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| **K-12 Visual Arts: Students will develop and apply ideas, knowledge, and skills to create, respond to, present, and connect art with the human experience.****(** |
|  | **9-12 Independent Work** |
|  | **Grades K-2** | **Grades 3-5** | **Grades 6-8** | **Grades 9-12** |
| **Create** - Art to generate ideas |  Process/ Elements/ Aesthetic Imagine/ Plan/ Craftsmanship Principles Experience Artistic Voice Material | **FA 2.2.1 Students will use the creative process *(glossary)* to make works of art with a variety of materials *(glossary)*.** | **FA 5.2.1 Students will use the creative process *(glossary)* to make works of art exploring subjects and themes *(glossary)* with a variety of materials *(glossary)*.** | **FA 8.2.1 Students will use the creative process *(glossary)* to investigate and communicate personal voice in artwork.** | **FA 12.2.1 Students will use the creative process *(glossary)* to formulate a plan and implement aesthetic *(glossary)* choices in artwork.** |
| FA 2.2.1.a Experiment and explore ideas and materials *(glossary)* (e.g. 2D, 3D). | FA 5.2.1.a Develop ideas using a variety of materials *(glossary)*. | FA 8.2.1.a Investigate ideas and materials *(glossary)* to demonstrate planning and refining. | FA 12.2.1.a Analyze multiple ideas and materials *(glossary)* to demonstrate planning and refining.**Students will use previous experiences in elementary and junior high with materials and techniques to create their own design. Students may use their own experiences and photos to draw from for ideas. They may use the Internet for inspiration but not to copy from.** |
| FA 2.2.1.b Create artworks that express unique student interpretation. | FA 5.2.1.b Use observation, imagination and interpretation in creating artworks that reflect a variety of styles, themes, *(glossary)* and subjects. | FA 8.2.1.b Recognize personal voice and make stylistic choices to reflect personal identity. | FA 12.2.1.b Create and communicate a personal voice, with intention, through a body of work.**View artwork from previous art shows and what makes various projects stand out from others. What do you want your artwork to convey, what message do you want to send to your audience? Stress originality to students. Copying another artist is the same as plagiarism in writing. Discuss copyright laws**.  |
| FA 2.2.1.c Explore and experience the properties of various art media *(glossary)* through senses and emotions. | FA 5.2.1.c Demonstrate the connections between sensory experience *(glossary)*and expressing emotion. | FA 8.2.1.c Engage in the sensory experience *(glossary)* and relate it to making expressive artwork. | FA 12.2.1.c Engage in making art to communicate and connect aesthetic theories *(glossary)* to self-expression (e.g., imitationalism *(glossary)*, expressionism *(glossary)*, institutionalism *(glossary)*, instrumentalism *(glossary)*, formalism *(glossary)*, contextualism *(glossary*)). **Students will relate artwork to their surroundings, themselves and community through their use of subject matter, color, value etc.** |
| FA 2.2.1.d Explore elements of art and principles *(glossary)* of design to brainstorm visual possibilities. (e.g., use color and shape to create pattern). | FA 5.2.1.d Identify and use elements of art and principles of design *(glossary)* to brainstorm visual possibilities (e.g., create symmetrical and asymmetrical balance using line and shape). | FA 8.2.1.d Investigate and apply relationships between elements of art and principles of design *(glossary)* to brainstorm visual possibilities (e.g., consider a variety of images and determine how line and value create emphasis in art). | FA 12.2.1.d Demonstrate and communicate understanding of relationships between elements of art and principles of design *(glossary)* by developing multiple solutions to a visual problem. **Experiment with various compositions while sketching. Discuss different composition layouts such as horizontal, vertical, horizontal and triangular. How does it affect how you subject matter looks? Create several thumbnail sketches. Choose best composition and create a detailed sketch before beginning project. How does emphasizing various elements and principles add emphasis to your focal point? Try sketching in different mediums such as pencil, pen, crayon, colored pencil etc.** |
| FA 2.2.1.e Explore various techniques, skills, and the importance of craftsmanship/workmanship *(glossary)* (e.g., properly hold scissors, while turning paper, to create a well-defined shape). | FA 5.2.1.e Apply various techniques to develop craftsmanship *(glossary)* skills (e.g., use cutting and gluing techniques to produce clean edges without visible glue). | FA 8.2.1.e Investigate and demonstrate the relationship between technique, skill, and craftsmanship *(glossary)*. | FA 12.2.1.e Synthesize knowledge of relationships between advanced technique, skill, and craftsmanship *(glossary)*. **View and discuss various artworks from previous art shows attended. What was the difference between the purple, blue, red and yellow ribbon winning artworks. How did technique, style, originality and craftsmanship affect the final project and award it was given? How would the students have awarded the ribbons differently or did they agree with the judge?** |
| FA 2.2.1 f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials *(glossary)*. | FA 5.2.1 f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials *(glossary)*. | FA 8.2.1 f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials *(glossary)*. | FA 12.2.1 f Demonstrate respect for accepted procedures regarding responsible care of equipment and materials *(glossary)*. **Practice how to properly wash equipment such as brayers, paintbrushes and clay tools and how to store them. Show the difference between a ruined piece of equipment and one that is in good shape and how it affects the outcome of the project. Discuss proper use, cleanup and storage of all art equipment. The better it is taken care of the longer it lasts and is better to use. Discuss that keeping equipment in good shape saves money and allows the instructor to purchase others supplies and equipment for new projects.** |

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| **Respond –** to understand and appreciate ideas | Evaluate Interpret Analyze Describe | **FA 2.2.2 Students will explore the critical process *(glossary)* to respond to works of art, learning about themselves and others.** | **FA 5.2.2 Students will use the critical process *(glossary)* to examine works of art, learning about themselves and cultures.** | **FA 8.2.2 Students will use the critical process *(glossary)* to compare and contrast multiple works of art, learning about themselves in the world.** | **FA 12.2.2 Students will use the critical process *(glossary)* to develop and defend a logical argument supporting a contextual response to a work of art.** |
| FA 2.2.2.a Identify and describe a piece of art (e.g., subject matter *(glossary)*, use of color). | FA 5.2.2.a Identify and describe use of media *(glossary)* (e.g., paint, clay, collage) and techniques to create subject matter *(glossary)*, visual elements *(glossary)* and mood. | FA 8.2.2.a Identify and describe themes *(glossary)* and styles in works of art. | FA 12.2.2.a Identify and describe works of art that reveal different ideas (e.g., cultures, individuals). **Discuss how artwork varied from different cultures (ex. how pattern was used differently by the Egyptians, Aboriginals, Native Americans, etc.) Discuss how different artists used color, value, pattern etc and how that changed through time, how did styles change?** |
| FA 2.2.2.b Identify use of elements and principles *(glossary)* in works of art (e.g., recognize use of pattern, symmetry). | FA 5.2.2.b Categorize elements and principles *(glossary)* in works of art (e.g., group works of art by the use of line, shape, balance). | FA 8.2.2.b Compare and contrast works of art using elements and principles *(glossary)* (e.g., themes *(glossary)*, styles, cultures). | FA 12.2.2.b Formulate a rationale addressing use of elements and principles *(glossary)* in a work of art. **Discuss elements and principles and how students used them in their own artwork. Discuss how using them gives them guidelines to work from much like an construction worker working from an architect's blue prints or a coach and team using a play book.** |
| FA 2.2.2.c Interpret mood or feeling in a work of art. | FA 5.2.2.c Interpret the message communicated by a work of art, using knowledge of visual elements *(glossary)*, subject matter *(glossary),* and mood. | FA 8.2.2.c Compare and contrast various interpretations of themes *(glossary)*, styles, and mood. | FA 12.2.2.c Interpret and explain expressive qualities of artistic styles *(glossary)* and movements (e.g., contemporary/pop cultural vs. historical art movements). **Look at master artists' artwork (prints ) and discuss how styles have changed through history. Discuss how the invention of the camera affected art styles. Discuss how computers and the Internet has changed artwork.**  |
| FA 2.2.2.d Articulate personal artistic choice and ideas (e.g., “I like this because...,” “I chose this because...”). | FA 5.2.2.d Compare personal interpretation of a work of art with the interpretations of others. | FA 8.2.2.d Explain why a work of art can evoke different interpretations and how artwork is interpreted and evaluated by the way it is displayed or presented. | FA 12.2.2.d Critique and defend how aesthetic *(glossary)* choices impact the visual image and/or intended message. **View artwork from previous art shows. Discuss what worked and what didn't (color choice, value use, material choices etc) What could have been done to improve the artwork, did it need improvement?** |

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| **Present** –Art to communicate ideas, process, and product. | Presentation Venue Selection Intent | **FA 2.2.3 Students will explore basic presentation methods and purposes.** | **FA 5.2.3 Students will develop presentation skills to communicate meaning.**  | **FA 8.2.3 Students will understand and apply their knowledge of a variety of presentation and communication techniques.** | **FA 12.2.3 Students will integrate and apply presentation knowledge into life experiences.**  |
| FA 2.2.3.a Present an artist statement *(glossary)* through formal or informal communication (e.g., written, verbal). | FA 5.2.3.a Communicate artistic statements *(glossary)* using art terminology (e.g., product, process). | FA 8.2.3.a Analyze and present reflections of personal growth in an artist statement *(glossary).* | FA 12.2.3.a Design a personal artist statement *(glossary)* by choosing from a variety of methods (e.g., poetry, multimedia). **Discuss with the teacher and/or classmates what you like and dislike about your project. How can it be improved, does it need any improvement? What do you wish you had done different if anything? Write about it in your sketch journal.** |
| FA 2.2.3.b Select a work of art for display. | FA 5.2.3.b Apply basic art presentation skills in a collaborative group display. | FA 8.2.3.b Analyze, individually and collaboratively, the selection of art collections, displays, and presentations. | FA 12.2.3.b Create a portfolio *(glossary)*, digital collection *(glossary)*, or community display in a professional manner. **Choose which artwork you want to include in your Student Led Conference Portfolio to show your parents. Choose and discuss which projects you would like hung up for display and/or submitted for an art show. Choose artwork to be viewed on the school webpage or twitter page.** |
| FA 2.2.3.c Communicate a variety of different venues *(glossary)* to display art (e.g. describe or dramatize to an audience) | FA 5.2.3.c Examine how the process of collecting and displaying artwork varies depending on the purpose (e.g., cultivate awareness and appreciation of ideas, beliefs, experiences). | FA 8.2.3.c Explore how the meaning of art can be affected by the presentation mode or venue *(glossary)* (e.g., reproduction, digital, social media *(glossary)*, or original museum/gallery experience). | FA 12.2.3.c Compare and contrast the effectiveness of a presentation venue *(glossary)* and how it affects the artist, artwork, and audience (e.g., reproduction, digital, social media *(glossary)*, museum setting, gallery experience). **View the same artworks from different art shows and discuss how the presentation (where the artwork hung, lighting etc) may have affected the ribbon awarded to the piece. Discuss how viewing an artwork in photos or online compares with viewing it in person. How is it different being able to just view an artwork as opposed to actually touching it? Does it make a difference?** |

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| **Connect**  - Individual perspective and identity through the study of art Purpose and Time and Artist Function Place Identity | **FA 2.2.4 Students will identify contemporary, historical, and cultural context in art and life.** | **FA 5.2.4 Students will examine contemporary, historical, and cultural context in art and life.** | **FA 8.2.4 Students will examine the significance of art in contemporary, historical, and cultural context in art and life.** | **FA 12.2.4 Students will synthesize understanding of contemporary, historical, and cultural context in art and life.** |
| FA 2.2.4.a Communicate that “I can be an artist.” | FA 5.2.4.a Identify ways that artists influence lives and communities. | FA 8.2.4.a Students can identify and demonstrate the role of an artist and explore art-related career opportunities. | FA 12.2.4.a Investigate how artists define, shape, and empower their lives (e.g., personal life, lifelong opportunities, careers). **Discuss how art influences our daily lives from master artists' works to their own artwork, advertising and home decor and how that impacts their daily life. Discuss art careers that are available to them. View posters with art related careers. Participate in presentations by art college representatives and professional artists.** |
| FA 2.2.4.b Identify examples of how humans have always made art. | FA 5.2.4.b Compare and contrast works of art from a variety of contemporary, historical, and cultural contexts. | FA 8.2.4.b Investigate and classify works of art from a variety of contemporary, historical, and cultural contexts. | FA 12.2.4.b Analyze and interpret works of art from a variety of contemporary, historical, cultural contexts; time periods, and cultural settings. **View various still life artworks and discuss where they fit in history and culture. Discuss how events of the day may have influenced art (ex Renaissance vs the Dark Ages)** |
| FA 2.2.4.c Communicate that works of art are made for different purposes. | FA 5.2.4.c Identify and discuss purpose and function of different art forms (e.g., “is this object a sculpture, bowl, or decoration?”). | FA 8.2.4.c Compare and contrast the purpose and function of different art forms. (e.g., artifacts *(glossary)* vs. fine art). | FA 12.2.4.c Synthesize how the purpose and function of art reveals aesthetic theory *(glossary)* (e.g., political, social, cultural, personal). **Discuss that artists often portray what society is feeling whether it is political (ex. political cartoons) social or cultural.** |
| FA 2.2.4.d Identify how images and objects are used to convey a story, familiar experience, or connection to the world. | FA 5.2.4.d Explore how images and objects are used to convey a story, familiar experience, or connection to the world. | FA 8.2.4.d Explain how images and objects are used to convey a story, familiar experience, or connection to the world. | FA 12.2.4.d Connect images, objects, and a personal work of art to convey a story, familiar experience, or connection to the world. **Discuss famous artworks such as "The Scream" and how people still relate to the emotion from that artwork. Discuss that it is still used in modern advertising (political jokes) and movies such as "Home Alone". Ask students to think of other examples of how famous artworks are used today.** |
| **Elements of Art and Principles of Design Emphasized. Will vary according to project.****Elements-Line, Shape, Color, Value, Form, Space and Texture** **Principles-Pattern, Contrast, Rhythm, Movement, Unity, Balance and Emphasis** |
| **National Art Standard:1**Understanding and applying media, techniques and processes | **National Art Standard:2**Using knowledge of structures and functions. |
| **National Art Standard:3**Choosing and evaluating a range of subject matter, symbols and ideas. | **National Art Standard:4**Understanding the visual arts in relationship to history and cultures |
| **National Art Standard:5**Reflecting upon and assessing the characteristics and merits of their work and the work of others. | **National Art Standard:6**Making connections between visual arts and other disciplines. |
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