.g. flexibility, fluency, elaboration, minimization, originality, risk-taking, self-disclosure, spontaneity, and perseverance).

Consider purposes of art, (such as communicating, persuading, recording, celebrating, embellishing, and designing in developing ideas for making art)

Select, present, and evaluate own work using established criteria.

Bring creative products to completion either alone or in groups.

Develop a plan to organize visual elements for expressive purposes as they make art.

Work both deliberately and spontaneously, and be able to express the idea or motivation behind one's creative actions.

Pursue control and safe use of variety of art materials and technologies in art making.

5th grade

Aesthetics and Art Criticism

Identify artistic elements: line, shape, color, space, texture, value, and form (positive/negative, 2 & 3 dimensions), principles of arrangement: focal point repetition, balance, and unity; principle of emphasis; expressive characteristics: feelings, moods, and responses, and technical characteristics: method/medium in children's literature, the fine arts, everyday objects, and the environment. (Ex. teach language of instruction – vocabulary; scan works of art, own and others'; museum trips; guest artists)

Apply art-scanning skills for criticism: perceiving, discussing, analyzing, and interpreting the artwork.

Apply audience skills (such as demonstrating proper etiquette) in a variety of arts settings and performances.

Discuss how elements combine to create design principles.

Recognize and describe feelings, moods, and responses connected to viewing and experiencing a piece of art (own and others') using elements as criteria.

Recognize interpretations that are well supported.

Compare opinions about philosophical topics and issues associated with art with those of their peers.

Scan pieces (own and others') using appropriate vocabulary for elements studied.

Perceive and respond to visual characteristics (e.g. design, physical, functional, etc.) of objects and surroundings.

Develop and/or select multiple criteria for art criticism.

Recognize characteristics of studied artists.

Identify and describe personal work and/or style preferences based upon relationship to artistic elements and principles.

Infer the artist's goal, message or point of view from work.

Develop criteria for individual projects and judge work based upon those criteria.

Compare relationships within the visual, tactile, spatial, and temporal elements in the natural and built environment.

Generate questions to guide investigations about art as they search for information from artworks, experts, print and electronic publications, and other sources.

Compare the experience of viewing original artworks with the experience of viewing reproductions.

Historical and Cultural Perspectives

Identify the characteristics of artwork as a reflection of their culture with emphasis on American historical growth and the Westward expansion (Ex. reflections of African/European arts, Renaissance, colonial arts; identify pieces of art on a timeline; crafts, architecture, furniture, portraits, still life, landscapes)

Place examined works in an historical timeline (Ex. Share cultural works that influenced American art relating to social studies curriculum: Native American, pioneer, colonial revolutionary portraits, crafts, and inventions)

Recognize the purposes and meanings of the visual arts (fine, functional, and environmental) in different past and present cultures.

Understand the many ways artists from different times and cultures generate ideas and artwork and apply these generative strategies.

Know basic background details such as name, life dates, home place, historical status, and special traits such as style, media, subject matter, and source of ideas of studied artists.

Seek information about the intentions of artists in other times and cultures.

Describe how the intended viewer, patron, or user of a work of art might understand and appreciate a particular artwork.

Identify what people do with art in their homes and communities, such as make it, collect it, use it, buy it, sell it, trade it, study it, interpret it, display it, etc.

Distinguish the variety of visual art objects (fine, functional and environmental) of past and present cultures.

Recognize how and why the visual arts (fine, functional and environmental) change over time.

Recognize contemporary art forms (e.g., computer art, holograms, photography, and filmmaking).

Discuss the use of art in public places.

Explore careers in art.

Analyze the role of art museums in society.

Second Language

Answer basic (who, what where) questions in simple language; understand nearly all of the Spanish spoken in the classroom at a normal pace; use alphabet of second language with regularity; write/compose memorized words or phrases in target language; describe a wide variety of Spanish custom and cultural practices; show familiarity with Spanish-speaking countries and their geography; recognize and differentiate vowels and consonants in the Spanish language; learn and practice songs in Spanish; play games that teach and reinforce the knowledge of the Spanish language; practice new vocabulary and expressions of speech; practice pronunciation and intonation patterns; work in small groups communicating in Spanish and role-playing real-life situations; complete a variety of projects that apply Spanish language and culture; compare basic similarities and differences between first and second language cultures; make handcrafts from Spanish-speaking countries; develop working vocabulary for the following concepts: colors, numbers, clothing, food, weather, body parts, animals, family, calendar, culturally appropriate greetings, transportation, self and others, shapes, sports, the city, the alphabet, and directions.

Create, Present and Perform

Intentionally create works showing understanding of textures, patterns, mood, rhythms, and movement (Ex. mask making, print making, book covers, stationery Disc Art #27).

Define and use two or more elements of design such as line, shape, color, value, texture, form, focal point, and balance and principles of composition in creating works of art.

Use a variety of perceptions and ideas to create art.

Analyze how time, movement, and environment impact art.

Observe details in a work of art and incorporate these into own art.

Create art in imitation of art from other eras and cultures and explain elements imitated.

Explore a variety of media and tools; experiment with media to create new outcomes.

Use computers and multi-media for creating art.

Become exposed to clay as a medium (Ex. collages: torn paper, clay, various objects, etc.; 3-D sculptures with clay, paper, wire, soap).

Create two and three-dimensional works of art by using a variety of materials, tools and techniques.

Recognize that ideas come from a variety of sources (observations, experiences, emotions, and imagination) and use this knowledge in creating works of art.
 Create fine art, functional art, and environmental art works.
 Look critically and draw carefully what is seen.
 Use art as a means of expression; communicate an idea visually.
 Develop a plan to organize visual elements which focuses on intended expression while making art.
 Create, both deliberately and spontaneously, and be able to explain motivations and ideas behind art.
 Create own palette (values) to use in artistic expression.
 Use grade level art vocabulary to evaluate various art works.
 Demonstrate a design control of the center of interest.
 Use imagination and creative thinking (e.g. flexibility, fluency, elaboration, minimization, originality, risk-taking, self-disclosure, spontaneity, and perseverance).
 Consider purposes of art such as communicating, persuading, recording, celebrating, embellishing, and designing in developing ideas for making art.
 Select, present, and evaluate own work using established criteria. Execute a final work of art, design or artistically pleasing functional product which is complete, fulfills the proposed purpose, is aesthetically pleasing, and combines the elements and principles of art.
 Pursue control and safe use of a variety of art materials and technologies in art making.

6th grade

Aesthetics and Art Criticism

Recognize artistic elements and characteristics of artists, including children’s literature and fine arts.
 Select the three most important elements of design from a famous artwork; and defend this selection on the basis of technique, organization, and aesthetics.
 Describe and identify how the artist conveys an idea through the use of artistic elements: line, shape, color, value, form, space, texture, focal point, vanishing point, perspective, overlap; design principles: movement, balance, rhythm, pattern, unity, contrast, emphasis, variety, principles of arrangement: proportion; expressive characteristics: feelings, moods, responses; and techniques: method/medium. (Ex. Teach vocabulary, scan works of art, museum trips, guest artists)
 Generate and apply criteria for judging the merit and significance of artworks.
 Describe feelings, moods, and responses to pieces of art (Ex. scanning works of art)
 Scan pieces (own and others’) using appropriate vocabulary about elements studied(own and others’); communicate using an extended vocabulary related to various art forms.
 Describe feelings, moods, and responses to pieces of art (perceive and respond to visual characteristics, e.g., design, physical, functional, etc.), objects, and surroundings.
 Communicate verbally and in writing about one’s own art work and the work of others.
 Share preferences for a work of art based on the elements and principles.
 Describe how elements of art are used to create design principles.
 Use art to explore cross-curricular connections; generate questions about art from perspectives representing various fields such as art history, art making, art criticism, aesthetics, anthropology, chemistry, etc.

Recognize that analysis is an essential part of continued growth in art: perceiving, discussing, analyzing, and interpreting the artwork.

Compare and contrast the way ideas, themes, and concepts are communicated through visual arts.

Articulate judgements about the impact of the visual, tactile, spatial, and temporal elements on their experience with the natural and built environment.

Describe experience of viewing artworks in various environments and under different circumstances.

Judge the plausibility of interpretations offered by self and others.

Articulate multiple viewpoints about philosophical issues associated with art.

Historical and Cultural Perspectives

Identify the characteristics of artwork as a reflection of their culture emphasizing ancient cultures (Ex. Egypt, Greece, Rome, Aztec, Mayas, Incas, China).

Place works in an historical timeline (ex. study cultural works of art relating to Social Studies curriculum of ancient cultures).

Recognize how the arts reflect the current events of the time (Ex. study various artists of ancient cultures: crafts, architecture, etc.).

Compare multiple and overlapping art-related values and activities within one culture.

Recognize the purposes and meanings of the visual arts (fine, functional, and environmental) in different past and present cultures.

Distinguish the variety of visual art objects (fine, functional and environmental) of past and present cultures.

Recognize how and why the visual arts (fine, functional and environmental) change over time.

Compare and discuss works from other cultures and times.

Discuss art in public places.

Draw upon observations and interpretations of artworks and the contexts in which they were produced and perceived.

Describe the way artists have been influenced by their contemporaries and predecessors.

Know basic biographical information and details about artistic style, media, and philosophy of artists studied.

Give examples of how artworks can reflect or challenge dominant tastes and values of culture.

Construct interpretations that are appropriate for the cultural-historical context in which artworks were made.

Give examples of how a culture's artworks have been influenced by contact with another culture.

Describe ways to participate in the art-related activities of own community.

Second Language Education

Answer basic (who, what, and where) questions in simple language; write words, phrases, and sentences using approximately correct spelling;

understand nearly all of the Spanish spoken in the classroom at a normal pace;

use alphabet of second language with regularity; write/compose memorized words or phrases in target language;

describe a wide variety of Spanish custom and cultural practices;

show familiarity with Spanish-speaking countries and their geography;

recognize and differentiate vowels and consonants in the Spanish language;
learn and practice songs in Spanish;
play games that teach and reinforce the knowledge of the Spanish language;
practice new vocabulary and expressions of speech;
practice pronunciation and intonation patterns;
work in small groups communicating in Spanish and role-playing real-life situations;
complete a variety of projects that apply Spanish language and culture;
compare basic similarities and differences between first and second language cultures;
make handcrafts from Spanish-speaking countries;
develop working vocabulary for the following concepts: colors, numbers, clothing, food, weather, body parts, animals, family, calendar, culturally appropriate greetings, transportation, self and others, shapes, sports, the city, the alphabet, and directions.

Create, Present and Perform

Create works of art showing skill development in color mixing (tint, shade, value), drawing skills (pencil value, contour drawing), texture, pattern, rhythm and movement, be exposed to clay as a medium (Ex. tie into Language Arts, Science and Social Studies curriculum).

Create two and three-dimensional works of art by using a variety of materials, tools and techniques.

Define and use elements of design such as line, shape, color, value, texture, form, focal point, balance, perspective, overlap, and vanishing point and principles of composition in creating works of art.

Explore a variety of media.

Develop alternative plans for organizing elements for expressive purposes and refine ideas as they make art.

Readily apply a combination of spontaneous and deliberate approaches to achieve expressive aims in art making.

Recognize that ideas come from a variety of sources (observations, experiences, emotions, and imagination) and use this knowledge in creating works of art—use personal and cultural values as subjects for creating. Understand how artists think, perceive, and interpret the world.

Use critical thinking and apply problem-solving skills.

Apply generative thinking (e.g., visualization, imagining, conceptualizing, composing, organizing, forming, etc.).

Use creative processes (e.g., flexibility, fluency, elaboration, minimization, originality, risk-taking, self-disclosure, spontaneity, and perseverance, experimentation).

Interpret human experiences and themes using the arts.

Develop an awareness of visual and sensory characteristics in natural and created forms.

Use grade level art vocabulary to evaluate various artworks.

Communicate verbally and in writing about one's own artwork.

Set personal and group goals for collecting, presenting, and assessing artworks.

Display artwork samples in a gallery format.

Complete final work of art, design, or artistically pleasing functional product, which fulfills the proposed purpose, combines elements and principles of art studied, and is aesthetically pleasing,

Plan, organize, and use art making materials, technologies, and workspace in a safe, efficient and effective way to make art.

7th Grade

Aesthetics and Art Criticism

Continue to develop an understanding of, describe and identify how technical, organizational, and aesthetic elements and principles of design contribute to the ideas, emotions, and overall impact communicated by various works of art (elements: line, shape, color, texture, form, space, value; principles: movement, balance, rhythm, pattern, unity, contrast, emphasis, variety).

Analyze the relationship between choice of media and the content of a work of art.

Select the three most important elements of design from a famous artwork; and defend this selection on the basis of technique, organization, and aesthetics.

Use knowledge of sensory, formal, technical and expressive elements. (Ex. scanning, critiquing, self-evaluations, gallery tours)

Analyze and communicate the contribution of technical, organizational, and aesthetic elements to ideas, emotions and impact in works of art.

Articulate judgements about the impact of the visual, tactile, spatial, and temporal elements on their experience with the natural and built environment.

Understand how artwork can communicate a meaning using symbols, and the elements and principles of design.

Communicate about art (own and others') verbally or in writing, using art vocabulary, while describing work and intention.

Communicate verbally or in writing, on the moods and feelings of artwork, and the possible motivations for why artists create art.

State preferences for works of art and reasons for references based on art elements and principles.

Use art to explore cross-curricular connections.

Recognize that analysis is an essential part of continued growth in art: Know the importance of perceiving, discussing, analyzing, and interpreting the artwork.

Compare and contrast the way ideas, themes, and concepts are communicated through visual arts.

Generate questions about art from perspectives representing various fields such as art history, art making, art criticism, aesthetics, anthropology, chemistry, etc.

Describe experience of viewing artworks in various environments and under different circumstances.

Judge the plausibility of interpretations offered by self and others.

Generate and apply criteria for judging the merit and significance of artworks.

Articulate multiple viewpoints about philosophical issues associated with art.

Historical and Cultural Perspectives

Research various cultures, times/periods, and places regarding their impact on works of art, surveying Ancient Civilization, Renaissance, Middle Ages, U.S History, Revolution, Westward example.

Recognize the historical development of visual arts.

Describe the influence of historical and contemporary concepts on works of art.

Explore the theme of environment in works of art.

Recognize clues that help us estimate a time and place that a specific piece of art was created.

Compare and contrast works of art from different time periods and cultures.

Discuss how environment, materials, as well as political and social climates influence art. Draw upon observations and interpretations of artworks and the contexts in which they were produced and perceived.

Describe the way artists have been influenced by their contemporaries and predecessors. Give examples of how artworks can reflect or challenge dominant tastes and values of culture.

Construct interpretations that are appropriate for the cultural-historical context in which artworks were made.

Give examples of how a culture's artworks have been influenced by contact with another culture.

Describe ways to participate in the art-related activities of own community.

Second Language Education

Develop an awareness of cultures surrounding target language through songs, games, movies, poetry, stories, traditions, history, and geography; participate in various activities that encourage trying out the language through repetition and reproduction of sounds; build comprehension of familiar ideas and details in statements and questions on everyday topics in target language used throughout instruction; appreciate cultural diversity of target language countries; compare basic similarities/differences between first and second language cultures; participate in dramatic performances using target language; communicate in target language at the appropriate level (phrases, sentences, and questions); develop an understanding of grammatical concepts presented including: subject verb agreement, possessive pronouns, simple future tense, gender, word order, possessive adjectives, singular and plural forms, and past tense; develop working vocabulary for the following concepts: colors, numbers, clothing, food, weather, self and others, family, calendar, culturally appropriate greetings, transportation, sports, the city, jobs, and directions; comprehend simple text using contextual clues; write/compose short phrases, lists, and simple sentences.

Create, Present and Perform

Create, present, and/or perform a work of art, selecting and applying artistic elements, principles, and technical skills to achieve desired effect.

Recognize that ideas come from a variety of sources (observations, experiences, emotions, and imagination) and use this knowledge in creating works of art.

Use critical thinking and apply problem-solving skills.

Apply generative thinking (e.g. visualization, imagining, conceptualizing, composing, organizing, forming, etc.).

Use creative processes (e.g. flexibility, fluency, elaboration, minimization, originality, risk-taking, self-disclosure, spontaneity, and perseverance, experimentation).

Develop alternative plans for organizing elements for expressive purposes and refine those ideas to make an art project.

Readily apply combination of spontaneous and deliberate approaches to achieve expressive aims in art making.

Select examples of your personal artwork and organize this work into a portfolio.

Describe in detail, both orally and in writing, why it is important not only to create art, but also to be able to write and speak about it as well.

Understand how artists think, perceive and interpret the world.

Interpret human experiences and themes through the arts.

Develop an awareness of visual and sensory characteristics in natural and created forms.

Examine career opportunities in the visual arts.
Communicate verbally and in writing about one's own artwork.
Produce art that reflects cultural values of a specific place, population, and era.
Render in simple but expressive and clear form some specific portion of a scene and, in a different rendering, depict the scene from an unusual viewpoint.
Set personal and group goals for collecting, presenting, and assessing artworks.
Display artwork samples in a gallery format.
Organize materials, technologies, and workspace in a safe, efficient, and effective way to make art.

8th grade

Aesthetics and Art Criticism

Continue to develop an understanding of, describe and identify how technical, organizational, and aesthetic elements and principles of design contribute to the ideas, emotions, and overall impact communicated by various works of art (elements: line, shape, color, texture, form, space, value; principles: movement, balance, rhythm, pattern, unity, contrast, emphasis, variety.).

Analyze the relationship between choice of media and the content of a work of art.

Describe an artwork using verbal and writing skills while utilizing aesthetic scanning criteria

Develop and use objective criteria for a process of criticism (Ex. critique and compare works of art)

Critique professional art using specific art vocabulary (Ex. critiques, group evaluations)

Verbally evaluate peer work according to criteria (Ex. group discussions)

Evaluate personal artwork using critiquing format (Ex. self-evaluations)

Recognize that ideas come from a variety of sources (experiences, emotions, and imagination) and use that knowledge for creating works of art (Ex. original art in different mediums; analog drawings to determine similarities in expression of feelings)

Scan a variety of works of art analyzing which elements and principles of design are used and how they were emphasized.

Participate in classroom critiques using art vocabulary while assessing and speculating on intent.

Communicate verbally and in writing about one's own art work and the work of others and about the possible motivations for why artists create.

Conduct research on artists and their intentions for creating art.

State preferences for works of art and reasons for references based on art elements and principles.

Use art to explore cross-curricular connections.

Recognize that analysis is an essential part of continued growth in art: perceiving, discussing, analyzing, and interpreting the artwork.

Compare and contrast the way ideas, themes and concepts are communicated through visual arts.

Articulate judgements about the impact of the visual, tactile, spatial, and temporal elements on their experience with the natural and built environment.

Select the three most important elements of design from a famous artwork; and defend this selection on the basis of technique, organization, and aesthetics.

Generate questions about art from perspectives representing various fields such as art history, art making, art criticism, aesthetics, anthropology, chemistry, etc.

Describe experience of viewing artworks in various environments and under different circumstances.

Judge the plausibility of interpretations offered by self and others.

Articulate multiple viewpoints about philosophical issues associated with art.

Historical and Cultural Perspectives

Recognize the elements and principles of art as they compare and contrast a variety of cultures and art movements.

Recognize a variety of visual arts (fine, functional, environmental) of past and contemporary cultures.

Recognize the purposes of visual arts in cultures both past and contemporary (Ex. identify and explain purposes of art, compare and contrast purposes of art in past and present cultures).

Discuss and research how available materials have evolved and changed art from primitive times to present day.

Compare and contrast landscapes from early styles to contemporary, (i.e. Renaissance to Impressionism, Fauvism to Realism).

Compare and discuss works from various other cultures and times.

Investigate how art has been used as political propaganda by a variety of cultures throughout history.

Identify contributions of people involved in visual arts including preservation and interpretation (Ex. discover and describe various careers in art and how they benefit society)

Understand how the arts serve a variety of personal, professional, practical and cultural needs (Ex. compare variety of professional art, and be able to categorize it. (ex. realism, expressionism, formalism, and functionalism) Be able to support opinion.

Expose students to a multitude of career opportunities in the arts.

Draw upon observations and interpretations of artworks and the contexts in which they were produced and perceived.

Describe the way artists have been influenced by their contemporaries and predecessors.

Give examples of how artworks can reflect or challenge dominant tastes and values of culture.

Construct interpretations that are appropriate for the cultural-historical context in which artworks were made.

Give examples of how a culture's artworks have been influenced by contact with another culture.

Describe ways to participate in the art-related activities of their own community.

Second Language Education

Develop an awareness of cultures surrounding target language through songs, games, movies, poetry, stories, traditions, history, and geography; participate in various activities that encourage trying out the language through repetition and reproduction of sounds; build comprehension of familiar ideas and details in statements and questions on everyday topics in target language used throughout instruction; appreciate cultural diversity of target language countries; compare basic similarities/differences between first and second language cultures; participate in dramatic performances using target language; communicate in target language at the appropriate level (phrases, sentences, and questions); develop an understanding of grammatical concepts presented including: subject verb agreement, possessive pronouns, simple future tense, gender, word order, possessive adjectives, singular

and plural forms, and past tense; develop working vocabulary for the following concepts: colors, numbers, clothing, food, weather, self and others, family, calendar, culturally appropriate greetings, transportation, sports, the city, jobs, and directions; comprehend simple text using contextual clues; write/compose short phrases, lists, and simple sentences.

Create, Present and Perform

Create, present, and/or perform a work of art, selecting and applying artistic elements, principles of composition and design, and technical skills to achieve desired effect (Ex. acrylic painting, drawing [gesture, contour, value], life, still life, perspective).

Develop experience using different mediums (clay, paint, papier-mâché, graphite) and techniques to create 2D and 3D works of art (Ex. pottery [hand-built, wheel], sculpture, papier-mâché, clay).

Recognize that ideas come from a variety of sources (observations, experiences, emotions, and imagination) and use this knowledge in creating works of art.

Develop alternative plans for organizing elements for expressive purposes and refine ideas while making art.

Readily apply combination of spontaneous and deliberate approaches to achieve expressive aims in art making.

Understand how artists think, perceive, and interpret the world.

Use critical thinking and apply problem-solving skills.

Apply generative thinking (e.g. visualization, imagining, conceptualizing, composing, organizing, forming, etc.).

Use creative processes (e.g. flexibility, fluency, elaboration, minimization, originality, risk-taking, self-disclosure, spontaneity, and perseverance, experimentation).

Interpret human experiences and themes through the arts.

Develop an awareness of visual and sensory characteristics in natural and created forms.

Examine career opportunities in the visual arts.

Set personal and group goals for collecting, presenting, and assessing artworks.

Communicate verbally and in writing about one's own artwork.

Describe in detail, both orally and in writing, why it is important not only to create art but to be able to write and speak about it as well.

Display artwork samples in a gallery format.

Select examples of own artwork and organize this work into a portfolio.

Plan and organize art making materials, technologies, and workspace in a safe, efficient and effective way to make art.

9th grade

Aesthetics and Art Criticism

Analyze the relationship between choice of media and the content of a work of art.

Identify how ideas and emotions are generated by one's own art and the art of others (Ex. after scanning artwork and determining what emotion is evoked, determine the impact color might have played)

For a particular work of art, identify how the visual elements are used to develop the principles of art (Ex. select a favored work of art and identify how line, shape, color, texture and space are used to create balance, emphasis and unity)

Evaluate one's own artwork in appropriate art terms (Ex. critique each art work, group critiques)

Understand that original artwork originates from personal emotion and intellect (Ex. create original painting that reflects the student's feelings about a subject)

Study and evaluate the process and product of one's own and others' art.

Research and describe verbally or in writing the motivations for why artists create.

Demonstrate an understanding of the role of technical skills, compositional choices, and creativity in making aesthetic judgments within one's own work and about the work of others.

State preferences for works of art and reasons for preferences based on an analysis of how artistic elements and principles are used in producing art.

Propose how changing the visual, tactile, spatial, and temporal elements might influence the way people experience the natural and built environment.

Make choices and develop strategies for encountering and experiencing art.

Judge the plausibility and persuasiveness of interpretations offered by self and others.

Judge the merit and significance of artworks, using standards from individual and socio-cultural beliefs, values, purposes, and traditions, in conjunction with an informed interpretation of the artworks in question.

Compare and contrast a work of art with one's own work in terms of technical, organizational, and aesthetic elements.

Compare and contrast characteristics of various theories of art.

Express and explain a definition or concept of art.

Explain how choices in life have been influenced by the way they value art.

Historical and Cultural Perspectives

Compare and contrast art from one culture with the art of another culture (Ex. compare a "realistic" sculpture of western European culture with a Hopi Kachina)

Describe how the subject matter and style of art has been influenced by the economy, politics and religions throughout history (Ex. compare the sculptures of Michelangelo and Rodin)

Explain how artists' choices reflect personal views of their society and culture. (Ex. presentation of how an artist's personal experience shapes his/her subject matter).

Define and explain which arts further the understanding and progress of a culture (Ex. students study the various "fine" arts and what part they play in their society or culture).

Give an example of a specific artwork and its relationship to an historical event.

Explain verbally and or in writing what style is and its impact in artwork.

Distinguish the difference between an art gallery and an art museum. Explain the purpose of an art gallery and an art museum and explain the cultural significance of both.

Using personal observations, interpretations, and judgements of artworks, generate questions about the art, explore the contexts in which they were perceived and their relevance to individuals and society. The purpose of these discussions is to seek information that leads to conclusions about artworks selected.

Identify the effects of earlier artwork, art training, patronage, etc. on the work of selected artists from various times and cultures.

Identify cultures that do not formally distinguish art-related values and activities from the culture at large.

Explain how artworks have had an impact on the cultures in which they were made.

Analyze social and cultural influences on students' own perceptions and understandings of artworks from various times and cultures.

Discuss how the meaning and value of an object of art can change when it is moved from one culture to another or viewed at a later time.

Identify major human concerns or recurring themes that have been addressed in art across cultures and through time.

Describe how arts skills can be applied to a variety of careers.

Articulate a principle of artistic freedom and its significance in a democratic society.

Describe how art-related values and activities within cultures have included or excluded certain social groups and forms of art making based on such factors as racial and gender discrimination.

Continue to study second language.

Create, Present and Perform

Create art that demonstrates understanding of the elements and principles of art in a variety of mediums (Ex. drawing, painting, sculpture, ceramics, etc.) and which demonstrates the fundamentals of composition and technique.

Set, pursue, and readily adjust art-making goals by recognizing and judging new possibilities as they emerge.

Develop innovative ways to exploit the potential of materials and technologies.

Describe orally and in writing why it is important not only to create art but also be able to write and speak about it as well.

Select examples of your personal artwork and organize this work into a portfolio.

Compose a statement of purpose for the art samples in your portfolio. Include a discussion on the elements and principles and tell how they were used. Where did your ideas come from? Why did you create them? Are there historical and cultural connections in your artwork? Examine trends in ideas used for art making as basis for work in future.

Examine career opportunities in visual arts.

Define art. Give your definition. Justify your criteria for what makes an object art.

Analyze the creative process: list the key steps for creativity. Describe where ideas come from. Speculate why artists create?

Plan, prepare, and reflect on presentations of artworks to demonstrate personal growth and guide future directions.

10th-12th grades

Aesthetics and Art Criticism

Analyze the relationship between choice of media and the content of a work of art: how choice of technique, subject and organization establish what is communicated by a work of art (ex. describe the literal or emotional “meaning” derived from the visual analysis of a work of art).

Demonstrate an understanding of the visual art elements and principles through objective techniques (Ex. critique and compare works of art).

Communicate about artwork (others’ and students’ own) verbally or in writing using art vocabulary describing the work and its intention, moods, and feelings.

Identify the elements and principles of design and understand how they were used. Discuss how they affected the artwork visually, emotionally, and mechanically.

Analyze the interaction of the artistic elements and principles used in producing art and communicate conclusions.

Describe verbally and in writing the motivations for why artists create art.
Demonstrate an understanding of the role of technical skills, compositional choices, and creativity in making aesthetic judgments within one's own work and about the work of others.
Demonstrate an understanding of aesthetic preferences about a body of one's own work, and of the work of a style or movement.
State preferences for works of art and reasons for preferences based on an analysis of how artistic elements are used in producing art.
Propose how changing the visual, tactile, spatial, and temporal elements might influence the way people experience the natural and created environment.
Generate questions to seek information that will lead to conclusions about artworks.
Make choices and develop strategies for encountering and experiencing art.
Judge the plausibility and persuasiveness of interpretations offered by self and others.
Judge the merit and significance of artworks, using standards from individual and socio-cultural beliefs, values, purposes, and traditions, in conjunction with an informed interpretation of the artworks in question.
Analyze purpose and effectiveness of art in the community.
Evaluate a piece of art in the community and give a personal response to the effectiveness of the setting.
Compare and contrast a work of art with one's own work in terms of technical, organizational, and aesthetic elements.
Compare and contrast characteristics of various theories of art.
Express and explain a definition or concept of art.
Explain how personal choices in life reflect the way one values art.

Historical and Cultural Perspectives

Identify influences of an historical art movement with a current trend in art (ex. make a collection of pictures that depict paintings of horses from today to prehistoric times).
Explain how history shapes not only the art of past times but also today's view of the past (Ex. From a representational painting of early America, determine what technology existed).
Define which arts and how the arts serve to communicate and serve society in a "practical" manner (students study and are exposed to utilitarian and commercial forms of art).
Compare various cultures, times/periods, places and their aesthetic impact on works of art.
Describe and explain the visual clues (clothing, transportation, technology, scene or setting) that communicate a time in history or specific culture.
Research various cultures, time/periods, and places regarding their impact on works of art.
Describe and give an example of a specific artwork and its relation to an historical event.
Explore the theme of environment in works of art.
Describe how ancient and contemporary art impact an artist.
Explain verbally or in writing what style is and its impact in artwork.
Distinguish the difference between art gallery and art museum. Explain the purpose of an art gallery and an art museum and the cultural importance of both.
Drawing upon observations, interpretations, and judgements of artworks, generate questions about the artworks, the contexts in which they were perceived and their relevance to individuals and society to seek information and lead to conclusions about artworks selected.
Identify the effects of earlier artwork, art training, patronage, etc. on the work of selected art makers from various times and cultures.

Identify cultures that do not formally distinguish art-related values and activities from the culture at large.
Explain how artwork has had an impact on the cultures in which they were made.
Analyze social and cultural influences on students' own perceptions and understandings of artworks from various times and cultures.
Discuss how the meaning and value of an object of art can change when it is moved from one culture to another or viewed at a later time.
Identify major human concerns or recurring themes that have been addressed in art across cultures and through time.
Describe how arts skills can be applied to a variety of careers.
Articulate a principle of artistic freedom and its significance in a democratic society.
Describe how art-related values and activities within cultures have included or excluded certain social groups and forms of art making based on such factors as racial and gender discrimination.
Continue to study second language.

Create, Present and Perform

Create art in at least one medium that demonstrates a depth of technical knowledge and skill (Ex. a series of painting limited to one style, subject matter or theme)
Evaluate one's progress over an extended amount of time (ex. critique one's own portfolio of artwork)
Communicate universal ideas through original and personal views using common mediums (Ex. create original paintings that communicate a universal theme).
Describe orally and in writing why it is important not only to create art, but also to be able to write and speak about it as well.
Select example from your personal artwork and organize this work into a portfolio.
Compose a statement of purpose for the art samples in your portfolio. Include a discussion on the elements and principles and tell how they were used. Where did your ideas come from? Why did you create them? Are there historical and cultural connections in your artwork? Examine trends in ideas used for art making as basis for work in future. Include an interpretation, design analysis, aesthetic evaluation, and description of technique.
Examine career opportunities in visual arts.
Define art. Give your definition. Justify your criteria for what makes an object art.
Analyze the creative process: list the key steps for creativity. Describe where ideas come from. Speculate why artists create?
Set, pursue, and readily adjust art-making goals by recognizing and judging new possibilities as they emerge.
Develop innovative ways to exploit the potential of materials and technologies.
Plan, prepare, and reflect on presentations of artworks to demonstrate personal growth and guide future directions.

