



# **ARLEE SCHOOL DISTRICT 8J**

## **ART CURRICULUM COMMITTEE**

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June, 1991

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## ACKNOWLEDGMENTS

Dear Teachers, Patrons, Administrators, and Trustees:

The Art Curriculum Committee met frequently this year to establish a K-12 Art program. Mrs. Wolfe spearheaded the Committee which greatly enjoyed the participation and expertise of well known artist, Dana Boussard. The entire Committee, comprised of Ellin Wolfe, Dana Boussard, Bonnie Barger, Gayle Crane, and Jan Charlo deserves our gratitude for its generous gifts of time and dedication to this project.

Teachers were asked for comment after completion of working drafts. Their comments were very valuable as well. The Committee appreciated and credits the curriculum models of Missoula and Great Falls.

The new art materials and the curriculum will greatly assist classroom teachers in areas of art with which they may not be familiar. The Art Curriculum will be an advantage to teachers who are using an integrated reading and writing program. Most exciting to me is the exploration and skill in basic art that students will gain and the emphasis on the cultural expression of art.

As with all new curriculum projects, in service will be an important aspect of the new curriculum. Mrs. Wolfe will attend training sessions and will in service our teachers with the new guides.

On behalf of the Committee, I thank everyone who took the time to comment, and I encourage interested patrons to comment on the Art Curriculum during the public's opportunity to do so in the time period between the June and July Board meetings.

Sincerely,

Dr. Gayle Crane  
Superintendent-Elect



## CURRICULUM WRITING DEFINITIONS

### **Philosophy**

A statement that

- gives reasons or basis for teaching the subject area
- relates subject area to the development of a constructive, responsible person

### **Curriculum Goal**

An end goal stated as a generalization which

- stipulates ultimate desired outcomes
- is of equal importance to other curriculum goals
- applies K-12
- is without criteria of achievement

### **K-12 Scope and Sequence**

An area of study, K-12, stated as topics which

- are ordered and specified by grade level

### **Grade Level Objectives**

Specific objectives for each grade level which

- are the basis for daily lessons
- represent specific learner outcomes
- are measurable
- are based on the Scope and Sequence



## **ART PHILOSOPHY AND PROGRAM GOALS**

Art challenges and extends human experiences. Art provides an essential and unique way of interpreting and understanding human experience. It transmits the cultural heritage of all people. Art provides a way in which people can enrich and permanently enhance their quality of life. Art is a vehicle for children to explore and develop an internal vision and expression of themselves. It is our goal to provide an art curriculum that ensures student experiences for learning in the areas of art history, art criticism, the making of art, and art appreciation.



## SCOPE AND SEQUENCE CODING SYSTEM

### **I Introduce**

- \* Identifies the first time the objective is formally taught.

### **D Develop**

- \* Identifies that the objective is being developed to increasingly complex levels.

### **M Maintain**

- \* Identifies that the objective has been developed to the expected level.
- \* Identifies the student will maintain the objective through independent practice and teacher expectations.



## ART CURRICULUM SCOPE AND SEQUENCE, GRADES K - 12

I = Introduce  
 D = Develop  
 M = Maintain

### Art Appreciation - Component 1

Students will recognize a variety of forms of art from other cultures, the past, and contemporary art.  
 Students will understand the purposes of art and the roles of the artist in society.

		K	1	2	3	4	5	6	7	8	9	10	11	12
Perceiving	– Sensory	I	D	D	D	D	D	D	D	D	D	D	D	D
Responding	– Intuitive	I	D	D	D	D	D	D	D	D	D	D	D	D
	– Intellectual		I	D	D	D	D	D	D	D	D	D	D	D
Enhancing	– Exhibit own work	I	D	D	D	D	D	D	D	D	D	D	D	D

### Making Art - Component 2

Students will be able to express unique and personal ideas in visual terms by adding the elements and principles of design to a variety of art media and techniques.

		K	1	2	3	4	5	6	7	8	9	10	11	12
Creativity	– Expression of ideas	I	D	D	D	D	D	D	D	D	D	D	D	D
	– Critical thinking	I	D	D	D	D	D	D	D	D	D	D	D	D
	– Media exploration	I	D	D	D	D	D	D	D	D	D	D	D	D
Personal Expression	– Identify feelings	I	D	D	D	D	D	D	D	D	D	D	D	D
	– Respond to external events	I	D	D	D	D	D	D	D	D	D	D	D	D
	– Media exploration	I	D	D	D	D	D	D	D	D	D	D	D	D
Basic Skills	– Elements of design													
	– line	I	D	D	D	D	D	D	D	D	D	D	D	D
	– shape/form	I	D	D	D	D	D	D	D	D	D	D	D	D
	– color/value	I	D	D	D	D	D	D	D	D	D	D	D	D
	– space			I	D	D	D	D	D	D	D	D	D	D
	– texture	I	D	D	D	D	D	D	D	D	D	D	D	D
		K	1	2	3	4	5	6	7	8	9	10	11	12





### Art History - Component 3

Students will understand the place of art in a variety of cultures, past and present, and will explore the role that art has played in history.

		K	1	2	3	4	5	6	7	8	9	10	11	12
Historic periods	– Pre-history		I	D	D	D	D	D	D	D	D	D	D	D
	– Ancient World				I	D	D	D	D	D	D	D	D	D
	– Middle Ages				I	D	D	D	D	D	D	D	D	D
	– Renaissance	I	D	D	D	D	D	D	D	D	D	D	D	D
	– Modern World	I	D	D	D	D	D	D	D	D	D	D	D	D
Cultures		I	D	D	D	D	D	D	D	D	D	D	D	D
Individual artist	– Museums/galleries	I	D	D	D	D	D	D	D	D	D	D	D	D

### Art Criticism - Component 4

Students will develop observational skills and an art vocabulary. Students will analyze and evaluate their own work and that of other artists. Students will be able to talk meaningfully about art and to evaluate objects in aesthetic terms.

		K	1	2	3	4	5	6	7	8	9	10	11	12
Analysis	– Sensory	I	D	D	D	D	D	D	D	D	D	D	D	D
	– Organization				I	D	D	D	D	D	D	D	D	D
	– Technical/media	I	D	D	D	D	D	D	D	D	D	D	D	D
Interpretation	– Personal	I	D	D	D	D	D	D	D	D	D	D	D	D
	– Organization	I	D	D	D	D	D	D	D	D	D	D	D	D
	– Cultural	I	D	D	D	D	D	D	D	D	D	D	D	D
Judgement	– Personal						I	D	D	D	D	D	D	D
	– Society				I	D	D	D	D	D	D	D	D	D
	– Professional						I	D	D	D	D	D	D	D



**KINDERGARTEN OBJECTIVES**

<b>1. Art Appreciation</b>	<b>UNITS</b>
Students will:	
--examine their own art work	
--view art work and reproductions: drawings, paintings, print making	
--be aware that art is a way of communicating	
--exhibit their own art work several times throughout the year	
 <b>2. Making of Art</b>	
Students will:	
--in response to the following experiences: world around us, memory, literature, movement, emotions and everyday events:	
 --explore variety of lines, shapes, colors, forms, and textures in their work	2, 8, 14
--use pattern in art work	9
--learn to use and care for tools and materials	1
--draw and paint using variety of media; pencils, crayons, chalk, fingerpaint, markers and tempera	7
--create monoprints	14
--make multi-media collages	3, 5
--create 3 dimensional forms in the following: clay, fibre, and found objects	11, 16, 17
--create self-portrait for Spring Art Show	1, 12
--be exposed to at least 2 visiting artists during the year	
--be introduced to the concept of art as a career	18
 <b>3. Art History</b>	
Students will:	
--be exposed to ART in at least one other culture	4
 <b>4. Art Criticism</b>	
Students will:	
--compare their self-portraits with self-portraits of other artists	



**1ST GRADE OBJECTIVES**

<b>1. Art Appreciation</b>	<b>Lesson #</b>
Students will:	
--examine their own art work	
--view/identify art work - drawings, paintings, prints, sculptures	14
--be aware that art is a way of communicating	1, 15
--exhibit their own art work several times throughout the year	
--be aware that art is found in a variety of settings	60
 <b>2. Making of Art</b>	
Students will:	
--in response to the following experiences: world around us, memory, music, fantasy, literature, movement, emotions and everyday events:	
--use variety of lines, shapes, colors, forms, textures in art work	1, 4, 7, 8, 16, 45
--use pattern in art work	24, 44, 46
--learn to use and care for tools and materials	9
--draw and paint using variety of media; pencils, crayons, chalk, fingerpaint, markers and tempera	16, 53, 54, 33, 31
--create prints, monoprints, rubbings, stencils, and stamps	16, 26, 34, 46, 56
--make multi-media collages	18, 47
--create 3 dimensional forms in clay, fibre, and found objects	26, 45, 46, 50, 51
--create self-portrait for Spring Art Show	48, 52
--be exposed to at least 2 visiting artists during the year	
--be introduced to the concept of art as a career	52
 <b>3. Art History</b>	
Students will:	
--be exposed to ART in at least one other culture	12
--attend one museum of gallery art exhibition a year	
 <b>4. Art Criticism</b>	
Students will:	
--compare their self-portraits with self-portraits of other artists	
--discuss the art seen on field trip to the museum	



**2ND GRADE OBJECTIVES**

<b>1. Art Appreciation</b>	<b>Lesson #</b>
Students will:	
-begin to understand that art exists in a variety of settings: home galleries, museums, public places, etc.	23, 60
-examine their own art work	21
-continue to view actual art work and reproductions	28, 29, 41
-introduce architecture as an art form	21
-exhibit their own art work several times throughout the year	28, 29, 41
-understand that each art work is an original and personal statement	21
-understand that artists and designers enrich the environment	23, 49
-identify different forms of art - functional and nonfunctional	36, 48
<b>2. Making of Art</b>	
Students will:	
-in response to the following experiences: world around us, memory, literature, movement, emotions and everyday events:	
-use a variety of lines, shapes, primary, secondary, and neutral colors, forms, and textures in their art work	
-use pattern in art work	17, 20, 51, 25
-demonstrate flexibility with a variety of art materials, continue to care for tools	9
-create a variety of prints using texture rubbing, found objects, etc.	16, 26
-create collages using one or more media	
-create 3 dimensional forms in the following: clay, fibre, and found objects	19, 39, 40, 50
-create self-portrait using 2 media for Spring Art Show (ex. draw and paint)	49, 57, 12
-illustrate own story	
-be exposed to at least 2 visiting artists during the year	
-expand the concept of art as a career	56
<b>3. Art History</b>	
Students will:	
--be exposed to ART in at least two or more cultures	13, 14
--recognize art has been made in all times and all places	13, 14, filmstr.
--attend one museum or gallery art exhibition a year	



2nd Grade Objectives, Cont'd.

**4. Art Criticism**

**Lesson #**

Students will:

- compare their self-portraits with others' self-portraits
- discuss the art seen on field trip to the museum
- begin to point out differences and similarities between two art works

filmstrip

47



### 3RD GRADE OBJECTIVES

<b>1. Art Appreciation</b>	<b>Lesson #</b>
Students will:	
--begin to understand that art exists in a variety of settings: home galleries, museums, public places, etc.	
--examine their own art work	
--continue to view actual art work and reproductions	
--exhibit their own art work several times throughout the year	
--understand that each art work is an original and personal statement	
--understand that artists and designers enrich the environment	52
--identify different forms of art - functional and nonfunctional	26
--begin to understand that art records ideas, emotions, and events	
--continue study of architecture and product design as art form	29, 40, 41
--introduce illustration	16, 36
--understand role of architect and illustrator in addition to painter, sculptor, potter, and designer (also accomplished through field trips and visiting artists)	40
 <b>2. Making of Art</b>	
Students will:	
--in response to the following experiences: world around us, memory, literature, movement, emotions and everyday events:	
 -begin to consciously use elements of design to create mood	6, 11, 23, 37
-begin to recognize and use warm, cool, and neutral color schemes	8, 11
-begin to use depth in their artwork	17
-begin to use positive and negative space	33
-continue to consciously use pattern	27
-begin using darks/lights in pictures	24, 54
-demonstrate flexibility with variety of materials; continue tool care	
-draw and paint from models, nature, memory, imagination	2, 55
-create a stencil print	34
-create a montage	37
-make a mask (4th grade manual)	12, 13
-participate in a class mural	17, 18
-create relief and free standing sculpture	13, 51
-create a self-portrait for Spring Art Show	49
-be exposed to two visiting artists during the year	
-expand concept of art as a career	48, 52



3rd Grade Objectives, Cont'd.

3. Art History	Lesson #
Students will:	
--be exposed to ART in at least two or more cultures	26
--attend one museum or gallery art exhibition a year	57
4. Art Criticism	
Students will:	
--compare their self-portraits with self-portraits of other artists	
--continue to point out differences/similarities between two art works	
--discuss the art seen on field trip to the museum	



**4TH GRADE OBJECTIVES**

<b>1. Art Appreciation</b>	<b>Lesson #</b>
Students will:	
--experience a sense of accomplishment and pleasure from experimentation, innovation, and skill development	
--understand that art exists in a variety of settings: home galleries, museums, public places, etc.	60
--examine their own art work and reproduction	
--exhibit own art work as original and personal statement	57
--understand that artists and designers enrich the environment	
--identify different forms of art - functional and nonfunctional	27
--recognize that art exists in various cultures for different reasons, and understand that art is a reflection of culture because it records events, emotions, and ideas	
--continue to identify drawings, paintings, sculpture, print making illustrations, architecture, and product design as art forms	36, 37
--introduce photography as art form	52
--understand role of photographer in addition to architect, illustrator, painter, sculptor, potter, and designer	19
 <b>2. Making of Art</b>	
Students will:	
--in response to the following experiences: world around us, memory, music, fantasy, literature, movement, emotions, and everyday events:	
 -use elements of design to create mood	6, 23, 51
-use warm, cool, and neutral color schemes	7, 8
-introduce tints, shades, and analogous color schemes	10, 11
-continue to use depth and perspective in artwork	art teacher
-demonstrate flexibility with variety of materials; continue tool care	
-develop drawing skills in variety of media by doing: a landscape	52
a still life	56
figure drawing	14, 15, 43
-create a two color stencil print	34
-develop sculpture in more detail (do at least two)	40, 45, 46
-create a self-portrait to be shown in Spring Art Show	16, 20, 32
-be exposed to two visiting artists during the year	14, 15
-expand concept of art as a career	19, 49



4th Grade Objectives, Cont'd.

<b>3. Art History</b>	<b>Lesson #</b>
Students will:	
--be exposed to ART in at least two or more cultures	24
--attend one museum or gallery art exhibition a year	57
 <b>4. Art Criticism</b>	
Students will:	
--be exposed to art vocabulary	glossary
--compare their self-portraits with self-portraits of other artists using some art vocabulary	
--continue to point out differences/similarities between two art works	59
--discuss the art observed on a field trip to the museum	60



**5TH GRADE OBJECTIVES**

<b>1. Art Appreciation</b>	<b>Lesson #</b>
Students will:	
--experience a sense of accomplishment and pleasure from experimentation, innovation, and skill development	
--understand that art exists in a variety of settings: home galleries, museums, public places, etc.	51, 60
--examine their own art work and reproduction	
--exhibit own art work as original and personal statement	58
--understand that artists and designers enrich the environment	
--identify different forms of art - functional and nonfunctional	26
--recognize that art exists in various cultures for different reasons, and understand that art is a reflection of culture because it records events, emotions, and ideas	34
--continue to identify drawings, paintings, sculpture, print making illustrations, architecture, and product design as art forms	56, 24, 28, 29 55, 52, 36
--introduce graphic art	35
--understand role of graphic artist in addition to photographer, architect, illustrator, painter, sculptor, potter, and designer	
 <b>2. Making of Art</b>	
Students will:	
--in response to the following experiences: world around us, memory, music, fantasy, literature, movement, emotions, and everyday events:	
 -create a mood using tints and shades, warm, cool, and neutral color scheme	6, 7, 8, 10 42, 52
-continue to use depth and perspective in art work	
-demonstrate flexibility with variety of materials; continue tool care	
-develop drawing/painting skills by doing still life, landscape, and fantasy art	18, 19, 53, 12
-create a two color print (see art specialist for alternative materials)	27, 40, 46
-begin to explore fibre	25
-use the human figure in a clay sculpture	43, 44
-be exposed to two visiting artists during the year	
-expand concept of art as a career	24, 28, 29



5th Grade Objectives, Cont'd.

3. Art History	Lesson #
Students will:	
--be exposed to ART in at least two or more cultures --attend one museum or gallery art exhibition a year	13, 14, 21 & Art Specialists 57, 58
4. Art Criticism	
Students will:	
--be exposed to art vocabulary --compare their self-portraits with self-portraits of other artists using some art vocabulary --continue to point out differences/similarities between two art works --discuss the art observed on a field trip to the museum	glossary Art Specialist 58 58



**6TH GRADE OBJECTIVES**

<b>1. Art Appreciation</b>	<b>Lesson #</b>
Students will:	
--experience a sense of accomplishment and pleasure from experimentation, innovation, and skill development	1
--become familiar with art work from the ancient world to modern times	13, 14, 15, 16 23, 25, 30
--view abstract art forms	48, 57
--understand that art is a reflection of the culture	20
--recognize the work of two artists	45, 59, 52, 41, 35, 36
--exhibit own art work as original and personal statement	58, 59, 60
--study architecture as an art form	23, 30, 54
<b>2. Making of Art</b>	
Students will:	
--in response to the following experiences: world around us, memory, music, fantasy, literature, movement, emotions, and everyday events:	
-continue to use depth utilizing values, shading and contrast	4, 5
-develop painting techniques with tempera; introduce water color	9, 11, 45
-demonstrate flexibility with variety of materials; continue tool care	
-develop fibre art techniques	34
-learn about photography as a form of art	39
-create sculpture using wire	52, 53
-create an assemblage	55, 56
-create a self-portrait to be shown in Spring Art Show	
-be exposed to two visiting artist during the year	
-expand concept of art as a career	32
<b>3. Art History</b>	
Students will:	
--be exposed to ART in at least two or more cultures	13, 14, 15, 16, 25, 35, 36, 37, 41, 42, 45
--attend one museum or gallery art exhibition a year	58, 60
<b>4. Art Criticism</b>	
Students will:	
--continue to discuss art and evaluate art in the manmade environment	26, 46
--using art vocabulary, discuss self-portrait verbally or in writing	glossary
--discuss the art observed on a field trip to the museum	



## 7TH GRADE OBJECTIVES

### 1. Art Appreciation

Students will:

- experience a sense of accomplishment and pleasure from experimentation, innovation, and skill development
- become familiar with art work from the ancient world to modern times
- view abstract art forms
- understand that art is a reflection of the culture
- recognize the work of two artists
- exhibit own art work as original and personal statement
- be introduced to environmental art
- continue to identify and distinguish a wide variety of art forms
- gain increased knowledge of art careers by presentations, studio visits, films, etc.

### 2. Making of Art

**Sources of Imagery: The world around us, memory, music, visual media, fantasy, nature, literature, movement, emotions, everyday events.**

Students will:

- continue to create representational, non-objective, and abstract art works
- continue to show flexibility and inventiveness by creating art that is free of stereotypes
- continue to use imagery from a variety of sources

**Elements of Design: Line, shape, color, texture, space, value**

Students will:

- explore elements of design
- review color theory
- be introduced to one- and two-point perspective

**Principles of Design: Pattern, balance/unity, contrast, movement/rhythm, emphasis**

Students will:

- review the principles of design
- be introduced to principles of design to express mood or idea

**Use of Tools:**

Students will:

- use the correct tool for the type of work done
- stress safety with all tools



### **Techniques and Materials: Drawing**

Students will:

- draw from the environment
- make large format group drawing using music and loose tools
- develop personal styles of drawing
- begin to draw three-dimensional objects
- use a sketchbook as a drawing outlet
- explore the computer as a drawing tool based on availability

### **Painting:**

Students will:

- continue to use a variety of painting media
- paint a specific place/part of the school using a period of art as reference i.e. cubism period - paint school doors, bathrooms, toilet seats

### **Printmaking:**

Students will:

- design a t-shirt using various printmaking techniques

### **2-Dimensional Manipulation:**

Students will:

- continue to combine materials and techniques in mixed media: painting, collage, posters, or fabric design - ex. posters for art show

### **3-Dimensional Manipulation:**

Students will:

- create relief/free-standing sculpture using additive, subtractive, or modeling techniques
- study and apply ceramic terms
- use good craftsmanship in constructing and finishing three-dimensional work
- be introduced to architectural or environmental sculpture
- create an environmental 3D work of art for the Jr. High indoor or outdoor, by bringing in a visiting artist
- do a self portrait in fiber for spring art show



7th Grade Objectives, Cont'd.

**3. Art History**

Students will:

- view an abbreviated outline of art history going through highlights from caveman present
- study in depth one period of art history and do a concentrated project
- visit an artist's studio

**4. Art Criticism**

Students will:

- continue to discuss art and evaluate artworks and objects in the manmade environment
- analyze, compare, or contrast their own work with that of their peers using art vocabulary
- begin to communicate about the content of a work of art
- analyze how the visual arts can improve or influence the manmade environment
- analyze and suggest ways to improve the aesthetics of school
- analyze product design in terms of form, function, and aesthetic appeal



## 8TH GRADE OBJECTIVES

### 1. Art Appreciation

Students will:

- experience a sense of accomplishment and pleasure from experimentation, innovation, and skill development
- become familiar with art work from the ancient world to modern times
- view abstract art forms
- understand that art is a reflection of the culture
- recognize the work of two artists
- exhibit own art work as original and personal statement
- continue to study environmental art
- continue to identify and distinguish a wide variety of art forms
- gain increased knowledge of art careers by presentations, studio visits, films, etc.
- recognize the style of several major modern movements
- gain knowledge of non-traditional and emerging art careers

### 2. Making of Art

**Sources of Imagery: The world around us, memory, music, visual media, fantasy, nature, literature, movement, emotions, everyday events.**

Students will:

- expand on the creation abstract representational, and non-objective works
- create unique, personal, and individual works
- develop imagery from personal experiences and interests

**Elements of Design: Line, shape, color, texture, space, value**

Students will:

- expand the use of the elements of design to express feelings and ideas
- use color theory when working on two- or three-dimensional projects
- use one- and two-point perspective

**Principles of Design: Pattern, balance/unity, contrast, movement/rhythm, emphasis**

Students will:

- expand the use of the principles of design to express mood or idea

**Use of Tools:**

Students will:

- use the correct tool for the type of work done
- stress safety with all tools



8th Grade Objectives, Cont'd.

**Techniques and Materials:**

**Drawing:**

Students will:

- draw from a variety of sources using a variety of media
- expand the use of contour, gesture, and value drawing
- continue to develop a personal style of drawing
- continue to draw three-dimensional objects
- increase independent drawing through use of sketchbooks
- continue to use computers in drawing and animation based on availability

**Painting:**

Students will:

- explore one or more painting media in depth
- paint a specific area of the school

**Printmaking:**

Students will:

- explore multiple-color prints
- explore printmaking techniques

**2-Dimensional Manipulation:**

Students will:

- be introduced to photography, video, and computer graphics if available
- expand the use of mixed media for painting, drawing, collage, graphics, or fiber design
- be exposed to video artist if time permits

**3-Dimensional Manipulation:**

Students will:

- create and finish three-dimensional form in clay
- continue to use good craftsmanship in constructing and finishing all three dimensional work
- create an environmental 3D work of art for the Jr. High indoor or outdoor by bringing in a visiting artist
- create a self-portrait in clay (drawing with sculpture) for spring art show

8th Grade Objectives, Cont'd.



### 3. Art History

Students will:

- view an abbreviated outline of art history going through highlights from caveman present
- study in depth one period of art history and do a concentrated project
- visit an artist's studio
- compare and contrast art from other cultures

### 4. Art Criticism

Students will:

- continue to discuss art and evaluate artworks and objects in the manmade environment
- analyze, compare, or contrast their own work with that of their peers using art vocabulary
- continue to communicate about the content of a work of art
- analyze how the visual arts can improve or influence the manmade environment
- analyze and suggest ways to improve the aesthetics of school
- analyze product design in terms of form, function, and aesthetic appeal



## ART I OBJECTIVES

### 1. Art Appreciation

Students will:

- be exposed to a variety of styles and artists as applies to assignments
- view, appreciate, and accept the value of a broad range of works of art in their stylistic periods from a cultural and historical perspective
- recognize the processes, forms, and materials used to produce a variety of arts
- use principles of visual discrimination in assessing the aesthetic properties of natural and artificial objects and environments
- recognize factors that influence artists' choices of form, style, content and artistic intent
- exercise self-direction in independent problem-solving to produce works of art with content

### 2. Making of Art

Students will:

- keep a sketchbook and produce a quality portfolio having 2 and 3 dimensional work showing both in-depth and in-breadth experiences as well as a specific area of concentration
- display an understanding of contour, gesture, and value drawings from life through drawing
- demonstrate the ability to select tools and techniques which are appropriate for a particular drawing
- display proficiency in perspective drawing using 2 pt. and 3 pt. concepts and combine them with other methods of expressing space in a drawing
- practice life drawing techniques as an end in themselves as well as an element of personal expression; do a self-portrait
- transfer drawing skills into printmaking techniques
- make a 3 color print
- learn and apply the elements of principles of design
- explore 2D representation in a variety of techniques emphasizing surface; i.e. glass etching, color batik, tie dye
- explore 3D in clay (hand and wheel) including slab, coil, and sculpture techniques
- explore one other 3D material: soapstone, wood, etc.
- participate in spring art show
- produce one large group project

### 3. Art History

Students will:

- understand the importance of preserving and transmitting art heritage and the accompanying responsibility of museums, galleries, and scholars



Art I Objectives, Cont'd.

- study a variety of artists
- have in-class critiques, make aesthetic and critical judgments on historical and contemporary works in art and make application to their own personal work
- develop a vocabulary that allows for a discussion of specific artists, sculpture, and periods
- attend one museum or gallery exhibition and one artist studio during the year

**4. Art Criticism**

Students will:

- develop aesthetic criteria for judging and analyzing the cultural and historical significance of works of art
- discuss art observed on field trips
- using art vocabulary, discuss own work

## ART II OBJECTIVES

### 1. Art Appreciation

Students will:

- continue to be exposed to a variety of styles and artists as applies to assignments
- continue to view, appreciate, and accept the value of a broad range of works of art in their stylistic periods from a cultural and historical perspective
- continue to recognize the processes, forms, and materials to produce a variety of arts
- continue to use principles of visual discrimination in assessing the aesthetic properties of natural and artificial objects and environments
- continue to recognize factors that influence artists' choices of form, style, content and artistic intent
- continue to exercise self-direction in independent problem-solving to produce works of art with content

### 2. Making of Art

Students will:

- have an individualized course of study depending on their interest and needs

### 3. Art History

Students will:

- do an in-depth study of an artist
- interview an artist
- have in-class critiques, make aesthetic and critical judgments on historical and contemporary works in art and make application to their own personal work
- develop a vocabulary that allows for a discussion of specific artists, sculpture, and periods
- attend one museum or gallery exhibition and one artist studio during the year

### 4. Art Criticism

Students will:

- continue to develop aesthetic criteria for judging and analyzing the cultural and historical significance of works of art
- discuss art observed on field trips
- using art vocabulary, discuss own work