

East Grand Rapids Public Schools

# K-12 Art Curriculum

JANUARY 2005



*“I found I could say things with color and shapes that I couldn’t say any other way — things I had no words for.”*

*—Georgia O’Keeffe*

# Art Curriculum Committee

**2004-2005**

Judi Babel  
Michele Dolmyer  
Jill Gersch  
Jeanne Glowicki

Holly Lampen  
Sharon Pollice  
Lucille Steenberg  
Terry Szpieg

Stacy Trierweiler  
Christine Vettese  
Jill Zimmermann

## **Board of Education**

Beth R. Lent, President  
Natalie D. Kuras, Vice President  
Joseph D. Camp, Treasurer  
Rosalie R. Stein, Trustee  
Brian R. Ellis, Trustee  
Charles M. Denton, Trustee  
Stacy Trierweiler, Trustee

James E. Morse, Ed.D., Superintendent  
Christine A. Vettese, Assistant Superintendent of Instruction  
Douglas L. Derks, Assistant Superintendent of Business

The work of this committee was funded through a federal grant awarded by the Michigan Department of Education

## TABLE OF CONTENTS

Committee Members .....	Inside front cover
Mission .....	1
Philosophy .....	1
Introduction .....	2
Career Pathways .....	3
Kindergarten Curriculum .....	4-5
Elementary Curriculum .....	6-16
Middle School Curriculum .....	17-31
High School Curriculum .....	32-76
East Grand Rapids Students Speak Out .....	77
Budget .....	78-79

## MISSION

Art provides an environment that nurtures self-expression, development of lifelong skills, and an appreciation for artistic heritage.

---

*“I am an artist...I am here to live out loud.”*

–Emile Zola

---

## PHILOSOPHY

We believe that every child and student in our care is talented and capable of growing through an art experience. We further believe that art promotes the development of fine motor skills, creative problem solving, higher order thinking, and sensitivity to the ideas of others. Art provides tools for interpreting life experiences and helps develop a child’s identity and sense of self-worth.

Our focus for art education will always remain on process, rather than product.

# INTRODUCTION

This K-12 Art Curriculum is reflective of the trend, both nationally and statewide, to recognize the responsibility of school districts to develop the skills, knowledge, attitudes, and behaviors that lead to an appreciation of the visual arts.

The Arts Education Content Standards and Benchmarks represent rigorous expectations of what all Michigan students should know and be able to do in the visual arts at the elementary, middle, and high school levels. They are as follows:

**Content Standard 1** (*Creative Expression*)

All students will apply skills and knowledge to perform in the arts.

**Content Standard 2** (*Creative Expression*)

All students will apply skills and knowledge to create in the arts.

**Content Standard 3** (*Art Criticism*)

All students will analyze, describe, and evaluate works of art.

**Content Standard 4** (*Art History*)

All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

**Content Standard 5** (*Aesthetics*)

All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

*“Art teaches nothing, except the significance of life.”*

–Henry Miller

# CAREER EDUCATION PROGRAM — CAREER PATHWAYS

-Opening a World of Opportunities

East Grand Rapids Public Schools, in partnership with employees and community members, will provide career education for K–12 students in order to establish an understanding of the relevance of classroom learning to the world of work. The Art Curriculum connects learning to the following Career Pathway:



## Arts and Communications

Careers related to the humanities, the performing, visual, literary, and media arts

<i>Some careers include:</i>	<i>Some technical careers include:</i>	<i>Some background in art is required for the following jobs:</i>	<i>Extensive background in art is required for the following jobs:</i>	<i>Advanced background in art is required for the following jobs:</i>
Advertising Agent	Advertising Sales Agent	Art Publication Editor	Arts Administrator	Art Director
Architect	Digital Artist	Art Importer	Copyright Administrator	Art Teacher
Art Therapist	Drafting Technician	Art License Administrator	Art Sales	Art Editor/Producer
Author	Floral Designer	Art Manufacturer	Art Critic/Journalist	Art Engineer
Fashion Designer	Make-Up Artist	Art Software Programmer	Art Management/Sales	Artist
Graphic Designer	Paralegal	Art Wholesaler	Art Librarian	Art Researcher
Interior Designer	Photographer	Publisher	Art Promotions/Marketing	Art Therapist
Journalist	Public Relations		Illustrator	Art Historian
	Stage Production		Sculptor	Program Director
	Technical Writer		Studio/Individual Teaching	Set Design

EAST GRAND RAPIDS PUBLIC SCHOOLS

## Art Curriculum

### KINDERGARTEN



*“Imagination is the true magic carpet.”*

–Norman Vincent Peale



*“To draw, you must close your eyes and sing.”*

–Pablo Picasso

*“Inside you there’s an artist you don’t know about.”*

–Auguste Rodin

## KINDERGARTEN

**GOAL:** Students will learn:

- Concepts of shape, size, location, and design - important when learning to read
- That all things have different textures
- How to create patterns and designs - a beginning math skill
- The names of colors and how they mix to make new colors
- To exercise creativity and imagination
- To hold and control a pen



EAST GRAND RAPIDS PUBLIC SCHOOLS

## Art Curriculum

### ELEMENTARY LEVEL Grades 1–5



*“Art class is the only reason I go to school.”*

–EGR 5th Grade Student



*“I think freely in art.”*

–EGR 4th Grade Student



*“Art is a line that went for a walk.”*

–Paul Klee

## FIRST GRADE Creative Expression (Production)

*Standard 1:* All students will apply skills and knowledge to perform in the arts.

*Standard 2:* All students will apply skills and knowledge to create in the arts.

**GOAL:** Students will be able to:

	<b>DRAWING</b> Exploring Lines, Shapes, and Pattern	<b>PAINTING</b> Exploring Painting, Color, and Strokes	<b>SCULPTURE</b> Exploring Shapes, Size, and Texture	<b>DESIGN-BASED THINKING SKILLS</b>
<b>Production Concepts</b>	<ul style="list-style-type: none"> <li>• Recognize and use a variety of lines:                straight      curved                thick         thin                broken        dotted                zigzag        closed (shapes)</li> <li>• Lines can make shapes, show movement, show feeling, and make patterns</li> <li>• Introduce geometric and organic shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce color wheel</li> <li>• Make secondary colors</li> <li>• Introduce color families</li> <li>• Warm, cool, primary, secondary</li> <li>• Brush stroke creates lines, shapes, textures, and patterns</li> <li>• Introduce tempera and water color paint</li> <li>• Explore paint applied to a variety of paper surfaces</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce sculpture and 3-D</li> <li>• Explore and discuss a variety of media used for collage</li> <li>• Explore clay</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the term architect</li> <li>• Explore relationships between a plan/sketch and a built object</li> <li>• Generate new ideas and solutions</li> </ul>
<b>Vocabulary</b>	pattern            straight lines organic shapes    curved lines geometric shapes  thick lines circle, square, etc. thin lines observation       broken lines self-portrait      dotted lines	tempera            warm colors water color paint  cool colors primary colors    color wheel secondary colors  imagination inspiration       action painting	sculpture         clay 3-D                 firing materials         hand- building collage            kiln mixed media	design model thumbnail sketch architect floor plan
<b>Artists</b>	Eric Carle..... language arts, science Piet Mondrian .... colors, shapes Paul Klee ..... lines, shapes		Paul Gauguin..... social studies (pets, people) Jackson Pollock..... action painting Jim Dine..... hearts (social studies)	

## First Grade (continued)

### **Art Criticism**

*Standard 3:* All students will analyze, describe, and evaluate works of art.

**GOAL:** Students will develop a base for making informed aesthetic judgments.

1. Describe what colors, shapes, and types of lines are found in the piece of art
2. Identify the subject
3. Recognize different opinions about a work of art

### **Art History**

*Standard 4:* All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

**GOAL:** Students will acquire knowledge of historical and cultural developments in art.

1. Identify and describe works of art by an artist
2. Explain why this artwork is important

### **Aesthetics**

*Standard 5:* All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

**GOAL:** Students will develop and expand aesthetic perception; they will distinguish between the natural and manmade world.

## SECOND GRADE Creative Expression (Production)

*Standard 1:* All students will apply skills and knowledge to perform in the arts.

*Standard 2:* All students will apply skills and knowledge to create in the arts.

**GOAL:** Students will be able to:

	<b>DRAWING</b> Line and Movement	<b>PAINTING</b> Brush Strokes	<b>SCULPTURE</b> Additive, Applying Textures	<b>DESIGN-BASED THINKING SKILLS</b>
Production Concepts	<ul style="list-style-type: none"> <li>• Identify lines that imply action</li> <li>• Directional lines: <i>vertical, horizontal, diagonal</i></li> <li>• Shapes can make pattern</li> <li>• Symmetry</li> <li>• Lines define space</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce a variety of brush strokes: <i>thick, thin, dab, dot</i></li> <li>• Review color wheel</li> <li>• Brush size</li> </ul>	<ul style="list-style-type: none"> <li>• Develop awareness of artistic use of large and small shapes in sculpture</li> <li>• Identify texture and pattern in sculpture</li> <li>• Develop awareness of artistic use of large and small shapes in collages</li> <li>• Create an additive sculpture</li> </ul>	<ul style="list-style-type: none"> <li>• Explore signage and symbols used to communicate</li> <li>• Utilize brainstorming to generate ideas</li> <li>• Explore graphic design and posters</li> </ul>
Vocabulary	vertical                  broken line horizontal              contour line diagonal                  curved line symmetry                  zigzag line foreground              background middleground	color wheel experiment, discover impressionism landscape intermediate colors expressive pop art	additive                  pattern texture                    3-D variety                    overlap collage                    pinch pot pinch                      coil score and slip	symbols brainstorm graphic designer
Artists	Faith Ringgold .....social studies, <i>Tar Beach</i> Vincent Van Gogh.....science, sunflowers, <i>Starry Night</i> Claes Oldenburg.....pop art, social studies Rodolfo Morales.....Spanish Claude Monet .....science Carmen L. Garza .....social studies Native American crafts.....social studies			

## Second Grade (continued)

### Art Criticism

*Standard 3:* All students will analyze, describe, and evaluate works of art.

**GOAL:** Students will develop a base for making informed aesthetic judgments.

1. Describe what shapes, lines, and textures make up this work of art
1. Describe what feelings are expressed in this piece of art
2. Determine what makes this artwork interesting

### Art History

*Standard 4:* All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

**GOAL:** Students will acquire knowledge of historical and cultural developments in art.

1. Identify and describe works of art by a given artist
2. Identify the role this work has played in our world and decorative forms
3. Evaluate why this artwork was important

### Aesthetics

*Standard 5:* All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

**GOAL:** The student will develop and expand aesthetic perception.

1. Describe what makes the piece of art beautiful
2. Describe the mood the artwork creates

## THIRD GRADE Creative Expression (Production)

*Standard 1:* All students will apply skills and knowledge to perform in the arts.

*Standard 2:* All students will apply skills and knowledge to create in the arts.

**GOAL:** Students will be able to:

	<b>DRAWING</b> Direct Observations	<b>PAINTING</b> The effects of: Time of Day, Weather, Color	<b>SCULPTURE</b> Relief and Free Standing Sculpture	<b>DESIGN-BASED THINKING SKILLS</b>
<b>Production Concepts</b>	<ul style="list-style-type: none"> <li>• Use line to suggest texture, pattern, and value</li> <li>• Illusion of depth strategies: <i>size, color, detail, placement</i></li> <li>• Symmetrical and asymmetrical balance</li> <li>• Demonstrate a basic understanding of face and body proportion</li> </ul>	<ul style="list-style-type: none"> <li>• Develop brush stroke techniques: <i>dry brush, thick, thin, short, long brush selection</i></li> <li>• Systematic mixing of paint colors: <i>tints, shades, neutral, warm, cool, compliment</i></li> <li>• Effects of light and color in a landscape</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of different sculptural viewpoints: <i>top, bottom, side, front, back</i></li> <li>• Application of surface texture: <i>rolled, pressed, scratched, additive</i></li> </ul>	<ul style="list-style-type: none"> <li>• Explore the use and allocation of space in our built environment</li> <li>• Utilize Design Process: <i>observe, brainstorm, create a model</i></li> </ul>
<b>Vocabulary</b>	design cityscape seascape overlap	tint shade contrast color wheel	viewpoints 3-D additive subtractive paper mache mobile stable firing texture	map model scale architect brainstorm observe landscape
<b>Artists</b>	Alexander Calder.....social studies (Grand Rapids history) Frank Lloyd Wright..social studies (Grand Rapids history) Maya Lin .....social studies (Grand Rapids history) Leonardo DaVinci ....social studies (Grand Rapids history) Henri Rousseau.....science (habitats)			

## Third Grade (continued)

### Art Criticism

*Standard 3:* All students will analyze, describe, and evaluate works of art.

**GOAL:** Students will develop a base for making informed aesthetic judgments.

1. Describe what lines, shapes, colors textures, and type of space is found in the artwork
2. Describe how balance or movement is used in the artwork

### Art History

*Standard 4:* All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

**GOAL:** The student will acquire knowledge of historical and cultural developments in art.

1. Name the artist and the time period
2. Explain how this artwork communicates in this time period

### Aesthetics

*Standard 5:* All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

**GOAL:** Students will develop and expand aesthetic perception.

1. Describe a theme in the artwork
2. Analyze what is used to show the theme

# FOURTH GRADE

## Creative Expression (Production)

*Standard 1:* All students will apply skills and knowledge to perform in the arts.

*Standard 2:* All students will apply skills and knowledge to create in the arts.

**GOAL:** Student will be able to:

	<b>DRAWING</b> Exploring Lines, Proportion, and Scale		<b>PAINTING</b> Exploring Color Theory, Brush Strokes, and Techniques		<b>SCULPTURE</b> Exploring Shapes, Size, and Texture		<b>DESIGN-BASED THINKING SKILLS</b>
Production Concepts	<ul style="list-style-type: none"> <li>• Contour drawing</li> <li>• Portraits and self-portraits</li> <li>• Compose a one point perspective</li> <li>• Shading</li> </ul>		<ul style="list-style-type: none"> <li>• Color wheel</li> <li>• Analogous colors</li> <li>• Tertiary colors</li> <li>• Develop color use to create mood or feeling</li> <li>• Develop application techniques</li> </ul>		<ul style="list-style-type: none"> <li>• Expression of idea in sculpture</li> <li>• Methods of construction: <i>coil, slab, pinch</i></li> <li>• Development of surface decoration</li> </ul>		<ul style="list-style-type: none"> <li>• Utilize Design Process:               <ul style="list-style-type: none"> <li>- identify problem</li> <li>- gather information</li> <li>- evaluate, select solutions</li> <li>- prototype</li> </ul> </li> </ul>
Vocabulary	value drawing sketch portrait point self-portrait proportion	observation perspective horizon line vanishing contour line	color wheel colors hue emotion landscape	contrast texture pattern pop art	free-standing movement 3-D slab texture shapes	coil slip firing score organic	prototype brainstorm annotated sketch graph
Artists	Andy Warhol.....social studies (regions traditions) John James Audubon .....science (animal adaptations) Henri Matisse .....science (organic shapes) Gijsbert Van Frankenhuyzen .....social studies (Michigan history)				Helen Cordero.....social studies (storytelling) Georgia O’Keeffe.....social studies (regions) Wayne Thiebaud .....social studies (regions) Thomas Moran.....social studies (landscape)		



## Fourth Grade (continued)

### Art Criticism

*Standard 3:* All students will analyze, describe, and evaluate works of art.

**GOAL:** Students will develop a base for making informed aesthetic judgments.

1. Describe lines, shapes, colors, textures, and space
2. Analyze how balance, variety, movement, and proportion is used

### Art History

*Standard 4:* All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

**GOAL:** Students will acquire knowledge of historical and cultural developments in art.

1. Describe the artist, time period, and country of origin
2. Analyze what role this work played in that time period

### Aesthetics

*Standard 5:* All students will recognize, analyze, and describe connections among arts; between the arts and other disciplines; between the arts and everyday life.

**GOAL:** Students will develop and expand aesthetic perception.

1. Describe how an artist communicates a theme
2. Analyze how artists use different means to communicate

## FIFTH GRADE Creative Expression (Production)

*Standard 1:* All students will apply skills and knowledge to perform in the arts.

*Standard 2:* All students will apply skills and knowledge to create in the arts.

**GOAL:** Students will be able to:

	<b>DRAWING</b> Exploring Perspective	<b>PAINTING</b> Exploring Aesthetics	<b>SCULPTURE</b> Exploring Shapes, Size, and Texture	<b>DESIGN-BASED THINKING SKILLS</b>
Production Concepts	<ul style="list-style-type: none"> <li>• Develop the illusion of space and distance on a 2-D plane</li> <li>• Apply techniques creating distance:               <ul style="list-style-type: none"> <li>- overlapping</li> <li>- large to small detail diminishes farther back</li> <li>- light, color quality from hue to gray shading</li> </ul> </li> <li>• Figure in motion</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an understanding of realistic and abstract</li> <li>• Recognize and apply elements of design: line, color, shape, value, texture</li> <li>• Introduce principles of design: dominance, repetition, balance, rhythm, variation, unity</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and create a realistic or abstract sculpture</li> <li>• Application of texture</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize design process</li> <li>• Develop invention skills</li> <li>• Explore industrial design</li> </ul>
Vocabulary	horizon line      vanishing point perspective      vertical horizontal      diagonal composition      shading blending      model pose      gesture drawing	Elements of design Principles of art and design geometric symmetrical, asymmetrical center of interest dominant surrealism	realistic media abstract assemblage	prototype empathy tools extended image drawing annotated sketch
Artists	Edward Hopper .....social studies (20 <sup>th</sup> Century) Pablo Picasso .....social studies Salvador Dali .....surrealism Frida Kahlo .....social studies (Mexican War Revolution)		Diego Rivera .....social studies (Mexican War) Grandma Moses .....social studies (landscapes) Velino Shije Herrera .....social studies (Native American) Louise Nevelson.....social studies (Industrial	

## Fifth Grade (continued)

### Art Criticism

*Standard 3:* All students will analyze, describe, and evaluate works of art.

**GOAL:** Students will develop a base for making informed aesthetic judgments.

1. Identify the elements of art
2. Describe how the principles affect the elements

### Art History

*Standard 4:* All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

**GOAL:** Students will acquire knowledge of historical and cultural developments in art.

1. Describe the artist's life and the title of his/her work
2. Investigate how this artist has influenced others

### Aesthetics

*Standard 5:* All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

**GOAL:** Students will develop and expand aesthetic perception.

1. Determine the purpose of the work
2. Understand the different opinions about the artwork

EAST GRAND RAPIDS PUBLIC SCHOOLS

## Art Curriculum

### MIDDLE SCHOOL LEVEL Grades 6–8



*“There are painters who transform the sun into a yellow spot, but there are others who, thanks to their art and intelligence, transform a yellow spot into the sun.”*

–Pablo Picasso

## SIXTH GRADE ART

### Creative Expression (Production)

*Standard 1:* All students will apply skills and knowledge to perform in the arts.

*Standard 2:* All students will apply skills and knowledge to create in the arts.

**GOAL:** Students will be able to:

	<b>DRAWING</b> Exploring Form, Shape, and Value	<b>PAINTING</b> Exploring Color Theory Strokes and Methods	<b>SCULPTURE</b> Create Artwork Demonstrating Three Dimensions	<b>DESIGN-BASED THINKING SKILLS</b> Concepts of Design
<b>Production Concepts</b>	Sketchbook: <ul style="list-style-type: none"> <li>• Create basic volumes of mass: cones, cubes, spheres, and cylinders</li> <li>• One and Two Point Perspective: <i>proportion, linear perspective, aerial perspective</i></li> <li>• Cartooning, expression, humor</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce color theory</li> <li>• Develop color palate to create mood: warm, cool</li> <li>• Develop application techniques</li> <li>• Emphasize elements and principles</li> </ul>	<ul style="list-style-type: none"> <li>• Identify: relief, free standing, carved, cast, assembled, modeled, thrown</li> <li>• Variety of media: clay, wire, plaster, paper-maché, etc.</li> <li>• Surface designs</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize Design Process</li> <li>• Introduce Layout: poster design</li> <li>• Application of elements and principles</li> <li>• Positive/negative space</li> <li>• Balance: symmetrical, asymmetrical, and radial</li> </ul>
<b>Vocabulary</b>	value                      stump blending                  tortillion composition              drawing pencils shadow                      eye level cast shadow                value scale kneaded eraser	washes                      stipple frisket                      landscape shade/tint                  spatial depth splatter                      acrylic blot                          monochromatic	bisque fire                  mold glaze fire                    wire cutters greenware                  glue-gun functional/decorative    glue-sticks slip/slurry/score        craftsmanship bas-relief                  carving tools additive/subtractive	focal point batik bees wax tjanting needles scraffito stretcher bars waterbase resist scratchboard bark paintings
<b>Artists</b>	M. C. Escher Paul Cézanne Gary Larson David Diaz	Wassily Kandinsky Pierre Auguste Renoir Georges Seurat	Egyptian Sarcophagi Alberto Giacometti Bronze casting artists Michelangelo Leonardo da Vinci	Aboriginal artists Jean Timmer David Diaz

## Sixth Grade Art (continued)

### Art Criticism

*Standard 3:* All students will analyze, describe, and evaluate works of art.

**GOAL:** Students will develop a base for making informed aesthetic judgments.

1. Review criticism Grades 1-5
2. Compare works of art in relation to
  - a. form
  - b. value
  - c. styles
  - d. techniques
  - e. use of color
  - f. cultural differences
3. Compare and contrast art works by Van Gogh, Matisse, Monet, Picasso, Calder, and Kandinsky
4. Recognize the function of the Elements of Art and the Principles of Design
  - a. Elements of Art: line, shape, form, color, value, and texture
  - b. Principals of Design: rhythm, movement, balance, proportion, variety, emphasis, and unity
5. Identify feelings expressed by artwork
6. Expand art criticism skills in discussion
  - a. Description (What do I see?)
  - b. Analysis (How is it organized?)
  - c. Interpretation (What does it mean?)
  - d. Evaluation (What do I think of it?)

## Sixth Grade Art (continued)

### Art History

*Standard 4:* All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

**GOAL:** Students will acquire knowledge of historical and cultural developments that occur as a result of varying needs and aesthetic points of view.

1. Review strategies of Grades 1-5
2. Study an artist
  - a. Recognize the way the artist manipulates expressive qualities, technical qualities, and media
  - b. Recognize the dominant theme found in the artist's work
  - c. Study the pertinent history of the artist's life
  - d. Be able to identify and describe works of art by the artist
  - e. Recognize and identify a style of art
  - f. Identify the selected artist's use of artistic techniques to convey an idea or message
3. Identify common themes and symbols found in a variety of art
4. Identify the role that functional and decorative arts have played in world cultures
5. Become familiar with art forms created by different cultures

### Aesthetics

*Standard 5:* All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

**GOAL:** Students will develop and expand aesthetic perception.

1. Distinguish whether the value of a work of art is primarily in the viewer's interpretation or in the work itself
2. Develop an appreciation for the natural and manmade world
3. Recognize and compare the characteristics of artworks in multiple eras and cultures
4. Describe and place a variety of art works in historical and cultural contexts

## SEVENTH GRADE ART

### Creative Expression (Production)

*Standard 1:* All students will apply skills and knowledge to perform in the arts.

*Standard 2:* All students will apply skills and knowledge to create in the arts.

**GOAL:** Students will be able to:

	<b>DRAWING</b> Exploring Form, Shape, and Value	<b>PAINTING</b> Exploring Color Theory Strokes and Methods	<b>SCULPTURE</b> Create Artwork Demonstrating Three Dimensions	<b>DESIGN-BASED THINKING SKILLS</b> Concepts of Design
<b>Production Concepts</b>	<ul style="list-style-type: none"> <li>• Sketchbook: variety of techniques for showing value</li> <li>• Still life compositions</li> <li>• Spatial relationships</li> <li>• Color: explain and use shading, contrast, value</li> <li>• Human figure</li> <li>• Positive/negative space</li> </ul>	<ul style="list-style-type: none"> <li>• Color theory</li> <li>• Color wheel – mixing all colors from primaries</li> <li>• Relationships</li> <li>• Brush strokes</li> <li>• Application tech: variety of brushes</li> <li>• Direct observation</li> <li>• Imitating the style of a specific artist</li> </ul>	<ul style="list-style-type: none"> <li>• Explore methods of construction</li> <li>• Create artworks demonstrating three-dimensional work</li> <li>• Use of tools: care, safety</li> <li>• Development of surface decoration, repetition, pattern, texture</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Design layout: calligraphy</li> <li>• Spatial Design: organic/inorganic</li> <li>• Relief print: collograph, linoleum block</li> <li>• Element and Principles</li> <li>• Collage</li> </ul>
<b>Vocabulary</b>	pose model blending hatching cross-hatching stippling scribbling gesture drawing organic/geometric spatial depth pointillism mat board newsprint	genre implied lines unity palette low key high key color tints color shades canvas board	execution kinetic abstract modeling realistic armature potters wheel centering clay animation storyboard mobile stabile	printing press calligraphy poster board brayers Japanese woodcuts Rives Printmaking Paper layout exacto knives carving tools water based ink
<b>Artists</b>	Amedo Modigliani Rembrandt Andy Warhol Sandro Botticelli Georges Seurat	Nicola Heindl Grandma Moses Jan Vermeer Vincent van Gogh	Alexander Calder Joan Miro Native American Designers Claymation Artists	Nicola Heindl Henri de Toulouse-Lautrec Pablo Picasso Georges Braque Japanese Printmakers



## Seventh Grade Art (continued)

### Art Criticism

*Standard 3:* All students will analyze, describe, and evaluate works of art.

**GOAL:** Students will develop a base for making informed aesthetic judgments.

1. Review criticism Grades 1-6
2. Compare works of art in relation to
  - a. form
  - b. value
  - c. styles
  - d. techniques
  - e. use of color
  - f. cultural differences
3. Compare and contrast art works by Van Gogh, Matisse, Monet, Picasso, Calder, Kandinsky, Botticelli, Modigliani, Vermeer, Klee, and Rembrandt
4. Recognize the function of the Elements of Art and the Principles of Design
  - a. Elements of Art: line, shape, form, color, value, and texture
  - b. Principles of Design: rhythm, movement, balance, proportion, variety, emphasis, and unity
5. Identify feelings expressed by the artist
6. Describe how personal experiences influence the development of one's artwork
7. Describe and compare the characteristics of personal artwork to the artwork of others

## Seventh Grade Art (continued)

### Art History

*Standard 4:* All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

**GOAL:** To acquire knowledge of historical and cultural developments which occur as a result of varying needs and aesthetic points of view.

Students will:

1. Review strategies of Grades 1-6
2. Study an artist
  - a. Recognize the way the artist manipulates expressive qualities, technical qualities, and media
  - b. Recognize the dominant theme found in the artist's work
  - c. Study the pertinent history of the artist's life
  - d. Be able to identify and describe works of art by the artist
  - e. Recognize and identify a style of art
  - f. Identify the selected artist's use of artistic techniques to convey an idea or message
3. Identify common themes and symbols found in a variety of art
4. Identify the role that functional and decorative arts have played in world cultures
5. Identify art careers and occupations
6. Analyze, demonstrate, and describe how factors of time and place (i.e., war, social stress, climate, technology, and ideas) influence the needs of a culture and determine its art
7. Become familiar with art forms created by different cultures

### Aesthetics

*Standard 5:* All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

**GOAL:** Students will develop and expand aesthetic perception.

1. Distinguish whether the value of a work of art is primarily in the viewer's interpretation or in the work itself
2. Develop an appreciation for the natural and the manmade world
3. Recognize and compare the characteristics of artwork in multiple eras and cultures
4. Describe and place a variety of artwork in historical and cultural context
5. Recognize that concepts of beauty differ from individual to individual and culture to culture
6. Learn how art of different cultures reflect different purposes, meanings, and values
7. Identify subject matter, themes, symbols, metaphors, and content in specific works of art

## EIGHTH GRADE ART

### Creative Expression (Production)

*Standard 1:* All students will apply skills and knowledge to perform in the arts.

*Standard 2:* All students will apply skills and knowledge to create in the arts.

**GOAL:** Students will be able to:

	<b>DRAWING</b>	<b>PAINTING</b>	<b>SCULPTURE</b> Explore Methods of Construction	<b>DESIGN-BASED THINKING SKILLS</b>
<b>Production Concepts</b>	<ul style="list-style-type: none"> <li>• Sketchbook: recognize and apply Elements and Principles</li> <li>• Direct observation: self portrait, figure drawing, still life, landscape</li> <li>• Apply techniques, create value, hatch, cross-hatch, blend, stipple, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Color theory</li> <li>• Brush techniques</li> <li>• Recognize a variety of styles of painting: pop art, abstract, realism, surrealism, impressionism, cubism</li> <li>• Exploring techniques: brush stroke, palette knife, splatter, stipple, wash</li> <li>• Utilize the elements of art and principles of design to create</li> <li>• Develop an understanding of personal style</li> </ul>	<ul style="list-style-type: none"> <li>• Create artworks demonstrating three dimensional work</li> <li>• Variety of viewpoints: top view, side view, etc.</li> <li>• Texture pattern</li> <li>• Variety of media: clay, fabric, paper-mache', wire, wood, glass, tile, metal</li> <li>• Realist/abstract</li> </ul>	<ul style="list-style-type: none"> <li>• Digital imaging, manipulation</li> <li>• Digital printmaking</li> <li>• Calligraphy – method of design layout</li> </ul>
<b>Vocabulary</b>	embossing      fixative sgraffitto      foreshortening portfolio      proportion matting      rendering	palette      canvas gouache      gesso art deco      surrealism Guggenheim Museum	potters wheel      primitivism bat      etched glass kneed      subtractive wedge      terracotta center      slips bas-relief	plexiglas sheets      tripod gum arabic      engraving extender      printing press digital camera photo sensitive paper
<b>Artists</b>	Frida Khalo Chuck Close Amedeo Modigliani Paul Klee George Lepapa Jan Vermeer Guest artists	Jackson Pollack Georges Seurat Salvadore Dali Wassily Kandinsky Cassandre	Henry Moore Alexander Liberman Claes Oldenburg Art Deco Alaskan Indian Designs African Masks Guest Speaker	Alexandra Stephans Candace Alexander David Martin

## Eighth Grade Art (continued)

### Art Criticism

*Standard 3:* All students will analyze, describe, and evaluate works of art.

**GOAL:** Students will develop a base for making informed aesthetic judgments.

1. Review criticism Grades 5-7
2. Compare works of art in relation to:
  - a. form
  - b. value
  - c. styles
  - d. techniques
  - e. use of color
  - f. cultural differences
3. Compare and contrast artwork by Van Gogh, Matisse, Monet, Picasso, Calder, Kandinsky, Botticelli, Modigliani, Vermeer, Klee, Rembrandt, Warhol, Escher, and Da Vinci
4. Recognize the function of the Elements of Art and the Principles of Design:
  - a. Elements of Art: line, shape, form, color, value, texture
  - b. Principles of Design: rhythm, movement, balance, proportion, variety, emphasis, and unity
5. Identify feelings expressed by the artist
6. Describe how personal experiences influence the development of one's artwork
7. Describe and compare the characteristics of personal artwork to the artworks of others
8. Use art vocabulary to describe and compare art styles and techniques

## Eighth Grade Art (continued)

### Art History

*Standard 4:* All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

**GOAL:** Students will acquire knowledge of historical and cultural developments that occur as a result of varying needs and aesthetic points of view.

1. Review strategies in Grades 1-7
2. Study an artist
  - f. Recognize the way the artist manipulates expressive qualities, technical qualities, and media
  - g. Recognize the dominant theme found in the artist's work
  - h. Study the pertinent history of the artist's life
  - i. Be able to identify and describe works of art by the artist
  - j. Recognize and identify a style of art
  - f. Identify the selected artist's use of artistic techniques to convey an idea or message
3. Identify common themes and symbols found in a variety of art
4. Identify the role that functional and decorative arts have played in world cultures, i.e., batik in India
5. Identify art careers and occupations
6. Analyze, demonstrate, and describe how factors of time and place (i.e., war, social stresses, climate, technology, inventions, and ideas) influence the needs of a culture and determine its art

### Aesthetics

*Standard 4:* All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

**GOAL:** Students will develop and expand aesthetic perception.

1. Distinguish whether the value of a work of art is primarily in the viewer's interpretation or in the work itself
2. Develop an appreciation for the natural and the manmade world
3. Recognize and compare the characteristics of artwork in multiple eras and cultures
4. Describe and place a variety of artwork in historical and cultural context
5. Recognize that concepts of beauty differ from individual to individual and culture to culture
6. Learn how art of different cultures reflect different purposes, meanings, and values
7. Identify subject matter, themes, symbols, metaphors, and content in specific works of art
8. Recognize how history has been documented through various forms of art: painting, photography, film, drawing, etc.
9. Assess which works of art effectively communicate subject matter, themes and content

## SEVENTH GRADE ARCHITECTURE

### Creative Expression (Production)

*Standard 1:* All students will apply skills and knowledge to perform in the arts.

*Standard 2:* All students will apply skills and knowledge to create in the arts.

**GOAL:** Students will be able to:

	ARCHITECTURAL DRAWING		CONSTRUCTION			DESIGN-BASED THINKING SKILLS
Production Concepts	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of: sight plans, blueprints, landscape plans, elevational drawings</li> <li>• Demonstrates an understanding of one and two point perspective</li> </ul>		<ul style="list-style-type: none"> <li>• Develop an understanding of building methods: post and lintel, arches, cantilever</li> <li>• Recognize the effects weather and climate have on construction methods</li> <li>• Introduce Four Periods of American Architecture: Colonial Period; Federal/Classical Period; Victorian Eclectic Period; International Period</li> </ul>			<ul style="list-style-type: none"> <li>• Explore the use and allocation of space in our built environment</li> <li>• Utilize Design Process: <i>observe, brainstorm, create a model; communicate ideas</i></li> <li>• Awareness of reasons for changes in styles and methods of construction in architecture</li> </ul>
Vocabulary	aerial perspective linear perspective topography sight plan post and lintel cantilever	arcade preservation truss blueprint elevation horizon line	bracket balusters bay window belvedere concrete cornice portico tower balloon frame construction	conical roof mansard roof gable roof gambrel roof columns newel post cupola Doric	dome dormer ironwork stained glass Ionic frieze keystone Corinthian	ergonomics engineer landscape architecture scale sight plan elevation Bauhaus
Artists	Thomas Jefferson Frank L. Wright LeCorbusier Buckminster Fuller	Leonardo da Vinci Henri Sullivan Guest Speakers				
Field Trips	Meyer May House Local architectural firm Victorian House i.e., Voight House, walking tour of Heritage Hill homes					

## Seventh Grade Architecture (continued)

### Art Criticism

*Standard 3:* All students will analyze, describe, and evaluate works of art.

**GOAL:** To develop a base for making informed aesthetic judgments.

Students will:

1. Compare works by a variety of architects:
  - a. styles
  - b. periods of architecture
  - c. techniques of building
  - d. building materials
  - e. cultural differences
  - f. location – climatic differences
2. Expand criticism skills in discussion
  - a. Description (What do I see?)
  - b. Analysis (How is it organized?)
  - c. Interpretation (What does it mean?)
  - d. Evaluation (What do I think of it?)

### Art History

*Standard 4:* All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

**GOAL:** Students will acquire knowledge of historical and cultural developments that occur as a result of varying needs and aesthetic points of view.

1. Study a period of architecture
  - a. Recognize all of the styles that were popular during that period
  - b. Recognize the dominant characteristics of specific styles of architecture
  - c. Be able to identify and describe the parts of a building
  - d. Be able to use architectural terms
  - e. Understand why architecture changed
2. Study an architect.
  - a. Recognize the style of a specific architect
  - b. Study the pertinent history of the architect's life
  - c. Be able to identify and describe in words how this architect's style is different from others

## Seventh Grade Architecture (continued)

### **Aesthetics**

*Standard 5:* All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

**GOAL:** Students will develop and expand aesthetic perception.

1. Describe and place a variety of styles of architecture in historical and cultural context
2. Recognize and compare the characteristics of architecture in multiple eras and cultures
3. Determine whether the value of a building or structure is primarily form or function



## EIGHTH GRADE PRINTMAKING and POTTERY

### Creative Expression (Production)

*Standard 1:* All students will apply skills and knowledge to perform in the arts.

*Standard 2:* All students will apply skills and knowledge to create in the arts.

**GOAL:** Students will be able to:

	<b>PRINTMAKING</b> Exploring Printmaking Techniques	<b>POTTERY</b> Exploring Clay Techniques
Production Concepts	<ul style="list-style-type: none"> <li>• Apply Elements of Art and Principles of Design</li> <li>• Explore methods of printmaking:                woodcut    serigraph    etching    collograph                intaglio    lithograph    dry point    relief, etc.</li> <li>• Digital printmaking</li> </ul>	<ul style="list-style-type: none"> <li>• Explore methods of construction                coil            throw                slab            mold                pinch</li> <li>• Explore methods of surface texture                pierced        rolled                pressed        additive                scratched</li> <li>• Explore method of surface finishing:                glaze            paint                stain            polish</li> <li>• Explore methods of combining with other media:                metal            wire                fabric            glass                wood</li> </ul>
Vocabulary	printing press            catcher blanket            bench hook pressure adjusters        burnisher                    rice paper retarder                    bench hook                    gum arabic plate bed                    etching needle                digital printmaking cushion blanket            carving tools                    baren	functional/decorative      score                          bas-relief bisque                            opaque                        hand built greenware                        glaze fire                    armatures slip, slurry                        patina
Artists	Takashi Takahara            Albrecht Dürer Leonardo da Vinci            Robert Rauschenberg Guest professor lecture	Pablo Picasso                    Chinese porcelain Barbara Hepworth              Anasazi pottery Hopi pottery Egyptian sculpture

## Eighth Grade Printmaking and Pottery (continued)

### Art Criticism

*Standard 3:* All students will analyze, describe, and evaluate works of art.

**GOAL:** Students will develop a base for making informed aesthetic judgments.

1. Compare works of art in relation to:
  - a. form
  - b. value
  - c. styles
  - d. techniques
  - e. use of color
  - f. cultural differences
2. Compare and contrast artworks by:
  - a. Durer
  - b. Takahara
  - c. Da Vinci
  - d. Rauschenburg
  - e. Warhol
3. Describe how personal experiences influence the development of one's artwork

### Art History

*Standard 4:* All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

**GOAL:** Students will acquire knowledge of historical and cultural developments that occur as a result of varying needs and aesthetic points of view.

1. Study an artist
  - a. Recognize the way the artist manipulates expressive qualities, technical qualities, and media
  - b. Recognize and identify a specific type of printmaking
2. Identify the role that functional and decorative arts have played in world cultures

### Aesthetics

*Standard 5:* All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

**GOAL:** Students will develop and expand aesthetic perception.

1. Recognize and compare the characteristics of artwork in different cultures
2. Recognize the concepts of beauty differ from individual to individual and culture to culture

EAST GRAND RAPIDS PUBLIC SCHOOLS

## Art Curriculum

### HIGH SCHOOL LEVEL

Grades 9 – 12



*“It took me four years to paint like Raphael,  
but a lifetime to paint like a child.”*

–Pablo Picasso

## OVERVIEW OF HIGH SCHOOL ART COURSES

Foundation Art	Full year	Prerequisite for all other art courses (except Web Page Development and Digital Multimedia)
Advanced Art	Full year	Prerequisite for all other art courses (except Photography, Web Page Development, Digital Multimedia, and Computer Graphics)
Portfolio Preparation	Full year	Prerequisite: Foundation Art and Advanced Art

Students may test out of Foundation Art and Advanced Art by portfolio review or by teacher recommendation.  
Middle School Art Teacher may recommend students for Advanced Art

Photography I	One semester	Prerequisite: Foundation Art
Photography II	One semester	Prerequisite: Photography I
Web Page Development I	One semester	Prerequisite: None
Web Page Development II	One semester	Prerequisite: Web Page Development I
Digital Multimedia I	One semester	Prerequisite: None
Digital Multimedia II	One semester	Prerequisite: Digital Multimedia I
Computer Graphics I	One semester	Prerequisite: Foundation Art
Computer Graphics II	One semester	Prerequisite: Computer Graphics I
Sculpture/Ceramics I	One semester	Prerequisite: Foundation Art and Advanced Art
Sculpture/Ceramics II	One semester	Prerequisite: Sculpture/Ceramics I
Drawing/Painting I	One semester	Prerequisite: Foundation Art and Advanced Art
Drawing/Painting II	One semester	Prerequisite: Drawing/Painting I
Printmaking I	One semester	Prerequisite: Foundation Art and Advanced Art
Printmaking II	One semester	Prerequisite: Printmaking I

## HIGH SCHOOL ART COURSES

### **COURSE: Foundation Art**

This course is an introduction to art and design. It is designed to give the student a variety of experiences in art mediums and techniques. The emphasis is placed on developing the student's artistic skills and vocabulary. This course is aimed at teaching students how to evaluate and appreciate their own work and the work of others. The student becomes aware of how art reflects culture and how art decisions affect the quality of life. This course fulfills the Fine/Practical Arts graduation requirement.

GRADE LEVEL: 9-12  
PREREQUISITE: None  
LENGTH: Full Year

### **COURSE: Advanced Art**

This course is designed to build upon the skills developed in Foundation Art. Emphasis is placed on compositional and structural techniques. Students are given an opportunity to develop in the areas of perception, evaluation, discrimination, and manipulation. Students will continue to develop the skills, concepts, and information covered in Foundation Art in the mediums of drawing, painting, sculpture, and printmaking. Greater emphasis is placed on teaching students to look at the history of art in relation to the world at large. New art mediums will be introduced, i.e., soldering metals, copper enameling, acrylics, batik, and photography. Students will also have learning experiences in art criticism, aesthetics, art history, group work, critical thinking skills, cultural awareness, and evaluation techniques.

GRADE LEVEL: 10-12  
PREREQUISITE: Foundation Art/Portfolio Review  
LENGTH: Full Year

### **COURSE: Portfolio Preparation**

This course is designed for students who are seriously interested in the practice of art and/or the understanding and enjoyment of works of art. Students will concentrate on preparing a portfolio and/or increasing their creative and technical skills. Students will also have learning experiences in art criticism, aesthetics, art history, group work, critical thinking skills, cultural awareness, and evaluation techniques. Career study opportunities will be explored.

GRADE LEVEL: 11-12  
PREREQUISITE: Advanced Art  
LENGTH: Full Year

## High School Art Courses (continued)

### **COURSE: Photography I**

This course will allow students to photograph, develop, and print a wide variety of quality photographic art works. Students will develop a work-in-progress portfolio, which includes a collection of finished art works self-evaluations, idea sketches, handouts, notes, and peer critiques. The course of study will be photographic history, the elements, and principles of art and design, and how to critique a work of art, as well as camera, film, darkroom and developing processes, and special printing techniques.

GRADE LEVEL: 10-12  
PREREQUISITE: Foundation Art  
LENGTH: One semester

### **COURSE: Photography II**

This course will build upon the skills learned in Photography I. The course provides opportunities for students to work on real-life projects, investigate digital multimedia as a career, and visit business that work with photographers.

GRADE LEVEL: 10-12  
PREREQUISITE: Photography I  
LENGTH: One semester

### **COURSE: Web Page Development I**

This course will cover the basic technical knowledge necessary for the creation of web sites. Students will learn html (a computer language), site design and practical page layout, do's and don'ts of web design, copy write laws, history and influences of the internet, imagery, sound and video application for the web. The students will work at a computer workstation using Notepad, Photoshop, Dream Weaver, Director, Studio Seven, Cool Edit, Java Script, and Flash to create web sites. Students will have a hands-on experience in web page layout and realistic web applications. Students will have opportunities to determine web site content.

GRADE LEVEL: 9-12  
PREREQUISITE: None  
LENGTH: One semester

### **COURSE: Web Page Development II**

This course will build upon the skills learned in Web Page Development I. Students will learn how to manage a website using cascading style sheets. The course provides opportunities for students to work on real life projects, investigate web design as a career, and visit businesses that work with web designers.

GRADE LEVEL: 9-12  
PREREQUISITE: Web Page Development I  
LENGTH: One semester

## High School Art Courses (continued)

### **COURSE: Digital Multimedia I**

This course is designed to teach students how use computers to create multimedia works of art. Students will use technology to digitized photos, video, music, voice, and animation to create computer multimedia projects. Teachers will utilize lectures, online resources, supervised lab assignments, and individual projects that combine new and traditional film elements. Students will learn digital concepts, video and photo manipulation, research strategies, and computer animation. Students will have an opportunity to determine the focus of their projects. Creative writing, storyboard construction, and research skills will be used to plan and develop projects.

GRADE LEVEL: 9-12  
PREREQUISITE: None  
LENGTH: One semester

### **COURSE: Digital Multimedia II**

This course will build upon the skills learned in Digital Multimedia I. The course provides opportunities for students to work on real-life projects, investigate digital multimedia as a career, and visit businesses that work with digital multimedia.

GRADE LEVEL: 9-12  
PREREQUISITE: Digital Multimedia I  
LENGTH: One semester

### **COURSE: Computer Graphics I**

This course introduces the use of hardware and software for production and design in graphic arts. Topics include graphical user interface and current industry uses such as design, layout, typography, illustration, and imaging for production. Upon completion, students should be able to understand and use the computer as a fundamental design and production tool.

GRADE LEVEL: 10-12  
PREREQUISITE: Foundation Art and Advanced Art or Teacher Recommendation/Portfolio Review  
LENGTH: One semester

### **COURSE: Computer Graphics II**

This course will build upon the skills learned in Computer Graphics I. The course provides opportunities for students to work on real-life projects, investigate graphics as a career, and visit businesses that work with graphic designers.

GRADE LEVEL: 10-12  
PREREQUISITE: Computer Graphics I  
LENGTH: One semester

## High School Art Courses (continued)

### **COURSE: Sculpture/Ceramics I**

This course will allow students to explore traditional and contemporary sculpture materials and processes. The students will examine and use both additive and subtractive methods of working throughout the class. Course goals will include learning and using technical skills, understanding the physical and expressive possibilities of sculptural materials, and safe use of tools for various techniques throughout the class.

GRADE LEVEL: 10-12

PREREQUISITE: Foundation Art and Advanced Art or Teacher Recommendation/Portfolio Review

LENGTH: One semester

### **COURSE: Sculpture/Ceramics II**

This course will build upon the skills learned in Sculpture/Ceramics I. The course provides opportunities for students to work on real-life projects, investigate digital multimedia as a career, and visit business that work with sculptors.

GRADE LEVEL: 10-12

PREREQUISITE: Sculpture/Ceramics I

LENGTH: One semester

### **COURSE: Drawing/Painting I**

This course will allow students to explore and develop advanced drawing and painting skills. Building on basic skills, this course explores various media techniques and compositional elements related to drawing and painting. The concepts of space and composition will be explored. Drawings and paintings will be done with the aid of reproductions, photographs, and most importantly, from direct observation. Students will employ a range of drawing and painting material including, but not limited to, pencil, charcoal, ink, watercolor, and acrylic.

GRADE LEVEL: 10-12

PREREQUISITE: Foundation Art and Advanced Art or Teacher Recommendation/Portfolio Review

LENGTH: One semester

### **COURSE: Drawing/Painting II**

This course will build upon the skills learned in Drawing/Painting I. The course provides opportunities for students to work on real-life projects, investigate digital multimedia as a career, and visit business that work with painters.

GRADE LEVEL: 10-12

PREREQUISITE: Drawing/Painting I

LENGTH: One semester



## High School Art Courses (continued)

### **COURSE: Printmaking I**

This course will introduce students to basic printmaking techniques including monoprint, intaglio (etching), lithography, and wood block and linoleum printing. Experimentation of different materials within the printing process and the historical aspect of printmaking will be discussed.

GRADE LEVEL: 10-12

PREREQUISITE: Foundation Art and Advanced Art or Teacher Recommendation/Portfolio Review

LENGTH: One semester

### **COURSE: Printmaking II**

This course will build upon the skills learned in Printmaking I. The course provides opportunities for students to work on real-life projects, investigate digital multimedia as a career, and visit business that work with printmakers.

GRADE LEVEL: 10-12

PREREQUISITE: Printmaking I

LENGTH: One semester

## FOUNDATION ART

### Creative Expression (Production)

*Standard 1:* All students will apply skills and knowledge to perform in the arts.

*Standard 2:* All students will apply skills and knowledge to create in the arts.

**GOAL:** Students will be able to:

FOUNDATION ART			
Production Concepts	<ul style="list-style-type: none"> <li>• Manipulate the elements and principles of design using a variety of materials to solve artistic problems</li> <li>• Learn the basic elements of art: line, shape, color, value, texture, space</li> <li>• Learn the principles of design/composition: repetition, balance, contrast, movement, rhythm, unity, emphasis, proportion, and variety</li> <li>• Learn skills and techniques in drawing, painting, printmaking, sculpture, collage, etc.</li> <li>• Develop critical/creative thinking skills (comparing, contrasting, and analyzing)</li> <li>• Conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use</li> </ul>		
Vocabulary	Elements and principles of art/design Description Analysis Judgment Interpretation Literal Visual Expressive Skill techniques and terms in drawing, painting, printmaking, sculpture, collage, etc.	Mood Imitational Formalism Emotionalism Aesthetics Material techniques and terms Historical terms Linear and aerial perspective terms	
Artists	Van Gogh Leonard DaVinci Savador Dali Magritte Iona Rozeal	Georgia O’Keeffe Keith Harding Dante Gabriel Rossetti Hirosada	Laratte Faran Mark Harman Monet Mary Cassat

## Foundation Art (continued)

### **Art Criticism**

*Standard 3:* All students will analyze, describe, and evaluate works of art.

**GOAL:** Students will develop a base for making informed judgments.

1. Process, analyze, and respond to sensory information through the language and skills unique to the art form
2. Observe and respond to the content in their work and in others' work

### **Aesthetics**

*Standard 4:* All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

**GOAL:** Students will develop and expand aesthetic perception.

1. Identify, perceive, and discuss the elements/principles found within the environment and world at large

### **Art History**

*Standard 5:* All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

**GOAL:** Students will determine the contributions the artist has made to the history of art.

1. Determine how the artist's work has impacted other artists
2. Analyze the ways in which a work of art expresses a point of view of the time and place in which it was created
3. Analyze the visual characteristic of an artist's body of work and create a product that emulates their style
4. Present information in a multi media format

## ADVANCED ART

### Creative Expression (Production)

*Standard 1:* All students will apply skills and knowledge to perform in the arts.

*Standard 2:* All students will apply skills and knowledge to create in the arts.

**GOAL:** Students will be able to:

	<b>ADVANCED ART</b>
Production Concepts	<ul style="list-style-type: none"> <li>• Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artwork</li> <li>• Conceive and create works of visual art that demonstrate a communication of their ideas and how this relates to the media, techniques, and processes they use</li> <li>• Develop creative thinking skills (subtract, superimpose, distort, hybridize, etc.)</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>• Build upon the foundation vocabulary</li> <li>• Material techniques and terms</li> <li>• Historical terms</li> <li>• Skill techniques and terms in drawing, painting, printmaking, sculpture, collage, etc.</li> </ul>
Artists	Impressionism Renaissance Pop art Post modernism Surrealism Expressionism

## Advanced Art (continued)

### Art Criticism

*Standard 3:* All students will analyze, describe, and evaluate works of art.

**GOAL:** Students will develop a base for making informed judgments.

1. Demonstrate the ability to form and defend judgments personal, communal, or other purposes of art

### Aesthetics

*Standard 4:* All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

**GOAL:** Students will develop and expand aesthetic perception.

1. Identify, perceive, and discuss the elements/principles found within the historical period

### Art History

*Standard 5:* All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

**GOAL:** Students will determine characteristics in several artworks from the same art period.

1. Compare and contrast the use of elements and principles of design of various artists' work in same time period
2. Compare and contrast the use of subject matter from various artists' work in same time period
3. Determine how events in history impacted the artists of that time period
4. Determine who influenced the artists and whom they influenced
5. Determine the factors responsible for influencing works of art
6. Present information in a multi media format

## PORTFOLIO PREPARATION

### Creative Expression (Production)

*Standard 1:* All students will apply skills and knowledge to perform in the arts.

*Standard 2:* All students will apply skills and knowledge to create in the arts.

**GOAL:** Students will be able to:

<b>PORTFOLIO PREPARATION</b>	
Production Concepts	<ul style="list-style-type: none"> <li>• Communicate ideas regularly at a high level of effectiveness in a variety of visual arts mediums</li> <li>• Initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>• Use artist terms to discuss all aspects of art</li> </ul>
Artists	<ul style="list-style-type: none"> <li>• Develop a group of artist that the students feel connected to</li> </ul>

### Art Criticism

*Standard 3:* All students will analyze, describe, and evaluate works of art.

**GOAL:** Students will develop a base for making informed judgments.

1. Improve their own work and the work of others

### Aesthetics

*Standard 4:* All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

**GOAL:** Students will develop and expand aesthetic perception.

1. Develop a new appreciation for art of the past as well as contemporary art forms

## Portfolio Preparation (continued)

### Art History

*Standard 5:* All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

**GOAL:** Students will identify careers in the visual arts:

1. Explore possible career options in visual art
2. Identify the skills needed
3. Creation of a product (e.g., the process of bookmaking from idea to completion)
4. Present visual arts career information in multi media format
5. Interview professional in field
6. Job availability
7. Working conditions
8. Salaries
9. Potential employers
10. Investigate recommended colleges and course offerings

## PHOTOGRAPHY I

### Creative Expression (Production)

*Standard 1:* All students will apply skills and knowledge to perform in the arts.

*Standard 2:* All students will apply skills and knowledge to create in the arts.

**GOAL:** Students will be able to:

PHOTOGRAPHY I			
Production Concepts	<ul style="list-style-type: none"> <li>• Explain the functions of the various parts of a camera: body, viewer, lens, shutter, and aperture setting.</li> <li>• Explain how to use lens, aperture, adjustment, and shutter speed for the following situations:               <ul style="list-style-type: none"> <li>- To photograph subjects in various stages of action</li> <li>- To control the depth of field</li> <li>- To compensate for restricted light conditions, i.e., when fast action must be photographed under low light conditions or when a shallow depth of field required under extreme light conditions</li> </ul> </li> <li>• Explain the effect light has upon photographic film and paper</li> <li>• Describe the sequence of chemicals through which photographic film and paper must be taken in the development process</li> <li>• Describe ways to control areas where the light strikes photographic paper, e.g., by dodging, burning, and by the use of negatives, masks, and opaque objects</li> <li>• Describe ways to control the chemical reaction of photographic paper through such processes as chemical dodging.</li> <li>• Explain the appropriate use of natural and artificial light in photography</li> <li>• Develop black and white film</li> <li>• Make contact prints of the negatives on photographic paper</li> <li>• Use the enlarger's film carrier, aperture setting, time, lens, and height adjustment to produce an enlargement of a negative</li> <li>• Select appropriate paper according to the characteristics of the negative and the light source</li> </ul>		
Vocabulary	Elements and Principles of art / design Lens Masking Developer Aperture Shutter speed	Cropping Burning Hypo Silver salts Chemical dodging Light dodging	Depth of field Fixer Hypo clear f/stop Wetting agent
Artists	Ansel Adams W. Eugene Smith Margaret Bourke White	Henri Cartier-Bresson Dorothea Lange Irving Pen	David Plowden Matthew Brady Edward Steichen



## Photography I (continued)

### Art Criticism

*Standard 3:* All students will analyze, describe, and evaluate works of art.

**GOAL:** Students will develop a base for making informed judgments.

1. Review criticism strategies of Foundation Art
2. Analyze ways in which photographers use various elements to relate parts of a composition to each other, e.g., by overlapping parts or repeating a color or texture
3. Describe ways in which a photographer might use repetition to lead the eye in a predetermined direction, creating illusions of rhythm and movement
4. Identify ways in which a photographer creates pattern to attract attention or provide areas of interest to make a better composition
5. Tell how photographers use overlapping in a picture to improve their composition
6. Discuss the role of photography in business, industry, and art
7. Compare the work of two famous photographers such as Ansel Adams, Mathew Brady, W. Eugene Smith, Edward Steichen, Margaret Bourke White, Irving Pen, and Henri Cartier-Bresson.

### Aesthetics

*Standard 4:* All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

**GOAL:** Students will develop and expand aesthetic perception.

1. Describe how the point of emphasis (or focal point) in a photograph was created
2. Describe how a photographer creates interesting negative spaces
3. Describe how photographers create harmony or unity in a composition
4. Tell how photographers create both formal and informal balance in a design
5. Tell how a photographer groups the elements of a design to make it more interesting
6. Describe how a photographer manipulates contrast in a negative to create moods or feelings in a photograph
7. Describe how a photographer creates a pleasing relationship between the size and shapes of objects in a photograph
8. Tell how cropping is used to improve the composition of a photograph
9. Describe how a photographer manipulated depth by controlling depth of field, focus, and contrast

## Photography I (continued)

### History

*Standard 5:* All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

**GOAL:** Students will determine the contributions a photographer has made to the art of photography.

1. Determine how a photographer's work has impacted other photographers
2. Analyze the ways in which a photograph expresses a point of view of the time and place in which it was created
3. Analyze the visual characteristic of a photographer's body of work
4. Present information in a multimedia format

## PHOTOGRAPHY II

### Creative Expression (Production)

*Standard 1:* All students will apply skills and knowledge to perform in the arts.

*Standard 2:* All students will apply skills and knowledge to create in the arts.

**GOAL:** Students will be able to:

<b>PHOTOGRAPHY II</b>	
<b>Production Concepts</b>	<ul style="list-style-type: none"> <li>• Explain the functions of the various parts of a camera: body, viewer, lens, shutter, aperture setting</li> <li>• Explain how to use lens, aperture, adjustment, and shutter speed for the following situations:               <ul style="list-style-type: none"> <li>- To photograph subjects in various stages of action</li> <li>- To control the depth of field</li> <li>- To compensate for restricted light conditions, i.e., when fast action must be photographed under low light conditions or when a shallow depth of field, required under extreme light conditions</li> </ul> </li> <li>• Explain the effect light has upon photographic film and paper</li> <li>• Describe the sequence of chemicals through which photographic film and paper must be taken in the development process</li> <li>• Describe ways to control areas where the light strikes photographic paper, e.g., by dodging, burning, and by the use of negatives, masks, and opaque objects</li> <li>• Describe ways to control the chemical reaction of photographic paper through such processes as chemical dodging</li> <li>• Explain the appropriate use of natural and artificial light in photography</li> <li>• Develop black and white film</li> <li>• Make contact prints of the negatives on photographic paper</li> <li>• Use the enlarger's film carrier, aperture setting, time, lens, and height adjustment to produce an enlargement of a negative</li> <li>• Select appropriate paper according to the characteristics of the negative and the light source</li> <li>• Explain the method of framing a photograph</li> <li>• Demonstrate proficiency in camera handling and care</li> <li>• Demonstrate competency in darkroom techniques</li> <li>• Demonstrate proficiency in printing</li> <li>• Evaluate photographs</li> <li>• Investigate experimental techniques with a variety of subjects.</li> <li>• Explore ones own feelings in photography.</li> <li>• Identify career opportunities in photography.</li> <li>• Describe the parts of an enlarger.</li> <li>• Describe in detail the equipment in the traditional darkroom.</li> </ul>

Photography II (continued)

<b>PHOTOGRAPHY II</b>	
<b>Vocabulary</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Elements and Principles of art/design</p> <p>lens</p> <p>masking</p> <p>developer</p> <p>hypo clear</p> <p>cropping</p> <p>burning</p> <p>hypo</p> <p>silver salts</p> </div> <div style="width: 45%;"> <p>aperture</p> <p>chemical dodging</p> <p>depth of field</p> <p>fixer</p> <p>shutter speed</p> <p>light dodging</p> <p>f/stop</p> <p>wetting agent</p> </div> </div>
<b>Artists</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Ansel Adams</p> <p>W. Eugene Smith</p> <p>Margaret Bourke White</p> <p>Henri Cartier-Bresson</p> <p>Dorothea Lange</p> </div> <div style="width: 45%;"> <p>Matthew Brady</p> <p>Edward Steichen</p> <p>Irving Pen</p> <p>David Plowden</p> </div> </div>

**Art Criticism**

*Standard 3:* All students will analyze, describe, and evaluate works of art.

**GOAL:** Students will develop a base for making informed judgments.

1. Review criticism strategies of Foundation Art
2. Analyze ways in which photographers use various elements to relate parts of a composition to each other, e.g., by overlapping parts or repeating a color or texture
3. Describe ways in which a photographer might use repetition to lead the eye in a predetermined direction, creating illusions of rhythm and movement
4. Identify ways in which a photographer creates pattern to attract attention or provide areas of interest to make a better composition
5. Tell how photographers use overlapping in a picture to improve their composition
6. Discuss the role of photography in business, industry, and art
7. Compare the work of two famous photographers such as Ansel Adams, Mathew Brady, W. Eugene Smith, Edward Steichen, Margaret Bourke White, Irving Pen, and Henri Cartier-Bresson

## Photography II (continued)

### Aesthetics

*Standard 4:* All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

**GOAL:** Students will develop and expand aesthetic perception.

1. Describe how the point of emphasis, or focal point, in a photograph was created
2. Describe how a photographer creates interesting negative spaces
3. Describe how photographers create harmony or unity in a composition
4. Tell how photographers create both formal and informal balance in a design
5. Tell how a photographer groups the elements of a design to make it more interesting
6. Describe how a photographer manipulates contrast in a negative to create moods or feelings in a photograph
7. Describe how a photographer creates a pleasing relationship between the size and shapes of objects in a photograph
8. Tell how cropping is used to improve the composition of a photograph
9. Describe how a photographer manipulated depth by controlling depth of field, focus, and contrast

### History

*Standard 5:* All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

**GOAL:** Students will:

1. Determine the contributions a photographer has made to the art of photography
2. Determine how a photographer's work has impacted other photographers
3. Analyze the ways in which a photograph expresses a point of view of the time and place in which it was created
4. Analyze the visual characteristic of a photographer's body of work
5. Present information in a multimedia format

## WEB PAGE DEVELOPMENT I

### Creative Expression (Production)

*Standard 1:* All students will apply skills and knowledge to perform in the arts.

*Standard 2:* All students will apply skills and knowledge to create in the arts.

**GOAL:** Students will be able to:

	<b>Web Page Development I</b>		
Production Concepts	<ul style="list-style-type: none"> <li>• Understand and adhere to the copy write laws</li> <li>• Understand how the addressing system links web pages together</li> <li>• Understand how a search engine communicates and searches for web pages</li> <li>• Understand how different file formats are used on the web</li> <li>• How to incorporate sound and video on a web site</li> <li>• How to create web sites using Dream Weaver and Flash</li> <li>• Understand what java script is and how to customize it for a web site</li> <li>• How to import still images video and scan into a computer</li> <li>• Manipulate scanned or digital imagery</li> <li>• Color theory in relation to web pages</li> <li>• How to use the principles of scale and contrast to create hierarchy on a web page</li> <li>• How to design to a target audience and for a purpose</li> <li>• How to design an intuitive navigation on a web page</li> <li>• How to manipulate and create graphics and photos using a computer</li> <li>• How to write hypertext markup language using notepad</li> <li>• Understanding how to use white space to visually connect elements on a web page</li> <li>• How to organize, categories, and simplify content within a web site</li> </ul>		
Vocabulary	Elements and Principles of art / design File formats Resolutions Layers Masks	Filters Scanners Digital cameras History Graphic pads	Cascading style sheets Html File formats JavaScript Search engines
Artists	Web designers		

## Web Page Development I (continued)

### Art Criticism

*Standard 3:* All students will analyze, describe, and evaluate works of art.

**GOAL:** Students will develop a base for making informed judgments.

1. Analyze ways in which designers have used the following objectives:
  - a. Appropriateness of design to target audience
  - b. The hierarchy of elements in a project by contrast, placement, and scale
  - c. Effective use of navigation tools
2. Discuss the role of web designers in the history of the Internet

### Aesthetics

*Standard 4:* All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

**GOAL:** Students will develop and expand aesthetic perception.

1. Respond to, analyze, and make judgments about web sites
  - a. Plan a strategy to attract viewer
  - b. Create an over look or feeling to a web site
  - c. Identify a key purpose for their web site

### Art History

*Standard 5:* All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

**GOAL:** Students will understand the art and artist in historical and cultural context, as well as the styles, trends, characteristics, and design elements common within specific art movements. They will analyze how web design has changed throughout the history of the Internet.

## WEB PAGE DEVELOPMENT II

### Creative Expression (Production)

*Standard 1:* All students will apply skills and knowledge to perform in the arts.

*Standard 2:* All students will apply skills and knowledge to create in the arts.

**GOAL:** Students will be able to:

<b>WEB PAGE DEVELOPMENT II</b>	
<b>Production Concepts</b>	<ul style="list-style-type: none"> <li>• Understand and adhere to the copyright laws</li> <li>• Review Web Design I skills</li> <li>• Develop web pages using cascading style sheets</li> <li>• Develop web pages using flash</li> <li>• Develop web pages using frames</li> <li>• Learn the roles of web design teams</li> <li>• Learn how to register with search engines</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Elements and Principles of art/design</li> <li>• Frames</li> <li>• Cascading style sheets</li> <li>• Behaviors</li> <li>• Overseer</li> <li>• Technician</li> <li>• Graphic designer</li> </ul>
<b>Artists</b>	<ul style="list-style-type: none"> <li>• Web designers</li> </ul>



## Web Page Development II (continued)

### Art Criticism

*Standard 3:* All students will analyze, describe, and evaluate works of art.

**GOAL:** Students will develop a base for making informed judgments.

1. Analyze ways in which designers have used the following objectives:
  - a. Appropriateness of design to target audience
  - b. The hierarchy of elements in a project by contrast, placement, and scale
  - c. Effective use of navigation tools
2. Discuss the role of web designers in the history of the Internet

### Aesthetics

*Standard 4:* All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

**GOAL:** Students will develop and expand aesthetic perception.

1. Respond to, analyze, and make judgments about web sites
  - a. Plan a strategy to attract viewer
  - b. Create an over look or feeling to a web site
  - c. Identify a key purpose for their web site

### Art History

*Standard 5:* All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

**GOAL:** Students will understand the art and artist in historical and cultural context, as well as the styles, trends, characteristics, and design elements common within specific art movements.

1. Analyze how web design has changed throughout the history of the Internet.

## DIGITAL MULTIMEDIA I

### Creative Expression (Production)

*Standard 1:* All students will apply skills and knowledge to perform in the arts.

*Standard 2:* All students will apply skills and knowledge to create in the arts.

**GOAL:** Students will be able to:

DIGITAL MULTIMEDIA I													
Production Concepts	<ul style="list-style-type: none"> <li>• Use a digital camera and camcorder</li> <li>• Import, manipulate, and edit video, sound, and graphics</li> <li>• Create three to five minute pieces</li> <li>• Manipulate scanned or digital imagery</li> <li>• Create animation</li> <li>• Understand the roll of the producer, director, and camera center</li> <li>• Understanding of the principles of art and design in regards to movies</li> <li>• Understand filming techniques and tips</li> <li>• Use storyboards</li> <li>• Understand ways to get story ideas</li> <li>• Understand how to film for a purpose</li> <li>• Understand and adhere to the copy write laws and how they apply to film</li> <li>• Write a self-evaluation of their own project</li> <li>• Bring a film from concept to completion.</li> <li>• Writing a short film, learning how to research, create characters, and compose dialogue</li> <li>• Understand how to use editing software</li> </ul>												
Vocabulary	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Elements and Principles of art / design</td> <td style="width: 50%;">Scanners</td> </tr> <tr> <td>File formats</td> <td>History</td> </tr> <tr> <td>Resolutions</td> <td>Camera parts</td> </tr> <tr> <td>Layers</td> <td>Transitions</td> </tr> <tr> <td>Masks</td> <td>Sound formats</td> </tr> <tr> <td>Filters</td> <td>Video formats</td> </tr> </table>	Elements and Principles of art / design	Scanners	File formats	History	Resolutions	Camera parts	Layers	Transitions	Masks	Sound formats	Filters	Video formats
Elements and Principles of art / design	Scanners												
File formats	History												
Resolutions	Camera parts												
Layers	Transitions												
Masks	Sound formats												
Filters	Video formats												
Artists	Film producers, directors, and cameramen												

## Digital Multimedia I (continued)

### Art Criticism

*Standard 3:* All students will analyze, describe, and evaluate works of art.

**GOAL:** Students will develop a base for making informed judgments.

1. Analyze ways in which the following objectives have been used by producers, directors, and cameramen:
  - a. Use personal response to the film as a basis for discussion and writing
  - b. Compare personal interpretations of the film to what they believe the scriptwriter and director intended
  - c. Identify and analyze interactions between main characters with respect to events, motives, causes of conflict, and resolutions
  - d. Identify and critique the scriptwriter's and director's purposes and points of view, and their effects on the construction of the film
  - e. Appropriateness of design to target audience
  - f. Determine the effects of the setting, film angles, lighting, music, and sounds to the story line

### Aesthetics

*Standard 4:* All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

**GOAL:** Students will develop and expand aesthetic perception.

1. Respond to, analyze, and make judgments about films
2. Recognize that different purposes and beliefs about a real-life figure or event can result in different presentations of that person or event in print and on film
3. Identify and critique literary and production techniques used to draw particular responses from the viewer

### Art History

*Standard 5:* All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

**GOAL:** Students will demonstrate an understanding of why certain films may be considered classics or works of enduring quality and substance.

1. Analysis how film production has changed throughout history
2. Analyze how a film has impacted changes in our history
3. Projects may included music videos, animation videos, dramatic scenes, documentaries, and comedy scenes

Avid Media Composer, Adobe After Effects, and phase-2 of Avid Sound Design

## DIGITAL MULTIMEDIA II

### Creative Expression (Production)

*Standard 1:* All students will apply skills and knowledge to perform in the arts.

*Standard 2:* All students will apply skills and knowledge to create in the arts.

**GOAL:** Students will be able to:

DIGITAL MULTIMEDIA II	
Production Concepts	<ul style="list-style-type: none"> <li>• Review and extend skills learned in Multimedia I</li> <li>• Investigate career possibilities</li> <li>• Produce real life examples</li> <li>• Develop skills to communicate with audience</li> <li>• Work extensively with storyboards</li> <li>• Work with groups to produce projects</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>• Review of vocabulary from Multimedia I</li> </ul>
Artists	<ul style="list-style-type: none"> <li>• Film producers, directors, and cameramen</li> </ul>

### Art Criticism

*Standard 3:* All students will analyze, describe, and evaluate works of art.

**GOAL:** Students will develop a base for making informed judgments.

1. Analyze ways in which the following objectives have been used by producers, directors, and cameramen:
  - a. Use personal response to the film as a basis for discussion and writing
  - b. Compare personal interpretations of the film to what they believe the scriptwriter and director intended
  - c. Identify and analyze interactions between main characters with respect to events, motives, causes of conflict, and resolutions
  - d. Identify and critique the scriptwriter's and director's purposes and points of view, and their effects on the construction of the film
  - e. Appropriateness of design to target audience
  - f. Determine the effects of the setting, film angles, lighting, music, and sounds to the story line

## Digital Multimedia II (continued)

### Aesthetics

*Standard 4:* All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

**GOAL:** Students will develop and expand aesthetic perception.

1. Respond to, analyze, and make judgments about films
2. Recognize that different purposes and beliefs about a real-life figure or event can result in different presentations of that person or event in print and on film
3. Identify and critique literary and production techniques used to draw particular responses from the viewer

### Art History

*Standard 5:* All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

**GOAL:** Students will demonstrate an understanding of why certain films may be considered classics or works of enduring quality and substance.

1. Analysis how film production has changed throughout history
2. Analyze how a film has impacted changes in our history
3. Projects may included music videos, animation videos, dramatic scenes, documentaries, and comedy scenes

Avid Media Composer, Adobe After Effects, and phase-2 of Avid Sound Design

## COMPUTER GRAPHICS I

### Creative Expression (Production)

*Standard 1:* All students will apply skills and knowledge to perform in the arts.

*Standard 2:* All students will apply skills and knowledge to create in the arts.

**GOAL:** Students will be able to:

<b>COMPUTER GRAPHICS I</b>	
<b>Production Concepts</b>	<ul style="list-style-type: none"> <li>• Draw using mouse and graphic tablet</li> <li>• Create 2-D imagery</li> <li>• Manipulate scanned or digital imagery</li> <li>• Create the 3-D imagery</li> <li>• Create the illusion of texture</li> <li>• Design Typography</li> <li>• Color theory</li> <li>• Philosophy in graphic design and advertising</li> <li>• Positive negative relationships</li> <li>• Understanding of the principles of art and design</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Elements and Principles of art / design</li> <li>• File formats</li> <li>• Resolutions</li> <li>• Layers</li> <li>• Masks</li> <li>• Filters</li> <li>• Scanners</li> <li>• Digital cameras</li> <li>• History</li> <li>• Graphic pads</li> </ul>
<b>Artists</b>	<ul style="list-style-type: none"> <li>• Iconography in art</li> <li>• Commercial artists and products</li> </ul>

## Computer Graphics I (continued)

### Art Criticism

*Standard 3:* All students will analyze, describe, and evaluate works of art.

**GOAL:** Students will develop a base for making informed judgments.

1. Review criticism strategies of Foundation Art.
2. Analyze ways in which designers have used the following objectives:
  - a. Create the illusion of movement
  - b. Use negative and positive space to produce a more interesting composition
  - c. Use color schemes to affect the mood or feeling of a graphic
  - d. Analyze the hierarchy of elements in a project by contrast, placement, and scale
  - e. Organize space both formally and informally
3. Discuss the role of graphic designers and advertisers in the history of art

### Aesthetics

*Standard 4:* All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

**GOAL:** Students will develop and expand aesthetic perception.

1. Respond to, analyze, and making judgments about graphics
2. Plan a strategy to attract viewer
3. Create an over look or feeling to a graphic
4. Identify a key purpose for their graphic

### Art History

*Standard 5:* All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

**GOAL:** Students will understand the art and artist in historical and cultural context, as well as the styles, trends, characteristics, and design elements common within specific art movements.

1. Analysis how a product and advertising has changed throughout history

## COMPUTER GRAPHICS II

### Creative Expression (Production)

*Standard 1:* All students will apply skills and knowledge to perform in the arts.

*Standard 2:* All students will apply skills and knowledge to create in the arts.

**GOAL:** Students will be able to:

	<b>COMPUTER GRAPHICS II</b>
Production Concepts	<ul style="list-style-type: none"> <li>• Build upon the skill learned in Computer Graphics I</li> <li>• Learn how to import and apply shared plug-ins</li> <li>• Learn how to control color</li> <li>• Learn how to print</li> <li>• Learn about color theory</li> <li>• Learn how to use channels and masks</li> <li>• Produce real life examples</li> <li>• Develop skills to communicate with clients</li> </ul>
Vocabulary	Review vocabulary from Computer Graphics I Channels Color theory Masks
Artists	Iconography in art



## Computer Graphics II (continued)

### Art Criticism

*Standard 3:* All students will analyze, describe, and evaluate works of art.

**GOAL:** Students will develop a base for making informed judgments.

1. Review criticism strategies of Foundation Art being used by designers
2. Analyze ways in which designers have used the following objectives:
  - a. Create the illusion of movement
  - b. Use negative and positive space to produce a more interesting composition
  - c. Use color schemes to affect the mood or feeling of a graphic
  - d. Analyze the hierarchy of elements in a project by contrast, placement, and scale
  - e. Organize space both formally and informally
3. Discuss the role of graphic designers and advertisers in the history of art

### Aesthetics

*Standard 4:* All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

**GOAL:** Students will develop and expand aesthetic perception.

1. Respond to, analyze, and making judgments about graphics
2. Plan a strategy to attract viewer
3. Create an over look or feeling to a graphic
4. Identify a key purpose for their graphic

### Art History

*Standard 5:* All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

**GOAL:** Students will understand the art and artist in historical and cultural context, as well as the styles, trends, characteristics, and design elements common within specific art movements.

1. Analysis how a product and advertising has changed throughout history

## SCULPTURE/CERAMICS I

### Creative Expression (Production)

*Standard 1:* All students will apply skills and knowledge to perform in the arts.

*Standard 2:* All students will apply skills and knowledge to create in the arts.

**GOAL:** Students will be able to:

	<b>SCULPTURE/CERAMICS I</b>
Production Concepts	<ul style="list-style-type: none"> <li>• Learn how to knead clay so that it has an even consistency without bubbles and with correct moisture content</li> <li>• Know how to correctly join clay by such methods as adding water, using slip, or scoring surfaces</li> <li>• Decorate a surface by using glaze and creating textural patterns</li> <li>• Demonstrate skills in pinch, slab, and coil clay methods and use the pottery wheel</li> <li>• Identify parts of a pot: base, foot, neck, lip, mouth, and body</li> <li>• Identify and examine examples of pottery from various cultures</li> <li>• List the steps involved in forming a clay project</li> <li>• Identify professions related to sculpture and ceramics</li> <li>• Learn to prepare and join materials in a structurally sound manner</li> <li>• Decorate surfaces using a number of techniques</li> <li>• Understand the use of emphasis on three-dimensional objects</li> <li>• Discern the relationship between form and function</li> <li>• Recognize and use terminology appropriate to ceramic &amp; sculpture work</li> <li>• Demonstrate skills in building an armature and finishing with plaster</li> <li>• Create pleasing relations between parts of a form</li> <li>• Create a project with a feeling of unity</li> </ul>

Sculpture/Ceramics I (continued)

	<b>SCULPTURE/CERAMICS I</b>		
Vocabulary	Elements and Principles of art / design Additive Subtractive Coil Slab Pinch Foot Stoneware Bisque	Gauge Flux Various joint types (lap, butt) Fillet Armature Scoring Bone-dry Wedging Earthenware	Greenware Leather hard Bat Plasma Weld Pool Solder MIG weld Electrode Shielding gas Plaster
Artists	C. Brancusi A. Giacometti Ryoji Koye	Michelangelo A. Calder	

**Art Criticism**

*Standard 3:* All students will analyze, describe, and evaluate works of art.

**GOAL:** Students will develop a base for making informed judgments.

8. Review criticism strategies of Foundation Art
9. Analyze ways in which the following objectives have been used by ceramicists and sculptors:
  - a. Create the illusion of movement in a 3-D object
  - b. Use negative and positive space to produce a more interesting composition
  - c. Tell how 3-D artists have created both formal and informal balance in their forms
  - d. Describe ways in which decoration has enhanced a ceramic form
  - e. Discuss the role of ceramics in today's culture, i.e., arts and crafts, science, and industry
  - f. Organize space both formally and informally
10. Discuss the role of 3-D artists in the history of art

## Sculpture/Ceramics I (continued)

### Aesthetics

*Standard 4:* All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

**GOAL:** Students will develop and expand aesthetic perception.

1. Describe ways in which 3-D artists have used the following objectives in their work:
  - a. Use any of the elements to relate parts of a composition to each other.
  - b. Maintain variety with unity by using variations in the elements, using contrast between plain and detailed areas, and creating tension between planes
  - c. Group shapes or forms to enhance the composition
  - d. Discuss both the positive and negative space in decorating or creating a three-dimensional form
  - e. Tell how artists create a pleasing relationship between the size and shape of objects with scale and proportion
  - f. Tell how the elements of a form relate parts of a composition to each other, i.e., relationships between colors, textures, or shapes

### History

*Standard 5:* All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

**GOAL:** Students will:

1. Determine the contributions a sculptor has made to the art of sculpting
2. Determine how a sculptor's work has impacted other sculptors
3. Analyze the ways in which a sculpture expresses a point of view of the time and place in which it was created
4. Analyze the visual characteristic of a sculptor's body of work
5. Present information in a multimedia format

## HIGH SCHOOL SCULPTURE/CERAMICS II

### Creative Expression (Production)

*Standard 1:* All students will apply skills and knowledge to perform in the arts.

*Standard 2:* All students will apply skills and knowledge to create in the arts.

**GOAL:** Students will be able to:

	<b>SCULPTURE/CERAMICS II</b>
<p><b>Production Concepts</b></p>	<ul style="list-style-type: none"> <li>• Learn how to knead clay so that it has an even consistency without bubbles and with correct moisture content</li> <li>• Know how to correctly join clay by such methods as adding water, using slip or scoring surfaces</li> <li>• Decorate a surface by using glaze and creating textural patterns</li> <li>• Demonstrate skills in pinch, slab, and coil clay methods and use the pottery wheel</li> <li>• Identify parts of a pot: base, foot, neck, lip, mouth, and body</li> <li>• Identify and examine examples of pottery from various cultures</li> <li>• List the steps involved in forming a clay project</li> <li>• Identify professions related to sculpture and ceramics</li> <li>• Learn to prepare metal to be welded/soldered</li> <li>• Know how to correctly join metals by soldering/welding</li> <li>• Decorate metal surfaces using a grinder and other techniques</li> <li>• Demonstrate skills in joining various sculptural materials together</li> <li>• Understand the use of emphasis on three-dimensional objects</li> <li>• Discern the relationship between form and function</li> <li>• Recognize and use terminology appropriate to ceramic and sculpture work</li> <li>• Demonstrate skills in building an armature</li> <li>• Create pleasing relations between parts of a form</li> <li>• Create a project with a feeling of unity</li> <li>• Design and create and oversized bowl and plate with decoration</li> <li>• Conceptualize, design and produce a “set of…”project with a minimum of five pieces</li> <li>• Gain an appreciation and understanding for the special problems involved in producing a cohesive group of related forms</li> </ul>

## Sculpture/Ceramics II (continued)

	<b>SCULPTURE/CERAMICS II</b>		
Vocabulary	Elements and Principles of art/design Additive Subtractive Coil Slab Pinch Foot Stoneware Bisque	Gauge Flux Various joint types (lap, butt) Fillet Armature Scoring Bone-dry Wedging Earthenware	Greenware Leather hard Bat Plasma Weld Pool Solder MIG weld Electrode Shielding gas Plaster
Artists	C. Brancusi A. Giacometti Ryoji Koye	Dale Chihuly Donatello Michelangelo	A. Calder Andrew Goldsworthy Umberto Boccioni

### Art Criticism

*Standard 3:* All students will analyze, describe, and evaluate works of art.

**GOAL:** Students will develop a base for making informed judgments.

1. Review criticism strategies of Foundation Art.
2. Analyze ways in which the following objectives have been used by ceramicists and sculptors:
3. Create the illusion of movement in a 3-D object.
4. Use negative and positive space to produce a more interesting composition.
5. Tell how 3-D artists have created both formal and informal balance in their forms.
6. Describe ways in which decoration has enhanced a ceramic form.
7. Discuss the role of ceramics in today's culture, i.e., arts and crafts, science, and industry.
8. Organize space both formally and informally.
9. Discuss the role of 3-D artists in the history of art.

## Sculpture/Ceramics II (continued)

### Aesthetics

*Standard 4:* All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

**GOAL:** Students will develop and expand aesthetic perception.

1. Describe ways in which 3-D artists have used the following objectives in their work:
  - a. Use any of the elements to relate parts of a composition to each other
  - b. Maintain variety with unity by using variations in the elements, using contrast between plain and detailed areas, and creating tension between planes
  - c. Group shapes or forms to enhance the composition
  - d. Discuss both the positive and negative space in decorating or creating a three-dimensional form
  - e. Tell how artists create a pleasing relationship between the size and shape of objects with scale and proportion
  - f. Tell how the elements of a form relate parts of a composition to each other, i.e., relationships between colors, textures, or shapes

### History

*Standard 5:* All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

**GOAL:** Students will

1. Determine the contributions a sculptor has made to the art of sculpting
2. Determine how a sculptor's work has impacted other sculptors
3. Analyze the ways in which a sculpture expresses a point of view of the time and place in which it was created
4. Analyze the visual characteristic of a sculptor's body of work
5. Present information in a multimedia format

## DRAWING/PAINTING I

### Creative Expression (Production)

*Standard 1:* All students will apply skills and knowledge to perform in the arts.

*Standard 2:* All students will apply skills and knowledge to create in the arts.

**GOAL:** Students will be able to:

	<b>DRAWING/PAINTING I</b>		
<b>Production Concepts</b>	<ul style="list-style-type: none"> <li>• Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks</li> <li>• Experiment with a variety of drawing pencils of different values to create space and form in a drawing.</li> <li>• Utilize Vine and Compressed charcoal with blending tools to create volume in a form</li> <li>• Experiment with chalk and oil pastels to create works of art that express form and surface quality</li> <li>• Students study how value and color define form, space, and composition</li> <li>• Utilize different brush types and paint types to achieve surface effects, form, and space.</li> <li>• Understand the use of a color wheel and its application in composition</li> <li>• Understand the different work surfaces and their characteristics</li> <li>• Understand and apply color schemes to effect the mood and design of a composition</li> </ul>		
<b>Vocabulary</b>	Build upon the foundation vocabulary Brush Types: Rounds, Flats, Filberts, Brights Paint Types: Acrylic, Water Color Paint Mediums: Acrylic Gel Medium, Impasto Mediums Drawing Tools: Graphite, Charcoal, Oil Pastel, Chalk Pastel, Tortillion, Kneaded eraser		Paper weights Canvas types Gesso
<b>Artists</b>	Rembrandt DaVinci Durer Daumier	Cy Twombly MC Escher Helen Frankenthaler Mark Rothko	Francis Bacon Alice Neel Contemporary Artists



## Drawing/Painting I (continued)

### Art Criticism

*Standard 3:* All students will analyze, describe, and evaluate works of art.

**GOAL:** Students will develop a base for making informed judgments.

1. Demonstrate the ability to form and defend judgments personal, communal, or based on purposes of art

### Aesthetics

*Standard 4:* All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

**GOAL:** Students will develop and expand aesthetic perception.

1. Identify, perceive, and discuss the elements and principles found within a work of art

### Art History

*Standard 5:* All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

**GOAL:** Students will determine characteristics of one painting or drawing from a given period of time.

1. Discuss the use of elements and principles of design found in the drawing or painting of choice
2. Identify and discuss the subject matter in a historical context and how it relates to the artists life
3. Determine what influenced this artist to create this work of art
4. Locate one work of art that you feel was influenced by this work of art and discuss why you think so
5. Present information in a multi media format

## DRAWING/PAINTING II

### Creative Expression (Production)

*Standard 1:* All students will apply skills and knowledge to perform in the arts.

*Standard 2:* All students will apply skills and knowledge to create in the arts.

**GOAL:** Students will be able to:

<b>DRAWING/PAINTING II</b>				
<b>Production Concepts</b>	<ul style="list-style-type: none"> <li>• Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks</li> <li>• Experiment with a variety of drawing pencils of different values to create space and form in a drawing</li> <li>• Utilize Vine and Compressed charcoal with blending tools to create volume in a form</li> <li>• Experiment with chalk and oil pastels to create works of art that express form and surface quality</li> <li>• Students study how value and color define form, space and composition</li> <li>• Utilize different brush types and paint types to achieve surface effects, form and space</li> <li>• Understand the use of a color wheel and its application in composition</li> <li>• Understand the different work surfaces and their characteristics</li> <li>• Understand and apply color schemes to effect the mood and design of a composition</li> <li>• Control the basic properties of color (hue, value, and intensity)</li> <li>• Understand the use of aerial perspective to create an illusion of depth</li> <li>• Use colors in transparent and opaque paintings</li> <li>• Maintain painting and drawing equipment</li> </ul>			
<b>Vocabulary</b>	Build upon the foundation vocabulary Brush Types; Rounds, Flats, Filberts, Brights Paint Types; Acrylic, Water Color Paint Mediums; Acrylic Gel Medium, Impasto Mediums Drawing Tools; Graphite, Charcoal, Oil Pastel, Chalk Pastel, Tortillion, Kneaded eraser			Paper weights Paper types Canvas types Gesso Glaze Dry brush
<b>Artists</b>	Rembrandt DaVinci Durer Daumier	Helen Frankenthaler Mark Rothko Francis Bacon Alice Neel	Cy Twombly Mc Escher Wyeth (contemporary)	Contemporary Artists Caravagio Jan Van Eyck

## Drawing/Painting II (continued)

### Art Criticism

*Standard 3:* All students will analyze, describe, and evaluate works of art.

**GOAL:** Students will develop a base for making informed judgments.

1. Demonstrate the ability to form and defend judgments personal, communal, or based on purposes of art

### Aesthetics

*Standard 4:* All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

**GOAL:** Students will develop and expand aesthetic perception.

1. Identify, perceive, and discuss the elements and principles found within a work of art

### Art History

*Standard 5:* All students will understand analyze and describe the arts in their historical, social, and cultural contexts.

**GOAL:** Determine characteristics of one painting or drawing from a given period of time..

1. Discuss the use of elements and principles of design found in the Drawing or Painting of choice.
2. Identify and discuss the subject matter in a historical context and how it relates to the Artists life.
3. Determine what influenced this artist to create this work of Art.
4. Locate one work of art that you feel was influenced by this work of art and discuss why you think so
5. Present information in a multi media format

## PRINTMAKING I

### Creative Expression (Production)

*Standard 1:* All students will apply skills and knowledge to perform in the arts.

*Standard 2:* All students will apply skills and knowledge to create in the arts.

**GOAL:** Students will be able to:

PRINTMAKING I			
Production Concepts	<ul style="list-style-type: none"> <li>• Use structural lines to define the planes or surfaces of objects.</li> <li>• Render the scale (or size relationship) of objects.</li> <li>• Create the illusion of form with a light source and areas of light, shadow, and cast shadow.</li> <li>• Use linear perspective to create the illusion of depth.</li> <li>• Use lines to warp the surface and to describe the contour, the framework, and the parts of an object.</li> <li>• Create the illusion of texture.</li> <li>• Render objects that appear foreshortened.</li> <li>• Use contrast to create a point of emphasis (focal point).</li> </ul>		
Vocabulary	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">           Elements and Principles of art / design            Incise            Relief            Intaglio            Dry point            Woodcut            Blockprint            Etching            Burnisher            Emboss         </td> <td style="width: 50%; vertical-align: top;">           Planographic process            Brayer            Gauge            Burin            Graver            Benchhook            Engraving            Tint            Etching plate         </td> </tr> </table>	Elements and Principles of art / design Incise Relief Intaglio Dry point Woodcut Blockprint Etching Burnisher Emboss	Planographic process Brayer Gauge Burin Graver Benchhook Engraving Tint Etching plate
Elements and Principles of art / design Incise Relief Intaglio Dry point Woodcut Blockprint Etching Burnisher Emboss	Planographic process Brayer Gauge Burin Graver Benchhook Engraving Tint Etching plate		
Artists	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">           Rembrandt            F. Goya            H. Daumier            Toulouse Lautrec            Hokusai         </td> <td style="width: 50%; vertical-align: top;">           A. Durer            W. Blake            A. Warhol            Moishe Smith            Baskin         </td> </tr> </table>	Rembrandt F. Goya H. Daumier Toulouse Lautrec Hokusai	A. Durer W. Blake A. Warhol Moishe Smith Baskin
Rembrandt F. Goya H. Daumier Toulouse Lautrec Hokusai	A. Durer W. Blake A. Warhol Moishe Smith Baskin		

## Printmaking I (continued)

### Art Criticism

*Standard 3:* All students will analyze, describe, and evaluate works of art.

**GOAL:** Students will develop a base for making informed judgments.

1. Review criticism strategies of Foundation Art
2. Analyze ways in which the following objectives have been used by printmakers:
  - a. Create the illusion of movement in a print
  - b. Use negative and positive space to produce a more interesting composition
  - c. Use related, contrasting, and neutral color schemes to affect the mood or feeling of a print
  - d. Create moods or feelings in a print with value keys
  - e. Organize space both formally and informally
3. Discuss the role of printmaker artists in the history of art

### Aesthetics

*Standard 4:* All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

**GOAL:** Students will develop and expand aesthetic perception.

1. Describe ways in which printmakers have used the following objectives in their prints:
  - a. Use any of the elements to relate parts of a composition to each other
  - b. Maintain variety with unity by using variations in the elements, using contrast between plain and detailed areas, and creating tension between planes
  - c. Group shapes or forms to enhance the composition

### History

*Standard 5:* All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

**GOAL:** Students will determine the contributions a printmaker has made to the art of printing.

1. Determine how a printer's work has impacted other printmakers
2. Analyze the ways in which a print expresses a point of view of the time and place in which it was created
3. Analyze the visual characteristic of a printmaker's body of work
4. Present information in a multimedia format

## PRINTMAKING II

### Creative Expression (Production)

*Standard 1:* All students will apply skills and knowledge to perform in the arts.

*Standard 2:* All students will apply skills and knowledge to create in the arts.

**GOAL:** Students will be able to:

PRINTMAKING II			
Production Concepts	<ul style="list-style-type: none"> <li>• Use structural lines to define the planes or surfaces of objects</li> <li>• Render the scale (or size relationship) of objects</li> <li>• Create the illusion of form with a light source and areas of light, shadow, and cast shadow</li> <li>• Use linear perspective to create the illusion of depth</li> <li>• Use lines to warp the surface and to describe the contour, the framework, and the parts of an object</li> <li>• Create the illusion of texture</li> <li>• Render objects that appear foreshortened</li> <li>• Use contrast to create a point of emphasis (focal point)</li> </ul>		
Vocabulary	Elements and Principles of art/design Incise Relief Intaglio Dry point Woodcut Blockprint	Planographic process Etching Burnisher Emboss Proof Brayer Gauge	Burin Graver Benchhook Engraving Tint Etching plate Edition
Artists	Rembrandt F. Goya H. Daumier Toulouse Lautrec	Hokusai Kathe Kollwitz A. Durer W. Blake	A. Warhol Moishe Smith Baskin Robert Blackburn

## Printmaking II (continued)

### Art Criticism

*Standard 3:* All students will analyze, describe, and evaluate works of art.

**GOAL:** Students will develop a base for making informed judgments.

1. Review criticism strategies of Foundation Art
2. Analyze ways in which the following objectives have been used by printmakers:
  - a. Create the illusion of movement in a print
  - b. Use negative and positive space to produce a more interesting composition
  - c. Use related, contrasting, and neutral color schemes to affect the mood or feeling of a print
  - d. Create moods or feelings in a print with value keys
  - e. Organize space both formally and informally
3. Discuss the role of printmaker artists in the history of art

### Aesthetics

*Standard 4:* All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

**GOAL:** Students will develop and expand aesthetic perception.

1. Describe ways in which printmakers have used the following objectives in their prints:
  - a. Use any of the elements to relate parts of a composition to each other
  - b. Maintain variety with unity by using variations in the elements, using contrast between plain and detailed areas, and creating tension between planes
  - c. Group shapes or forms to enhance the composition

### History

*Standard 5:* All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

**GOAL:** Students will:

1. Determine the contributions a printmaker has made to the art of printing
2. Determine how a printer's work has impacted other printmakers
3. Analyze the ways in which a print expresses a point of view of the time and place in which it was created
4. Analyze the visual characteristic of a printmaker's body of work
5. Present information in a multimedia format

## STUDENTS SPEAK . . .

*“I think freely in art.”*

*“Art class is the only reason I go to school.”*

*“To me, art is a blank page waiting to come to life.”*

*“I’m not sure what I want to do for a living, but I know it will be an art-related career.  
Making art is what makes me happy.”*

*“I love to see how shapes, patterns, and colors come together  
and when you get a perfect match, it’s absolutely beautiful.”*

*“I like art class because we are free to let our minds flow. In most classes we have to follow tight rules and do  
everything the teacher’s way. I really like art because we are free to express our creativity in multiple ways.”*

*“Art class is really interesting and it allows me to express my individuality.  
I love how it opens me up and helps me to be me.”*

*“Art is another way to write a story.”*

*“I put up with 6 hours of school before I get to come to my favorite class ... Art.”*

*“I love art. It’s very relaxing and for that one hour during the school day when I’m painting or drawing,  
I never feel stressed out.”*



EAST GRAND RAPIDS PUBLIC SCHOOLS  
**Art Curriculum**

**BUDGET**



*“If people knew how hard I worked to get my mastery, it wouldn’t seem so wonderful at all.”*

–Michaelangelo

# Art Curriculum

## BUDGET OVERVIEW

After thorough research and evaluation, we are requesting materials for our K-12 art program that will provide student and teacher resources as well as an art library needed to complete this new curriculum. These funds have been planned for in the current instruction budget.

Materials

Elementary (K-5) .....	\$7000
Middle School (6-8) .....	\$2300
High School (9-12) .....	\$1300

Technology

Elementary .....	\$750
High School .....	\$1700

**TOTAL Budget Request .....** **\$13,050**

*“Art is a nation’s most precious heritage. For it is  
in our works of art that we reveal to ourselves, and to others,  
the inner vision which guides us as a nation.  
And where there is no vision, the people perish.”*

–Lyndon B. Johnson