

ISE



INTERNATIONAL
SCHOOL

VISUAL ARTS CURRICULUM STANDARDS ORGANIZED BY GRADE LEVEL

Curriculum standards are divided into four strands:

- Creating
- Presenting
- Responding
- Connecting

The curriculum standards in this document were based on National Core Arts Standards. They were revised to fit ISE's student population. More information about the standards can be found at: <http://nationalartsstandards.org>

Revised in 2015-2016

Fine Arts

Vision Statement

The integrated arts curriculum enhances and deepens learning not just in the arts, but in all academic subjects. The correlations of fine art study with mathematical concepts, science, history, and culture help lay the foundation for a well-rounded and substantial education.

We believe:

- The fine and performing arts are an integral aspect of culture and learning
- The fine arts should be celebrated throughout the school community
- The ways of thinking and methods taught in the fine arts program supports other disciplines that require creative solutions
- Attributes such as self-discipline, collaboration, expression, creativity, and perseverance are necessary to become lifelong learners
- The fine arts help develop responsible global citizens

Fine Arts incorporates:

Visual Arts

Performing Arts

Digital Art

Pre-Kindergarten Art Curriculum

Unit of Study: Artistic Perception

Curriculum Standards	Learner Outcomes
Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.	<ul style="list-style-type: none">• Discuss visual and tactile perceptions of the natural and human-made world: what is seen and how objects feel.• Identify colors by name.• Name and describe objects by color and relative size.

Unit of Study: Creative Expression

Curriculum Standards	Learner Outcomes
Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.	<ul style="list-style-type: none">• Create patterns and three-dimensional arrangements (using manipulatives or blocks).• Demonstrate beginning skill in the use of materials (such as pencils, paints, crayons, clay) to create works of art.• Experiment with colors through the use of a variety of drawing materials and paints.• Create a self-portrait.• Create a picture of a person.• Use colors to draw or paint a picture of everyday objects.• Create a three-dimensional form.

Unit of Study: Historical and Cultural Context

Curriculum Standards	Learner Outcomes
Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.	<ul style="list-style-type: none">• Identify art observed in daily life.• Describe pictorial objects that appear in works of art.• Discuss art objects from various places and times.

Unit of Study: Aesthetic Valuing

Curriculum Standards	Learner Outcomes
Students analyze and derive meaning from works of art, including their own.	<ul style="list-style-type: none">• Ask questions about pictures, illustrations, photographs, etc.• Discuss what they like about their own works of art.• Select works of art by others and tell what they like about them.

Unit of Study: Connections, Relationships, Applications

Curriculum Standards	Learner Outcomes
Students apply what they learn in the visual arts across subject areas.	<ul style="list-style-type: none">• Create visual patterns (e.g., line, line, dot; line, line, dot) to match rhythms made by clapping or drumming the beat found in selected poems or songs.• Name colors and draw an object, using the colors<ul style="list-style-type: none">○ e.g., red balloon, green leaf, brown dog, yellow sun.• Identify images of self, friends, and family (including snapshots and the students own works of art).

Kindergarten Art Curriculum

Unit of Study: Artistic Perception

Curriculum Standards	Learner Outcomes
Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.	<ul style="list-style-type: none">• Recognize and describe simple patterns found in the environment and works of art.• Name art materials (e.g., clay, paint, and crayons) introduced in lessons.• Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.

Unit of Study: Creative Expression

Curriculum Standards	Learner Outcomes
Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.	<ul style="list-style-type: none">• Use lines, shapes/forms, and colors to make patterns.• Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction.• Make a collage with cut or torn paper shapes/forms.• Paint pictures expressing ideas about family and neighborhood.• Use lines in drawings and paintings to express feelings.• Use geometric shapes/forms (circle, triangle, square) in a work of art.• Create a three-dimensional form, such as a real or imaginary animal.

Unit of Study: Historical and Cultural Context

Curriculum Standards	Learner Outcomes
Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.	<ul style="list-style-type: none">• Describe functional and nonutilitarian art seen in daily life; that is, works of art that are used versus those that are only viewed.• Identify and describe works of art that show people doing things together.• Look at and discuss works of art from a variety of times and places.

Unit of Study: Aesthetic Valuing

Curriculum Standards	Learner Outcomes
Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.	<ul style="list-style-type: none">• Discuss their own works of art, using appropriate art vocabulary<ul style="list-style-type: none">○ e.g., color, shape/form, texture.• Describe what is seen (including both literal and expressive content) in selected works of art.• Discuss how and why they made a specific work of art.• Give reasons why they like a particular work of art they made, using appropriate art vocabulary.

Unit of Study: Connections, Relationships, Applications

Curriculum Standards	Learner Outcomes
Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.	<ul style="list-style-type: none">• Draw geometric shapes/forms (e.g., circles, squares, triangles) and repeat them in dance/movement sequences.• Look at and draw something used every day (e.g., scissors, toothbrush, fork) and describe how the object is used.• Point out images (e.g., photographs, paintings, murals, ceramics, sculptures) and symbols found at home, in school, and in the community, including national symbols and icons.• Discuss the various works of art (e.g., ceramics, paintings, sculpture) that artists create and the type of media used.

Grade One Art Curriculum

Unit of Study: Artistic Perception

Curriculum Standards	Learner Outcomes
Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.	<ul style="list-style-type: none">• Describe and replicate repeated patterns in nature, in the environment, and in works of art.• Distinguish among various media when looking at works of art<ul style="list-style-type: none">○ e.g., clay, paints, drawing materials.• Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.

Unit of Study: Creative Expression

Curriculum Standards	Learner Outcomes
Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.	<ul style="list-style-type: none">• Use texture in two-dimensional and three-dimensional works of art.• Mix secondary colors from primary colors and describe the process.• Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art.• Create a representational sculpture based on people, animals, or buildings.• Draw or paint a still life, using secondary colors.• Create artwork based on observations of actual objects and everyday scenes.

Unit of Study: Historical and Cultural Context

Curriculum Standards	Learner Outcomes
Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.	<ul style="list-style-type: none">• Identify and describe various subject matter in art<ul style="list-style-type: none">○ e.g., landscapes, seascapes, portraits, still life.• View and then describe art from various cultures.• Identify art objects from various cultures (e.g., Japanese screen painting, Mexican tin art, African masks) and describe what they have in common and how they differ.

Unit of Study: Aesthetic Valuing

Curriculum Standards	Learner Outcomes
Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.	<ul style="list-style-type: none">• Discuss works of art created in the classroom, focusing on selected elements of art<ul style="list-style-type: none">○ e.g., shape/form, texture, line, color.▪ Describe how and why they made a selected work of art, focusing on the media and technique.▪ Select something they like about their work of art and something they would change.

Unit of Study: Connections, Relationships, Applications

Curriculum Standards	Learner Outcomes
Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.	<ul style="list-style-type: none">• Identify and sort pictures into categories according to the elements of art emphasized in the works (e.g., color, line, shape/form, texture).

Grade Two Art Curriculum

Unit of Study: Artistic Perception

Curriculum Standards	Learner Outcomes
Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.	<ul style="list-style-type: none">• Perceive and describe repetition and balance in nature, in the environment, and in works of art.• Perceive and discuss differences in mood created by warm and cool colors.• Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.

Unit of Study: Creative Expression

Curriculum Standards	Learner Outcomes
Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.	<ul style="list-style-type: none">• Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.• Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera.• Depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture.• Create a painting or drawing, using warm or cool colors expressively.• Use bilateral or radial symmetry to create visual balance.

Unit of Study: Historical and Cultural Context

Curriculum Standards	Learner Outcomes
Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.	<ul style="list-style-type: none">• Explain how artists use their work to share experiences or communicate ideas.• Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.

Unit of Study: Aesthetic Valuing

Curriculum Standards	Learner Outcomes
Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.	<ul style="list-style-type: none">• Compare ideas expressed through their own works of art with ideas expressed in the work of others.• Use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded.

Unit of Study: Connections, Relationships, Applications

Curriculum Standards	Learner Outcomes
Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.	<ul style="list-style-type: none">• Use placement, overlapping, and size differences to show opposites<ul style="list-style-type: none">○ e.g., up/down, in/out, over/under, together/apart, fast/slow, stop/go.• Select and use expressive colors to create mood and show personality within a portrait of a hero from long ago or the recent past.• Identify pictures and sort them into categories according to expressive qualities<ul style="list-style-type: none">○ e.g., theme and mood.

Grade Three Art Curriculum

Unit of Study: Artistic Perception

Curriculum Standards	Learner Outcomes
Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.	<ul style="list-style-type: none">• Perceive and describe rhythm and movement in works of art and in the environment.• Describe how artists use tints and shades in painting.• Identify and describe how foreground, middle ground, and background are used to create the illusion of space.• Compare and contrast two works of art made by the use of different art tools and media<ul style="list-style-type: none">○ e.g., watercolor, tempera, computer.• Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value.

Unit of Study: Creative Expression

Curriculum Standards	Learner Outcomes
Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.	<ul style="list-style-type: none">• Explore ideas for art in a personal sketchbook.• Mix and apply tempera paints to create tints, shades, and neutral colors.• Paint or draw a landscape, seascape, or cityscape that shows the illusion of space.• Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.• Create an imaginative clay sculpture based on an organic form.• Create an original work of art emphasizing rhythm and movement, using a selected printing process.

Unit of Study: Historical and Cultural Context

Curriculum Standards	Learner Outcomes
Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.	<ul style="list-style-type: none">• Compare and describe various works of art that have a similar theme and were created at different time periods.• Identify artists from his or her own community, county, or state and discuss local or regional art traditions.• Distinguish and describe representational, abstract, and nonrepresentational works of art.• Identify and describe objects of art from different parts of the world observed in visits to a museum or gallery<ul style="list-style-type: none">◦ e.g., puppets, masks, containers.• Write about a work of art that reflects a student's own cultural background.

Unit of Study: Aesthetic Valuing

Curriculum Standards	Learner Outcomes
Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.	<ul style="list-style-type: none">• Compare and contrast selected works of art and describe them, using appropriate vocabulary of art.• Select an artist's work and, using appropriate vocabulary of art, explain its successful compositional and communicative qualities.

Unit of Study: Connections, Relationships, Applications

Curriculum Standards	Learner Outcomes
Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.	<ul style="list-style-type: none">• Describe how costumes contribute to the meaning of a dance.• Write a poem or story inspired by their own works of art.• Look at images in figurative works of art and predict what might happen next, telling what clues in the work support their ideas.• Describe how artists (e.g., architects, book illustrators, muralists, industrial designers) have affected people's lives.

Grade Four Art Curriculum

Unit of Study: Artistic Perception

Curriculum Standards	Learner Outcomes
Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.	<ul style="list-style-type: none">• Perceive and describe contrast and emphasis in works of art and in the environment.• Describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art.• Identify pairs of complementary colors (e.g., yellow/violet; red/green; orange/blue) and discuss how artists use them to communicate an idea or mood.• Describe the concept of proportion (in face, figure) as used in works of art.• Describe and analyze the elements of art (e.g., color, shape/form, line, texture, space, value), emphasizing form, as they are used in works of art and found in the environment.

Unit of Study: Creative Expression

Curriculum Standards	Learner Outcomes
Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.	<ul style="list-style-type: none">• Use shading (value) to transform a two-dimensional shape into what appears to be a three-dimensional form<ul style="list-style-type: none">○ e.g., circle to sphere.• Use the conventions of facial and figure proportions in a figure study.• Use additive and subtractive processes in making simple sculptural forms.• Use fibers or other materials to create a simple weaving.• Use accurate proportions to create an expressive portrait or a figure drawing or painting.• Use the interaction between positive and negative space expressively in a work of art.• Use contrast (light and dark) expressively in an original work of art.• Use complementary colors in an original composition to show contrast and emphasis.

Unit of Study: Historical and Cultural Context

Curriculum Standards	Learner Outcomes
Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.	<ul style="list-style-type: none">• Describe how art plays a role in reflecting life<ul style="list-style-type: none">○ e.g., in photography, quilts, architecture.• Identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to California's history and art heritage.

Unit of Study: Aesthetic Valuing

Curriculum Standards	Learner Outcomes
Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.	<ul style="list-style-type: none">• Describe how using the language of the visual arts helps to clarify personal responses to works of art.• Identify and describe how a person's own cultural context influences individual responses to works of art.• Discuss how the subject and selection of media relate to the meaning or purpose of a work of art.• Identify and describe how various cultures define and value art differently.

Unit of Study: Connections, Relationships, Applications

Curriculum Standards	Learner Outcomes
Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.	<ul style="list-style-type: none">• Identify through research twentieth-century artists who have incorporated symmetry as a part of their work and then create a work of art, using bilateral or radial symmetry.• Construct diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about a historical event.• Read biographies and stories about artists and summarize the readings in short reports, telling how the artists mirrored or affected their time period or culture.

Grade Five Art Curriculum

Unit of Study: Artistic Perception

Curriculum Standards	Learner Outcomes
Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.	<ul style="list-style-type: none">• Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.• Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.

Unit of Study: Creative Expression

Curriculum Standards	Learner Outcomes
Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.	<ul style="list-style-type: none">• Use one-point perspective to create the illusion of space.• Create gesture and contour observational drawings.• Create an expressive abstract composition based on real objects.• Assemble a found object sculpture (as assemblage) or a mixed media two-dimensional composition that reflects unity and harmony and communicates a theme.• Use perspective in an original work of art to create a real or imaginary scene.• Communicate values, opinions, or personal insights through an original work of art.

Unit of Study: Historical and Cultural Context

Curriculum Standards	Learner Outcomes
Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.	<ul style="list-style-type: none">• Identify and describe various fine, traditional, and folk arts from historical periods worldwide.• View selected works of art from a major culture and observe changes in materials and styles over a period of time.

Unit of Study: Aesthetic Valuing

Curriculum Standards	Learner Outcomes
Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.	<ul style="list-style-type: none">• Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art.• Compare the different purposes of a specific culture for creating art.• Develop and use specific criteria as individuals and in groups to assess works of art.• Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.

Unit of Study: Connections, Relationships, Applications

Curriculum Standards	Learner Outcomes
Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.	<ul style="list-style-type: none">• Use linear perspective to depict geometric objects in space.• Identify and design icons, logos, and other graphic devices as symbols for ideas and information.• Research and report on what various types of artists (e.g., architects, designers, graphic artists, animators) produce and how their works play a role in our everyday environment.

Grade Six Art Curriculum

Unit of Study: Artistic Perception

Curriculum Standards	Learner Outcomes
Students perceive and respond to works of fine and performing arts, objects in nature, events (personal and public), and the environment. They also use the vocabulary of the visual arts to express their observations.	<ul style="list-style-type: none">• Identify and describe elements/principles of design found in a range of cultural production<ul style="list-style-type: none">○ e.g., color, shape/form, line, texture, space, rhythm, unity• Discuss works of art as to theme, genre, style, idea, and differences in media.• Describe how artists can show the same theme by using different media and styles.• Describe how balance is effectively used in a work of art<ul style="list-style-type: none">○ e.g., symmetrical, asymmetrical, radial.

Unit of Study: Creative Expression

Curriculum Standards	Learner Outcomes
Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.	<ul style="list-style-type: none">• Use various observational drawing skills and two point perspective to depict a variety of subject matter• Develop skill in using mixed media while guided by a selected principle of design.• Create 2D works, using varying tints, shades, and intensities.• Create increasingly complex original works of art reflecting personal choices and increased technical skill.• Select specific media and processes to express moods, feelings, themes, or ideas.

Unit of Study: Historical and Cultural Context

Curriculum Standards	Learner Outcomes
Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity	<ul style="list-style-type: none">• Research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic).• View selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time.

as it relates to the visual arts and artists.	<ul style="list-style-type: none"> • Compare, in oral or written form, representative images or designs from at least two selected cultures from the past
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Unit of Study: Aesthetic Valuing

Curriculum Standards	Learner Outcomes
Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.	<ul style="list-style-type: none"> • Construct and describe plausible interpretations of what they perceive in works of art. • Develop specific criteria as individuals or in groups to assess and critique works of art. • Change, edit, or revise their works of art after a critique, articulating reasons for their changes.

Unit of Study: Connections, Relationships, Applications

Curriculum Standards	Learner Outcomes
Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.	<ul style="list-style-type: none"> • Use various drawing skills and techniques to depict lifestyles and scenes from selected civilizations of the past • Research how art was used in theatrical productions in the past and in the present. • Research how traditional characters (such as the trickster or shamans) found in a variety of cultures past and present are represented • Create artwork containing visual metaphors that express the traditions and myths of selected cultures. • Describe tactics employed in advertising to sway the viewer's thinking and provide examples • Establish criteria to use in selecting works of art for a specific type of art exhibition.

Grade Seven Art Curriculum

Unit of Study: Artistic Perception

Curriculum Standards	Learner Outcomes
Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.	<ul style="list-style-type: none">• Describe the environment and selected works of art, using the elements of art (line, shape, form, space, texture, value, color)• Identify and describe scale (proportion) as applied to two, three and four-dimensional works of art.• Identify and describe the ways in which artists convey the illusion of space<ul style="list-style-type: none">○ e.g., placement, overlapping, relative size, atmospheric perspective, and linear perspective.• Analyze and describe how the elements of art and the principles of design contribute to the expressive qualities of their own works of art.

Unit of Study: Creative Expression

Curriculum Standards	Learner Outcomes
Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.	<ul style="list-style-type: none">• Develop increasing skill in the use of at least three different media.• Use different forms of perspective to show the illusion of depth on a two-dimensional surface.• Develop skill in mixing paints and showing color relationships.• Create an original work of art, using a combination of 2D, 3D and/or 4D multi-media.• Create a series of works of art that express a personal statement demonstrating skill in applying the elements of art.• Develop skills in observation and manual dexterity through a regular artistic practice.

Unit of Study: Historical and Cultural Context

Curriculum Standards	Learner Outcomes
Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.	<ul style="list-style-type: none">• Research master artists and describe how the times in which they lived affected the style of art they produced• Identify major museums of the world and some of the masterpieces held in their collections• Research and describe how art reflects cultural values in various traditions throughout the world.• Compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made.

Unit of Study: Aesthetic Valuing

Curriculum Standards	Learner Outcomes
Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.	<ul style="list-style-type: none">• Explain the intent of a personal work of art and critically analyze it in terms of concept and aesthetic value.• Analyze the form (how a work of art looks) and content (what a work of art communicates) of theirs and others works of art.<ul style="list-style-type: none">▪ Develop and apply specific and appropriate criteria individually or in groups to assess and critique works of art.▪ Identify what was done when a personal work of art was reworked and explain how those changes improved the work.

Unit of Study: Connections, Relationships, Applications

Curriculum Standards	Learner Outcomes
Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.	<ul style="list-style-type: none">• Examine the art of three, and four dimensional works comparing how different visual representations of the same object lead to different interpretations of its meaning, and describe or illustrate the results.<ul style="list-style-type: none">▪ Identify professions in or related to the visual arts and some of the specific skills needed for those professions.

Grade Eight Art Curriculum

Unit of Study: Artistic Perception

Curriculum Standards	Learner Outcomes
Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.	<ul style="list-style-type: none">• Use the elements of art and principles of design when describing the intent and content of both own and well known works of art.• Analyze and justify how their artistic choices contribute to the expressive quality of their own works of art.• Analyze the use of the elements of art and the principles of design as they relate and add meaning to other forms of cultural production.

Unit of Study: Creative Expression

Curriculum Standards	Learner Outcomes
Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.	<ul style="list-style-type: none">• Demonstrate an increased knowledge of technical skills in using more complex two-dimensional art and 3D media and processes.• Create an original work of art, using a combination of 2D, 3D and 4D multimedia (film, photography, computer graphics, or video).• Design and create an expressive figurative sculpture.• Select a medium to use to communicate a theme in a series of works of art.• Design and create 3D sculptural forms with either an additive or subtractive technique..• Design a work of public art appropriate to and reflecting a location.

Unit of Study: Historical and Cultural Context

Curriculum Standards	Learner Outcomes
Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.	<ul style="list-style-type: none">• Examine, describe and/or report on the role of a work of art created to reflect a social comment or protest social conditions.• Compare, contrast, and analyze styles of art from a variety of eras in Western and non-Western cultures.• Identify major works of art created by Art Masters and describe the impact of those works on society at that time.

Unit of Study: Aesthetic Valuing

Curriculum Standards	Learner Outcomes
Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.	<ul style="list-style-type: none">• Define their own points of view and investigate the effects on their interpretation of art from cultures other than their own.• Develop a theory about the artist's intent in a series of works of art, using reasoned statements to support personal opinions.• Construct an interpretation of a work of art based on the form and content of the work.• Develop and apply a set of criteria as individuals or in groups to assess and critique works of art.• Present a reasoned argument about the artistic value of a work of art and respond to the arguments put forward by others within a classroom setting.• Select a grouping of their own works of art that reflects growth over time and describe the progression.

Unit of Study: Connections, Relationships, Applications

Curriculum Standards	Learner Outcomes
Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.	<ul style="list-style-type: none">• Describe tactics employed in advertising to sway the viewer's thinking and provide examples.• Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, gallerist, curator etc.• Demonstrate an understanding of the effects of visual communication media (e.g., television, music videos, film, Internet) on all aspects of society.• Work collaboratively to create a work of art that draws on connections and relationships of cross media/multi media.

Grade Nine and Ten Art Curriculum

Unit of Study: Artistic Perception

Curriculum Standards	Learner Outcomes
Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.	<ul style="list-style-type: none">• Identify and use the elements of art and the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.• Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.• Analyze the material used by a given artist and describe how its use influences the meaning of the work

Unit of Study: Creative Expression

Curriculum Standards	Learner Outcomes
Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.	<ul style="list-style-type: none">• Respond to a range of starting points and sources in order to explore or develop their own personal ideas for independent work.• Identify through reflection and feedback the need to revise work and develop strategies to further develop and elaborate on ideas, themes or composition.• Demonstrate the ability to research ideas, experiment through both spontaneous and structured activities and evaluate the appropriateness of their findings. Plan and effectively set goals respond to feedback and make informed decisions for the realization of work.• Create a series of works of art that express a personal statement demonstrating skill in applying the elements of art and the principles of design.• Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.• Create a two, three, or four-dimensional work of art that addresses a social, political or contemporary issue.

Unit of Study: Historical and Cultural Context

Curriculum Standards	Learner Outcomes
Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.	<ul style="list-style-type: none">• Research and describe the connections between the history of ideas, events and art thus contextualizing the complex contribution of art on society• Research and discuss the purposes of art and the role of the artist in selected contemporary cultures around the world.• Compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made.

Unit of Study: Aesthetic Valuing

Curriculum Standards	Learner Outcomes
Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.	<ul style="list-style-type: none">• Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.• Analyze the form (how a work of art looks) and content (what a work of art communicates) of theirs and others works of art.<ul style="list-style-type: none">▪ Develop and apply specific and appropriate criteria individually or in groups to assess and critique works of art.▪ Identify what was done when a personal work of art was reworked and explain how those changes improved the work.

Unit of Study: Connections, Relationships, Applications

Curriculum Standards	Learner Outcomes
Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn	<ul style="list-style-type: none">• Develop a knowledge of multimedia art forms and create a presentation that clearly shows connections between cross media and multimedia.• Examine art, photography, and other two, three, and four dimensional works of art, comparing how different visual representations of the same object lead to different interpretations of its meaning, and describe or illustrate the results.

about careers in and related to the visual arts.

- Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.
- Identify professions in or related to the visual arts and some of the specific skills needed for those professions.