

**ART
CURRICULUM
GUIDE**

GRADES K – 12

March 2001

Prince William County Public Schools

Prince William County Schools
DEPARTMENT OF INSTRUCTION
CURRICULUM AND STAFF DEVELOPMENT

ART CURRICULUM

March, 2001

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PRINCE WILLIAM COUNTY ART CURRICULUM

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Mission Statement

The Prince William County visual arts program will educate students to become life-long learners who will develop an awareness and appreciation of art as a universal expression of humanity. The program encourages students to become risk takers, creative problem solvers and producers, while developing aesthetic and critical thinking skills, which are applied in all disciplines. We expect students to undertake a life adventure of seeing, thinking, feeling and reacting to the visual arts in order to create for themselves a richness for life.

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Art Curriculum Benchmarks

Strand: VISUAL COMMUNICATION AND ART PRODUCTION

Goal: The student will apply knowledge and understanding of the elements of art and principles of design to solve visual arts problems with originality, flexibility, fluency, and imagination.
 The student will use materials, methods, information, and technology in a safe and ethical manner.
 The student will use various media, techniques and processes to explore a variety of subject matter, symbols and styles.

Third Grade	Fifth Grade	Seventh Grade	Art I
The student will identify and use effective art processes and skills, and a variety of ideas to create a work of art.	The student will synthesize information and solve visual problems to create a work of art.	The student will develop problem solving and technical skills to communicate ideas in a work of art.	The student will apply technical and problem solving skills to communicate ideas in a work of art.

Strand: CULTURAL CONTEXT AND ART HISTORY

Goal: The student will understand the relationship of culture, history, and other areas of learning to the visual arts.

Third Grade	Fifth Grade	Seventh Grade	Art I
The student will recognize the relationship of history, culture and other areas of learning to the visual arts.	The student will explore the role of history, culture, and other areas of learning in artistic expression.	The student will identify styles of art and categorize them according to period and culture.	The student will analyze artists' use of the elements of art in various periods, styles, and cultures.

Art Curriculum Benchmarks

Strand: JUDGEMENT AND CRITICISM

Goal: The student will use analytical skills to evaluate and respond to works of art

Third Grade	Fifth Grade	Seventh Grade	Art I
The student will use the process of describing, analyzing, interpreting, judging, and responding to works of art.	The student will demonstrate the process of describing, analyzing, interpreting, judging and responding to works of art with the use of appropriate art vocabulary.	The student will describe, analyze, interpret, judge, and respond to works of art based on the organization of the elements of art and principles of design.	The student will demonstrate analytical skills and make reasoned assessments, interpretations, and judgments about works of art.

Strand: AESTHETICS

Goal: The student will identify the purpose, nature, and significance of creative expression in the visual arts.
The student will recognize and apply criteria for making informed aesthetic judgments.

Third Grade	Fifth Grade	Seventh Grade	Art I
The student will recognize the purpose of creative expression.	The student will analyze the purposes, values, and meanings of creative expression.	The student will describe ways that social and cultural beliefs influence creative expression.	The student will evaluate the purpose and significance of creative expression and its influence on society.

SCOPE AND SEQUENCE ELEMENTARY SCHOOL ART COURSE OBJECTIVES

KINDERGARTEN – FIFTH GRADE

The elementary art curriculum provides a foundation for gaining knowledge and understanding of the visual arts. Emphasis is on cognitive, sensory, affective, and motor development through the production of art and exploration of ideas. Studies of art from many cultures, periods, and other areas of learning provide students with opportunities to attain appreciation of the role of art in contemporary society. The program enables students multiple means of communicating through visual language.

Art Curriculum
Elementary School Objectives

Strand: VISUAL COMMUNICATION AND ART PRODUCTION

Goal: The student will apply knowledge and understanding of the elements of art and principles of design to solve visual arts problems with originality, flexibility, fluency, and imagination.
The student will use materials, methods, information, and technology in a safe and ethical manner.
The student will use various media, techniques, and processes to explore a variety of subject matter, symbols, and styles.

Kindergarten	First Grade	Second Grade
<p>OBJECTIVES:</p> <p>KP.1 VISUAL COMMUNICATION</p> <p>KP.1.1 The student will create works of art that represent personal solutions to art problems. (SOL K.1)</p> <p>KP.1.2. The student will demonstrate self-expression through creation of works of art. (SOL K.2)</p> <p>KP.1.3 The student will create a work of art that commemorates a personal or historical event. (SOL K.4)</p> <p>KP.1.4 The student will make a work of art that depicts a specific animal or plant. (SOL K.5)</p> <p>KP.1.5 The student will create a self- portrait. (SOL K.6)</p> <p>KP.1.6 The student will describe the sequence of steps in the making of a work of art. (SOL K.9)</p> <p>KP.1.7 The student will demonstrate motor skills in painting, pasting, gluing, folding, cutting, modeling, printing, and stamping. (SOL K.11)</p>	<p>OBJECTIVES:</p> <p>1P.1 VISUAL COMMUNICATION</p> <p>1P.1.1 The student will recognize and discuss various solutions to a single art problem. (SOL 1.1)</p> <p>1P.1.2 The student will use the senses of vision, touch, and hearing as inspirations for works of art through various media, techniques, and processes. (SOL 1.2)</p> <p>1P.1.3 The student will create works of art inspired by spoken and written stories and poems. (SOL 1.4)</p> <p>1P.1.4 The student will create art from real and imaginary sources of inspiration. (SOL 1.5)</p> <p>1P.1.5 The student will use past experiences and simulated situations as subject matter in works of art through various media, techniques, and processes. (SOL 1.6)</p> <p>1P.1.6 The student will demonstrate the ability to recognize size relationships. (SOL 1.7)</p> <p>1P.1.7 The student will develop eye/hand coordination by drawing and constructing. (SOL 1.8)</p>	<p>OBJECTIVES:</p> <p>2P.1 VISUAL COMMUNICATION</p> <p>2P.1.1 The student will incorporate unanticipated results (of art making actions) into works of art. (SOL 2.1)</p> <p>2P.1.2 The student will use literary sources to generate ideas for works of art. (SOL 2.2)</p> <p>2P.1.3 The student will communicate an environmental or historical theme in a work of art. (SOL 2.4)</p> <p>2P.1.4 The student will create a still life work of art using inanimate objects as a visual source. (SOL 2.5)</p> <p>2P.1.5 The student will collaborate with others to create a work of art. (SOL 2.7)</p> <p>2P.1.6 The student will identify and use a variety of sources for art ideas, including nature, people, images, imagination, and resource materials. (SOL 2.8)</p>

Strand: VISUAL COMMUNICATION AND ART PRODUCTION

Goal: The student will apply knowledge and understanding of the elements of art and principles of design to solve visual arts problems with originality, flexibility, fluency, and imagination.

The student will use materials, methods, information, and technology in a safe and ethical manner.

The student will use various media, techniques, and processes to explore a variety of subject matter, symbols, and styles.

Kindergarten	First Grade	Second Grade
	1P.1.8 The student will observe and depict plants, animals, and people in a landscape work of art. (SOL 1.9)	
<p>CORE CONNECTIONS: English (K.1,K.2,K.3,K.6,K.8,K.10,K.11,K.13) History (K.1,K.2, K.8) Math(K.3,K.4,K.12,K.13,K.14,K.15,K.16,K.17, K.18,K.19,K.20,) Science (K.1,K.2,K.3K.4,K.5,K.6K.8,K.9,K.10,)</p>	<p>English (1.1,1.2,1.3,1.7,1.13) History (1.1, 1.8) Math (1.8,1.12,1.15,1.16,1.17,1.20) Science (1.1,1.5,1.7,1.8)</p>	<p>English (2.1, 2.2, 2.3, 2.11) History (2.1, 2.2, 2.7) Science (2.4, 2.5, 2.6, 2.7)</p>
<p>KP.2 COLOR</p> <p>KP.2.1 The student will identify and use colors (red, blue, yellow, green, orange, violet, brown, black, and white). (SOL K.3-1)</p>	<p>1P.2 COLOR</p> <p>1P.2.1 The student will identify and use primary colors (red, blue, yellow). (SOL 1.3-1)</p>	<p>2P.2 COLOR</p> <p>2P.2.1 The student will identify and use secondary colors (orange, violet, and green). (SOL 2.3-1)</p> <p>2P.2.2 The student will demonstrate the ability to mix primary colors to make secondary colors.</p>
<p>CORE CONNECTIONS: English (K.2) Science (K.1,K.2,K.4)</p>	<p>Math (1.20,1.21)</p>	
<p>KP.3 LINE</p> <p>KP.3.1 The student will identify and use line and line characteristics (straight/curved, thick/thin, long/ short vertical/ horizontal, and diagonal). (SOL K.3.3)</p>	<p>1P.3 LINE</p> <p>1P.3.1 The student will identify and use line and line variations (zig-zag, dotted, wavy, and spiral). (SOL 1.3-2)</p>	<p>2P.3 LINE</p> <p>2P.3.1 The student will explore various media and tools to create line and line variations.</p>
<p>CORE CONNECTIONS: Math (K.12,K.13) Science (K.1,K.4)</p>		

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Kindergarten	First Grade	Second Grade
<p>KP.4 SHAPE</p> <p>KP.4.1 The student will identify and use two-dimensional shapes (circle, square, rectangle, triangle, oval, and diamond). (SOL K.3-4)</p>	<p>1P.4 SHAPE</p> <p>1P.4.1 The student will identify and use shapes (geometric and organic). (SOL 1.3-4)</p>	<p>2P.4 SHAPE</p> <p>2P.4.1 The student will identify and use shapes (geometric, organic, and free-form). (SOL 2.3-2)</p>
<p>CORE CONNECTIONS: English (K.2) Math (K.13,K.14) Science (K.1,K.4)</p>	<p>Math (1.16,1.17,1.20,1.21)</p>	<p>Math (2.18,2.20)</p>
<p>KP.5 FORM</p> <p>KP.5.1 The student will identify objects within the environment that occupy space. (SOL K.7)</p>	<p>1P.5 FORM</p> <p>1P.5.1 The student will recognize two-dimensional and three-dimensional objects.</p>	<p>2P.5 FORM</p> <p>2P.5.1 The student will identify and use three-dimensional forms (cube, cylinder, sphere, pyramid, and cone). (SOL 2.3-3)</p> <p>2P.5.2 The student will compare and contrast two-dimensional and three-dimensional objects.</p>
<p>CORE CONNECTIONS: English (K.2) History (K.3, K.4, K.5) Math (K.12,K.14,K.19) Science (K.1,K.2, K.5,K.6)</p>	<p>History (1.4)</p>	<p>Math (2.18,2.20)</p>
<p>KP.6 SPACE</p> <p>KP.6.1 The student will identify spatial relationships (left, right, top, bottom, side, center, front, back, over, and under). (SOL K.8)</p>	<p>1P.6 SPACE</p> <p>1P.6.1 The student will recognize and locate foreground and background on a picture plane.</p> <p>1P.6.2 The student will create a two-dimensional work of art that demonstrates overlapping.</p>	<p>2P.6 SPACE</p> <p>2P.6.1 The student will depict objects in proportion within a work of art. (SOL 2.6)</p>
<p>CORE CONNECTIONS: English (K.2, K.5, K.10) History (K.3)</p>		<p>Math (2.21) Science (2.1)</p>

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The student will use materials, methods, information, and technology in a safe and ethical manner.

The student will use various media, techniques, and processes to explore a variety of subject matter, symbols, and styles.

Kindergarten	First Grade	Second Grade
Math (K.3,K.12) Science (K.6,K.7)		
<p>KP.7 TEXTURE</p> <p>KP.7.1 The student will identify and use texture by sight and touch. (SOL K. 3-2)</p> <p>KP.7.2 The student will recognize a variety of textures.</p>	<p>1P.7 TEXTURE</p> <p>1P.7.1 The student will identify and use visual and tactile texture. (SOL 1.3-3)</p>	<p>2P.7 TEXTURE</p> <p>2P.7 .1 The student will create a work of art using tactile texture.</p>
CORE CONNECTIONS: Science (K.2,K.4)		
<p>KP.8 VALUE</p> <p>KP.8.1 The student will be able to recognize that one color can have light or dark value.</p>	<p>1P.8 VALUE</p> <p>1P.8.1 The student will identify a variety of values in selected works of art.</p>	<p>2P.8 VALUE</p> <p>2P.8 .1 The student will use values in a work of art.</p>
CORE CONNECTIONS:		
<p>KP.9 PRINCIPLES OF DESIGN</p> <p>KP.9.1 The student will identify and use a variety of patterns (natural and man-made). (SOL K.3.5)</p>	<p>1P.9 PRINCIPLES OF DESIGN</p> <p>1P.9.1 The student will identify and use alternating and repeating patterns. (SOL 1.3-5)</p>	<p>2P.9 PRINCIPLES OF DESIGN</p> <p>2P.9 .1 The student will further explore the use of pattern through various media.</p>
CORE CONNECTIONS: English (K.1) Math (K.4,K.20) Science (K.1,K.8)	Math (1.21)	
<p>KP.10 PAINTING</p> <p>KP.10.1 The student will identify and use paint media (tempera, watercolor, and finger paint).</p>	<p>1P.10 PAINTING</p> <p>1P.10.1 The student will recognize, explore, and create a tempera or watercolor painting.</p>	<p>2P.10 PAINTING</p> <p>2P.10.1The student will create a painting demonstrating a resist technique.</p>
CORE CONNECTIONS: English (K.2)		

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The student will use various media, techniques, and processes to explore a variety of subject matter, symbols, and styles.

Kindergarten	First Grade	Second Grade
<p>KP.11 DRAWING</p> <p>KP.11.1 The student will identify and use a variety of drawing media and tools.</p>	<p>1P.11 DRAWING</p> <p>1P.11.1 The student will create a drawing demonstrating the use of drawing media and techniques.</p> <p>1P.11.2 The student will create a drawing by direct observation.</p>	<p>2P.11 DRAWING</p> <p>2P.11.1 The student will use various media to create drawings.</p> <p>2P.11.2 The student will create a drawing by direct observation.</p>
<p>CORE CONNECTIONS: English (K.11)</p>		
<p>KP.12 COLLAGE/MIXED MEDIA</p> <p>KP.12.1 The student will identify and use collage/mixed media techniques (cutting, tearing, gluing, and combining media).</p>	<p>1P.12 COLLAGE/MIXED MEDIA</p> <p>1P.12.1 The student will demonstrate fine motor skills by weaving, tearing, and folding. (SOL 1.10)</p>	<p>2P.12 COLLAGE/MIXED MEDIA</p> <p>2P.12 .1 The student will explore collage or mixed media techniques in works of art.</p>
<p>CORE CONNECTIONS: English (K.2)</p>	<p>Math (1.6) Science (1.8)</p>	
<p>KP.13 PRINTMAKING</p> <p>KP.13.1 The student will identify and use a stamping technique to create a print.</p>	<p>1P.13 PRINTMAKING</p> <p>1P.13.1 The student will create a print using a variety of stamping techniques.</p>	<p>2P.13 PRINTMAKING</p> <p>2P.13 .1The student will create a print using a variety of techniques.</p>
<p>CORE CONNECTIONS: English (K.2)</p>		
<p>KP.14 TEXTILE ARTS</p> <p>KP.14.1 The student will identify and create a textile art.</p>	<p>1P.14 TEXTILE ARTS</p> <p>1P.14.1 The student will create a weaving.</p>	<p>2P.14 TEXTILE ARTS</p> <p>2P.14.1 The student will use various media and techniques to explore stitchery.</p>
<p>CORE CONNECTIONS: English (K.2)</p>		

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The student will use various media, techniques, and processes to explore a variety of subject matter, symbols, and styles.

Kindergarten	First Grade	Second Grade
<p>KP.15 SCULPTURE</p> <p>KP.15.1 The student will be able to identify sculpture as three-dimensional art.</p> <p>KP.15.2 The student will manipulate three-dimensional art materials (pinch, pull, squeeze, twist, pound, and roll). (SOL K.10)</p>	<p>1P.15 SCULPTURE</p> <p>1P.15.1 The student will create a sculpture.</p>	<p>2P.15 SCULPTURE</p> <p>2P.15 .1 The student will create a three-dimensional work of art. (SOL 2.9)</p> <p>2P.15 .2 The student will create a work of art by manipulating clay. (SOL 2.10)</p>
<p>CORE CONNECTIONS: English (K.2) History (K.3) Math (K.12,K.20) Science (K.1,K.2,K.4,K.10)</p>		<p>History (2.7) Math (2.18,2.19,2.20) Science (2.3)</p>
<p>KP.16 TECHNOLOGY</p> <p>KP.16.1 The student will identify a work of art created through the use of technology.</p>	<p>1P.16 TECHNOLOGY</p> <p>1P.16.1 The student will identify works of art created with the use of technology.</p>	<p>2P.16 TECHNOLOGY</p> <p>2P.16 .1 The student will identify ways of using technology to create art.</p>
<p>CORE CONNECTIONS:</p>		
<p>KP.17 SAFETY</p> <p>KP.17.1 The student will observe safe procedures and behave responsibly when using materials, tools, and equipment.</p>	<p>1P.17 SAFETY</p> <p>1P.17.1 The student will observe safe procedures and behave responsibly when using material, tools, and equipment.</p>	<p>2P.17 SAFETY</p> <p>2P.17.1 The student will observe safe procedures and behave responsibly when using materials, tools, and equipment.</p>
<p>CORE CONNECTIONS: History (K.8)</p>	<p>History (1.10)</p>	<p>History (2.10)</p>

Art Curriculum
Elementary School Objectives

Strand: CULTURAL CONTEXT AND ART HISTORY

Goal: The student will understand the relationship of culture, history, and other areas of learning to the visual arts.

Kindergarten	First Grade	Second Grade
<p>OBJECTIVES:</p> <p>KH.1 CULTURAL CONTEXT AND ART HISTORY</p> <p>KH.1.1 The student will identify people who make art as artists (e.g., painters, sculptors, printmakers, architects, graphic designers.) (SOL K. 12)</p> <p>KH.1.2 The student will identify the purposes for creating works of art. (SOL K. 13)</p> <p>KH.1.3 The student will discuss the concept that cultures create works of art. (SOL K.14)</p> <p>KH.1.4 The student will recognize, explore, and communicate through various means the role of art and design in society through multicultural themes.</p>	<p>OBJECTIVES:</p> <p>1H.1 CULTURAL CONTEXT AND ART HISTORY</p> <p>1H.1.1 The student will recognize and describe how art is an integral part of one’s own culture. (SOL 1.11)</p> <p>1H.1.2 The student will identify and describe works of art that communicate feelings, ideas, and information. (SOL 1.12)</p> <p>1H.1.3 The student will identify American cultural symbols and events depicted in art. (SOL 1.13)</p> <p>1H.1.4 The student will recognize, explore, and communicate through various means the role of art and design in society through multicultural themes.</p>	<p>OBJECTIVES:</p> <p>2H.1 CULTURAL CONTEXT AND ART HISTORY</p> <p>2H.1.1 The student will compare the art, artifacts, and architecture of other cultures with that of their own which may include Greece, Rome, China, Egypt, and early African kingdoms. (SOL 2.11)</p> <p>2H.1.2 The student will identify symbols that various cultures use to represent common themes. (SOL 2.12)</p> <p>2H.1.3 The student will identify art from other cultures, including Ancient Egypt, Ancient China, and Native American Indians. (SOL 2.13)</p> <p>2H.1.4 The student will recognize, explore, and communicate through various means the role of art and design in society through multicultural themes.</p>
<p>CORE CONNECTIONS : English (K.2, K.8,K.11, K.13) History (K.1,K.2) Math (K.12,K.14,K.20) Science (K.1,K.2,K.4,K.6,K.8,K.10)</p>	<p>English (1.1,1.2,1.3,1.11,1.12) History (1.1,1.12) Math (1.19,1.20,1.21) Science (1.1,1.5,1.8)</p>	<p>English (2.1, 2.2, 2.3, 2.11) History (2.1, 2.2, 2.10, 2.12) Math (2.18,2.19,2.20) Science (2.1,2.3)</p>

Art Curriculum
Elementary School Objectives

Strand: JUDGEMENT AND CRITICISM

Goal: The student will use analytical skills to evaluate and respond to works of art

Kindergarten	First Grade	Second Grade
<p>OBJECTIVES:</p> <p>KC.1 VISUAL LITERACY</p> <p>KC.1.1 The student will look at, describe, and respond to works of art. (SOL K.15)</p> <p>KC.1.2 The student will classify objects in the environment by texture, line, shape, and pattern. (SOL K.16)</p>	<p>OBJECTIVES:</p> <p>1C.1 VISUAL LITERACY</p> <p>1C.1.1 The student will discuss why viewers may have different responses to works of art. (SOL 1.14)</p> <p>1C.1.2 The student will view works of art and describe similarities and differences between them. (SOL 1.15)</p> <p>1C.1.3 The student will respond orally to works of art with reference to primary colors, line, texture, shape, and pattern. (SOL 1.16)</p> <p>1C.1.4 The student will describe and discuss the visual qualities of works of art. (SOL 1.17)</p>	<p>OBJECTIVES:</p> <p>2C.1 VISUAL LITERACY</p> <p>2C.1.1 The student will express opinions with supporting statements regarding works of art. (SOL 2.14)</p> <p>2C.1.2 The student will categorize works of art by subject matter, including portrait, landscape, and still life. (SOL 2.15)</p> <p>2C.1.3 The student will distinguish between natural objects and objects made by man in the environment. (SOL 2.16)</p> <p>2C.1.4 The student will recognize the process of describing, analyzing, interpreting, and evaluating works of art.</p>
<p>CORE CONNECTIONS: English (K.2.,K.3,K.8,K.13) History (K.3) Math (K.3,K.4,K.12,K.13,K.14,K.15,K.19,K.20) Science (K.1,K.2,K.4,K.6,K.8,K.10)</p>	<p>English (1.1,1.2,1.3) History (1.1,1.12) Math (1.15,1.16,1.17,1.20,1.21) Science (1.1,1.5,1.8)</p>	<p>English (2.1, 2.2, 2.3, 2.11) History (2.1, 2.2) Science (2.1)</p>

Art Curriculum
Elementary School Objectives

Strand: AESTHETICS

Goal: The student will identify the purpose, nature, and significance of creative expression in the visual arts.
The student will recognize and apply criteria for making informed aesthetic judgements.

Kindergarten	First Grade	Second Grade
<p>OBJECTIVES:</p> <p>KA.1 AESTHETICS</p> <p>KA.1.1 The student will discuss and explain ideas and expressions in personal works of art. (SOL K.17)</p> <p>KA.1.2 The student will select a preferred work of art from among others and explain why it was chosen. (SOL K.18)</p> <p>KA.1.3 The student will discuss thoughts, experiences, and feelings expressed in works of art. (SOL K.19)</p>	<p>OBJECTIVES:</p> <p>1A.1 AESTHETICS</p> <p>1A.1.1 The student will discuss the reasons why works of art have value. (SOL 1.18)</p> <p>1A.1.2. The student will discuss various points of view regarding what art is and what purpose art serves. (SOL 1.19)</p> <p>1A.1.3. The student will describe and discuss ideas and emotions communicated in works of art.</p>	<p>OBJECTIVES:</p> <p>2A.1 AESTHETICS</p> <p>2A.1.1 The student will discuss local public art and its value to the community. (SOL 2.17)</p> <p>2A.1.2 The student will describe the meanings and feelings evoked by worked of art. (SOL 2.18)</p> <p>2A.1.3 The student will discuss the ways that the art of a culture reflects its people’s attitudes and beliefs. (SOL 2. 19)</p>
<p>CORE CONNECTIONS: English (K.2, K.3, K.13) History (K.8) Math (K.12, K.20) Science (K.1,K.2,K.8,K.10)</p>	<p>English (1.1,1.2,13) History (1.12) Math (1.9) Science (1.8)</p>	<p>English (2.1, 2.2) History (2.1, 2.3, 2.12)</p>

Art Objectives
Elementary School Objectives

Strand: VISUAL COMMUNICATION AND ART PRODUCTION

Goal: The student will apply knowledge and understanding of the elements of art and principles of design to solve visual arts problems with originality, flexibility, fluency, and imagination.
The student will use materials, methods, information, and technology in a safe and ethical manner.
The student will use various media, techniques and processes to explore a variety of subject matter, symbols and styles.

Third Grade	Fourth Grade	Fifth Grade
<p>OBJECTIVES:</p> <p>3P.1 VISUAL COMMUNICATION</p> <p>3P.1.1 The student will identify innovative solutions used by artists to solve visual problems. (SOL 3.1)</p> <p>3P.1.2 The student will use various art processes and techniques to produce works of art. (SOL 3.2)</p> <p>3P.1.3 The student will develop art ideas from alternate sources, including print, non-print, and technology. (SOL 3.3)</p> <p>3P.1.4 The student will create a work of art based upon interpretation of sensory experiences. (SOL 3.6)</p> <p>3P.1.5 The student will create a functional work of art that reflects the contributions of Greco-Roman civilizations as found in artifacts. (SOL 3.7)</p> <p>3P.1.6 The student will produce a work of art that communicates feeling. (SOL 3.11)</p>	<p>OBJECTIVES:</p> <p>4P.1 VISUAL COMMUNICATION</p> <p>4P.1.1 The student will generate ideas for works of art through discussion. (SOL 4.1)</p> <p>4P.1.2 The student will use thumbnail sketches to document thought processes when creating works of art. (SOL 4.2)</p> <p>4P.1.3 The student will create a work of art that uses themes, ideas, and art forms from the past. (SOL 4.3)</p> <p>4P.1.4 The student will create an abstraction based upon an object in the environment.. (SOL 4.10)</p>	<p>OBJECTIVES:</p> <p>5P.1 VISUAL COMMUNICATION</p> <p>5P.1.1 The student will synthesize information to produce works of art. (SOL 5.1)</p> <p>5P.1.2 The student will use the elements of art: line, shape, form, color, value, texture, and space to express ideas, images, and emotions. (SOL 5.3)</p> <p>5P.1.3 The student will develop ideas for works of art by conducting research, making preliminary sketches, and constructing models. (SOL 5.4)</p> <p>5P.1.4 The student will collaborate with others to produce a work of art that characterizes an historical time period. (SOL 5.5)</p> <p>5P.1.5 The student will defend a position regarding an historical or contemporary issue through the production of a work of art. (SOL 5.6)</p> <p>5P.1.6 The student will demonstrate an understanding of symbolic meanings by incorporating symbols in a work of art. (SOL 5.7)</p>
<p>CORE CONNECTIONS : English (3.1, 3.2, 3.10) History (3.1, 3.4, 3.8)</p>	<p>English (4.1, 4.9) History (VS.4)</p>	<p>English (5.1, 5.2, 5.3, 5.6, 5.8) History (USI.1, USI.3, USI.5)</p>

Strand: VISUAL COMMUNICATION AND ART PRODUCTION

Goal: The student will apply knowledge and understanding of the elements of art and principles of design to solve visual arts problems with originality, flexibility, fluency, and imagination.

The student will use materials, methods, information, and technology in a safe and ethical manner.

The student will use various media, techniques and processes to explore a variety of subject matter, symbols and styles.

Third Grade	Fourth Grade	Fifth Grade
Science (3.1,3.3)		Science (5.3)
<p>3P.2 COLOR</p> <p>3P.2.1 The student will identify and use intermediate colors through various media. (SOL 3.4 –1)</p> <p>3P.2.2 The student will identify and use warm and cool colors through various media. (SOL 3.4 –2)</p>	<p>4P.2 COLOR</p> <p>4P.2.1 The student will identify and use the characteristics of color, including hue, tint, shade, and intensity. (SOL 4.4)</p> <p>4P.2.2 The student will identify and explore complementary colors.</p>	<p>5P.2 COLOR</p> <p>5P.2.1 The student will use the primary colors and black and white to mix a variety of hues, tints, and shades to create a work of art. (SOL 5.2)</p>
CORE CONNECTIONS:		
<p>3P.3 LINE</p> <p>3P.3 .1 The student will explore the expressive qualities of line through various media.</p>	<p>4P.3 LINE</p> <p>4P.3.1 The student will identify and use a variety of lines in a work of art. (SOL 4.6)</p>	<p>5P.3 LINE</p> <p>5P.3.1 The student will compare and contrast the use of line in different works of art.</p>
CORE CONNECTIONS:		
<p>3P.4 SHAPE</p> <p>3P.4 .1 The student will compare and contrast a variety of shapes (geometric, organic, and free-form) in works of art. (SOL 3.5)</p>	<p>4P.4 SHAPE</p> <p>4P.4.1 The student will create a work of art demonstrating the use of positive and negative shape.</p>	<p>5P.4 SHAPE</p> <p>5P.4.1 The student will create a work of art using geometric, organic, or free-form shapes.</p>
CORE CONNECTIONS : English (3.1, 3.2)		
<p>3P.5 FORM</p> <p>3P.5 .1 The student will identify architectural forms that are variations of the cube, cylinder, sphere, pyramid, and cone. (SOL 3.10)</p>	<p>4P.5 FORM</p> <p>4P.5.1 The student will identify variations of the cube, cylinder, sphere, pyramid, and cone in sculpture.</p>	<p>5P.5 FORM</p> <p>5P.5.1 The student will create a sculpture using variations of the cube, cylinder, sphere, pyramid, and cone.</p>
<p>CORE CONNECTIONS:</p> <p>English (3.1, 3.2)</p> <p>History (3.1)</p> <p>Math (3.18)</p>		

Strand: VISUAL COMMUNICATION AND ART PRODUCTION

Goal: The student will apply knowledge and understanding of the elements of art and principles of design to solve visual arts problems with originality, flexibility, fluency, and imagination.

The student will use materials, methods, information, and technology in a safe and ethical manner.

The student will use various media, techniques and processes to explore a variety of subject matter, symbols and styles.

Third Grade	Fourth Grade	Fifth Grade
<p>3P.6 SPACE</p> <p>3P.6 .1 The student will recognize, explore, and create a work of art demonstrating the use of positive and negative space. (SOL 3.4-3)</p> <p>3P.6 .2 The student will recognize, explore, and create a work of art demonstrating perspective (the illusion of depth) on a two- dimensional surface using overlapping, size variation, placement and proportion in the picture plane. (SOL 3.8)</p> <p>3P.6 .3 The student will recognize, explore and create a work of art demonstrating figure ground (foreground, middle ground, and background) in two-dimensional works of art. (SOL 3.9)</p>	<p>4P.6 SPACE</p> <p>4P.6.1 The student will identify positive and negative space in works of art. (SOL 4.8)</p>	<p>5P.6 SPACE</p> <p>5P.6.1 The student will use linear perspective in a work of art. (SOL 5.8)</p> <p>5P.6.2 The student will emphasize spatial relationships in works of art. (SOL 5.9)</p>
CORE CONNECTIONS :		
<p>3P.7 TEXTURE</p> <p>3P.7.1The student will explore visual texture in works of art.</p>	<p>4P.7 TEXTURE</p> <p>4P.7.1 The student will create a two or three-dimensional work of art using visual and/or tactile texture.</p>	<p>5P.7 TEXTURE</p> <p>5P.7.1 The student will compare and contrast textural qualities in works of art.</p>
CORE CONNECTIONS:		
<p>3P.8 VALUE</p> <p>3P.8.1 The student will explore the use of tint and shade in works of art.</p>	<p>4P.8 VALUE</p> <p>4P.8.1 The student will create a work of art using tints and shades.</p> <p>4P.8 .2 The student will explore shading techniques.</p>	<p>5P.8 VALUE</p> <p>5P.8.1 The student will create a work of art using a monochromatic color scheme.</p>
CORE CONNECTIONS:		

Strand: VISUAL COMMUNICATION AND ART PRODUCTION

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The student will use materials, methods, information, and technology in a safe and ethical manner.

The student will use various media, techniques and processes to explore a variety of subject matter, symbols and styles.

Third Grade	Fourth Grade	Fifth Grade
<p>3P.9 PRINCIPLES OF DESIGN</p> <p>3P.9.1 The student will identify and use balance (symmetrical and asymmetrical). (SOL 3.4-4)</p> <p>3P.9.2 The student will identify and use a variety of patterns. (SOL 3.4-5)</p> <p>3P.9.3 The student will recognize rhythm in works of art.</p>	<p>4P.9 PRINCIPLES OF DESIGN</p> <p>4P.9.1 The student will identify and use variety (contrast), repetition, and unity in a work of art. (SOL 4.5)</p>	<p>5P.9 PRINCIPLES OF DESIGN</p> <p>5P.9.1 The student will create a work of art that incorporates one or more principle of design.</p>
CORE CONNECTIONS: Math (3.18,3.20)		
<p>3P.10 PAINTING</p> <p>3P.10.1 The student will recognize and explore various painting techniques.</p>	<p>4P.10 PAINTING</p> <p>4P.10.1 The student will create a painting using the characteristics of color (hue, tint, shade, and intensity).</p>	<p>5P.10 PAINTING</p> <p>5P.10.1 The student will create a painting using tints and shades of a variety of colors.</p>
CORE CONNECTIONS:		
<p>3P.11 DRAWING</p> <p>3P.11.1 The student will recognize and explore gesture drawing.</p> <p>3P.11.2 The student will create a drawing by direct observation.</p>	<p>4P.11 DRAWING</p> <p>4P.11.1 The student will use contour drawing, perspective drawing, and shading techniques to create a work of art that depicts a three-dimensional object on a two-dimensional surface. (SOL 4.9)</p> <p>4P.11.2 The student will create a drawing by direct observation.</p>	<p>5P.11 DRAWING</p> <p>5P.11.1 The student will create preliminary sketches for two or three-dimensional works of art.</p> <p>5P.11.2 The student will create a drawing by direct observation.</p>
CORE CONNECTIONS:		
<p>3P.12 COLLAGE/MIXED MEDIA</p> <p>3P.12.1 The student will further explore and develop the use of collage and mixed media techniques.</p>	<p>4P.12 COLLAGE/MIXED MEDIA</p> <p>4P.12.1 The student will create a two-dimensional or three-dimensional collage/mixed media work of art.</p>	<p>5P.12 COLLAGE/MIXED MEDIA</p> <p>5P.12.1 The student will use art materials experimentally in expressive works of art. (SOL 5.10)</p>

Strand: VISUAL COMMUNICATION AND ART PRODUCTION

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The student will use materials, methods, information, and technology in a safe and ethical manner.

The student will use various media, techniques and processes to explore a variety of subject matter, symbols and styles.

Third Grade	Fourth Grade	Fifth Grade
CORE CONNECTIONS:		
<p>3P.13 PRINTMAKING</p> <p>3P.13.1 The student will create a print using a variety of printmaking techniques.</p>	<p>4P.13 PRINTMAKING</p> <p>4P.13.1 The student will create a print using a stencil technique.</p>	<p>5P.13 PRINTMAKING</p> <p>5P.13.1 The student will create a print using a relief technique.</p>
CORE CONNECTIONS:		
<p>3P.14 TEXTILE ARTS</p> <p>3P.14 .1 The student will create a weaving.</p>	<p>4P.14 TEXTILE ARTS</p> <p>4P.14.1 The student will use various techniques to create a stitchery.</p>	<p>5P.14 TEXTILE ARTS</p> <p>5P.14.1 The student will produce fiber art that reflects the qualities of the fiber art of another age, culture, or country. (SOL 5.14)</p>
CORE CONNECTIONS:		
<p>3P.15 SCULPTURE</p> <p>3P.15 .1 The student will create a work of art in clay using the coil building processes. (SOL 3.12)</p>	<p>4P.15 SCULPTURE</p> <p>4P.15.1 The student will describe and use hand-building techniques to make a ceramic work of art. (SOL 4.7)</p>	<p>5P.15 SCULPTURE</p> <p>5P.15.1 The student will use three-dimensional art media to create a sculpture in the round, high relief, or bas-relief. (SOL 5.12)</p> <p>5P.15.2 The student will describe the changes that occur in clay during the ceramic process including: plastic, leatherhard, greenware, bisque, and glazeware. (SOL 5.13)</p>
CORE CONNECTIONS :		
<p>3P.16 TECHNOLOGY</p> <p>3P.16 .1The student will recognize technology as a source of ideas for creating art.</p>	<p>4P.16 TECHNOLOGY</p> <p>4P.16.1 The student will recognize a computer graphics image.</p>	<p>5P.16 TECHNOLOGY</p> <p>5P.16.1 The student will use a computer to produce a work of art. (SOL 5.11)</p>
CORE CONNECTIONS: English (3.10)		
English (4.9)		
English (C/T5.1, C/T5.2, C/T5.4)		

Strand: VISUAL COMMUNICATION AND ART PRODUCTION

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The student will use materials, methods, information, and technology in a safe and ethical manner.

The student will use various media, techniques and processes to explore a variety of subject matter, symbols and styles.

Third Grade	Fourth Grade	Fifth Grade
3P.17 SAFETY 3P.17 .1 The student will observe safe procedures and behave responsibly when using materials, tools and equipment.	4P.17 SAFETY 4P.17.1 The student will observe safe procedures and behave responsibly when using materials, tools and equipment.	5P.17 SAFETY 5P.17.1 The student will observe safe procedures and behave responsibly when using materials, tools and equipment.
CORE CONNECTIONS: History (3.10)		

Art Curriculum
Elementary School Objectives

Strand: CULTURAL CONTEXT AND ART HISTORY

Goal: The student will understand the relationship of culture, history, and other areas of learning to the visual arts.

Third Grade	Fourth Grade	Fifth Grade
<p>OBJECTIVES:</p> <p>3H.1 CULTURAL CONTEXT AND ART HISTORY</p> <p>3H.1.1 The student will discuss how history, culture, and the visual arts influence each other. (SOL 3.13)</p> <p>3H.1. 2 The student will identify distinguishing characteristics of landscape, seascape, or cityscape. (SOL 3.14)</p> <p>3H.1. 3 The student will compare and contrast architectural styles of ancient cultures, including Greece and Rome. (SOL 3.15)*</p> <p>3H.1. 4 The student will identify works of art that reflect times, places, and cultures which may include Native American Indians. (SOL 3.16)</p> <p>3H.1. 5 The student will explain the role of archaeology in learning about the art of past cultures. (SOL 3.17)</p> <p>3H.1. 6 The student will recognize, explore, and communicate through various means the role of art and design in society through multicultural themes.</p> <p><i>*The Prince William County Art Curriculum is aligned with the Prince William County Social Studies Curriculum</i></p>	<p>OBJECTIVES:</p> <p>4H.1 CULTURAL CONTEXT AND ART HISTORY</p> <p>4H.1.1 The student will compare and contrast abstract and realistic works of art. (SOL 4.11)</p> <p>4H.1.2 The student will identify the characteristics of cultural diversity in works of contemporary art. (SOL 4.12)</p> <p>4H.1.3 The student will identify the influences of ancient cultures on Early American architecture. (SOL 4.13)</p> <p>4H.1.4 The student will evaluate the importance of arts, crafts, and artists in the fulfillment of basic human needs in Colonial Virginia. (SOL 4.14)</p> <p>4H.1.5 The student will use research tools and procedures to investigate artists and their work. (SOL 4.15).</p> <p>4H.1.6 The student will recognize, explore, and communicate through various means the role of art and design in the society through multicultural themes.</p>	<p>OBJECTIVES:</p> <p>5H.1 CULTURAL CONTEXT AND ART HISTORY</p> <p>5H.1.1 The student will compare art, architecture, and artifacts of a past culture with that of the present. (SOL 5.15)</p> <p>5H.1.2 The student will identify the influences of historic events, subject matter, and media in works of art. (SOL 5.16)</p> <p>5H.1.3 The student will research artists from a variety of cultures and the works of art they have produced. (SOL 5.17).</p> <p>5H.1.4 The student will identify and discuss how American historical events influenced works of art, with emphasis on Westward Expansion and the Civil War. (SOL 5.18)</p> <p>5H.1.5 The student will research, compare, and contrast the art of two cultures using contemporary technology. (SOL 5. 19)</p> <p>5H.1.6 The student will recognize, explore, and communicate through various means the role of art and design in society through multicultural themes.</p>
<p>CORE CONNECTIONS :</p> <p>English (3.1,3.2)</p> <p>History (3.1, 3.3, 3.12)</p>	<p>English (4.1, 4.2, 4.9)</p> <p>History (VS.3, VS.4)</p> <p>Science (4.1)</p>	<p>English (5.1, 5.4, 5.5, 5.6, 5.7, 5.8)</p> <p>History (USI.1, USI.3, USI.4, USI.8, USI.9)</p>

Art Curriculum
Elementary School Objectives

Strand: JUDGEMENT AND CRITICISM

Goal: The student will use analytical skills to evaluate and respond to works of art.

Third Grade	Fourth Grade	Fifth Grade
<p>OBJECTIVES:</p> <p>3C.1 VISUAL LITERACY</p> <p>3C.1. 1 The student will recognize, explore, and demonstrate the process of describing, analyzing, interpreting, evaluating and responding to works of art.</p> <p>3C.1. 2 The student will discuss why works of art have been interpreted in different ways throughout history. (SOL 3.18)</p> <p>3C.1. 3 The student will describe the problem solving process involved in producing personal works of art using appropriate art vocabulary. (SOL 3.19)</p> <p>3C.1. 4 The student will discuss the difference between art and artifacts using appropriate art vocabulary. (SOL 3.20)</p> <p>3C.1. 5 The student will categorize works of art by subject matter, including portrait, landscape, still life, and narrative. (SOL 3.21)</p> <p>3C.1. 6 The student will analyze works of art for the use of rhythm, balance (symmetry/asymmetry), and spatial relationships (overlapping, size, proportion, and placement). (SOL 3.22)</p> <p>CORE CONNECTIONS: English (3.1, 3.2) History (3.1, 3.8)</p>	<p>OBJECTIVES:</p> <p>4C.1 VISUAL LITERACY</p> <p>4C.1.1 The student will recognize, explore, and demonstrate the process of describing, analyzing, interpreting evaluating and responding to works of art.</p> <p>4C.1.2 The student will analyze works of art based on visual properties. (SOL 4.16)</p> <p>4C.1.3 The student will distinguish among abstract, representational, and nonrepresentational works of art. (SOL 4.17)</p> <p>4C.1.4 The student will identify and investigate ways that works of art from popular culture reflect the past and how they influence the present. (SOL 4.18)</p> <p>4C.1.5 The student will support the selection of a work of art using appropriate art vocabulary. (SOL 4.19)</p> <p>4C.1.6 The student will categorize works of art by subject matter, including portrait, landscape, still life, narrative, and genre. (SOL 4.20)</p> <p>English (4.1, 4.2, 4.9) History (VS.1, VS.4)</p>	<p>OBJECTIVES:</p> <p>5C.1 VISUAL LITERACY</p> <p>5C.1.1 The student will recognize, explore, and demonstrate the process of describing, analyzing, interpreting evaluating and responding to works of art.</p> <p>5C.1.2 The student will compare and contrast art from various cultures and periods, including Pre-Columbian, African American, Colonial American, and European using appropriate art vocabulary. (SOL 5.20)</p> <p>5C.1.3 The student will discuss an artist's point of view based on evidence perceived in works of art. (SOL 5.21)</p> <p>5C.1.4 The student will compare and contrast natural and constructed environments. (SOL 5.22)</p> <p>English (5.1, 5.8) History (USI.1, USI.3, USI.4, USI.5)</p>

Art Curriculum
Elementary School Objectives

Strand: AESTHETICS

Goal: The student will identify the purpose, nature, and significance of creative expression in the visual arts.
The student will recognize and apply criteria for making informed aesthetic judgements.

Third Grade	Fourth Grade	Fifth Grade
<p>OBJECTIVES:</p> <p>3A.1 AESTHETICS</p> <p>3A.1.1 The student will discuss how criteria used to value art varies from one culture to another. (SOL 3.23)</p> <p>3A.1.2 The student will examine the relationship between beauty and function in the artifacts of a culture. (SOL 3.24)</p> <p>3A.1.3 The student will identify common attributes in works of art produced by artists within one culture. (SOL 3.25)</p> <p>3A.1.4 The student will develop and describe personal reasons for valuing works of art. (SOL 3.26)</p>	<p>OBJECTIVES:</p> <p>4A.1 AESTHETICS</p> <p>4A.1.1 The student will recognize, explore, and demonstrate aesthetic experiences through art production, art history, and art criticism.</p> <p>4A.1.2 The student will discuss how personal beliefs influence responses to works of art. (SOL 4.21)</p> <p>4A.1.3 The student will formulate questions about works of art from past or present cultures. (SOL 4.22)</p> <p>4A.1.4 The student will select a preferred work of art from among others and defend the choice using appropriate art vocabulary. (SOL 4.23)</p>	<p>OBJECTIVES:</p> <p>5A.1 AESTHETICS</p> <p>5A.1.1 The student will discuss how criteria used to value art varies over time within the same culture. (SOL 5.23)</p> <p>5A.1.2 The student will describe a valued object in contemporary culture of today in terms of aesthetic preferences. (SOL 5.24)</p> <p>5A.1.3 The student will articulate reasons for establishing preferences among works of art using appropriate art vocabulary. (SOL 5.25)</p>
<p>CORE CONNECTIONS: English (3.1, 3.2) History (3.1, 3.2, 3.3)</p>	<p>English (4.1, 4.2) History (VS.1)</p>	<p>English (5.1) History (USI.1) Math (5.1,5.3,5.6,5.7)</p>

SCOPE AND SEQUENCE
MIDDLE SCHOOL
ART COURSE OBJECTIVES

SIXTH – EIGHTH GRADE

The middle school art curriculum provides a framework for investigating ideas and developing skills through a variety of media, processes, and technology. Students will gain confidence in personal aesthetic viewpoints through the examination and judgment of philosophical and ethical questions encountered in the studies of the visual arts. A continued study of historical and cultural contexts offer students an insight into the role of the visual arts in human achievement.

Art Curriculum
Middle School Objectives

Strand: VISUAL COMMUNICATION AND ART PRODUCTION

Goal: The student will apply knowledge and understanding of the elements of art and principles of design to solve visual arts problems with originality, flexibility, fluency, and imagination.
The student will use materials, methods, information, and technology in a safe and ethical manner.
The student will use various media, techniques, and processes to explore a variety of subject matter, symbols, and styles.

Sixth Grade	Seventh Grade	Eighth Grade
<p>OBJECTIVES:</p> <p>6P.1 VISUAL COMMUNICATION</p> <p>6P.1.1 The student will recognize, explore and create a variety of images (figures, portraits, self-portraits, cityscapes, seascapes, landscapes, still life, and non-objective) with various media, techniques, and processes.</p> <p>6P.1.2 The student will use visual memory skills to produce a work of art. (SOL 6.4)</p> <p>6P.1.3 The students will utilize fantasy as a means of expression in works of art. (SOL 6.8)</p>	<p>OBJECTIVES:</p> <p>7P.1 VISUAL COMMUNICATION</p> <p>7P.1.1 The student will recognize, explore, and create a variety of images (figures, portraits, self-portraits, cityscapes, seascapes, landscapes, still life, non-objective) through various media, techniques, and processes.</p> <p>7P.1.2 The student will communicate information and ideas through illustration. (SOL 7.5)</p> <p>7P.1.3 The student will create two-dimensional and three-dimensional works of art emphasizing one of the elements of art. (SOL 7.9)</p> <p>7P.1.4 The student will create works of art by representing and interpreting ideas from other fields of knowledge. (SOL 7.11)</p> <p>7P.1.5 The student will use problem-solving skills to create a work of art that communicates ideas or emotions. (SOL 7.14)</p>	<p>OBJECTIVES:</p> <p>8P.1 VISUAL COMMUNICATION</p> <p>8P.1.1 The student will recognize, explore and create a variety of images (figures, portraits, self-portraits, cityscapes, seascapes, landscapes, still life, non-objective, genre, imaginary images) through various media, techniques, and processes.</p> <p>8P.1.2 The student will create and maintain an art portfolio. (SOL 8.9)</p> <p>8P.1.3 The student will apply ethical procedures in the execution of works of art. (SOL 8.10)</p>
<p>CORE CONNECTIONS: Science (6.3)</p>		

Strand: VISUAL COMMUNICATION AND ART PRODUCTION

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 The student will use materials, methods, information, and technology in a safe and ethical manner.
 The student will use various media, techniques, and processes to explore a variety of subject matter, symbols, and styles.

Sixth Grade	Seventh Grade	Eighth Grade
<p>6P.2 COLOR</p> <p>6P.2.1 The student will solve design problems using color relationships and schemes selected from the color wheel (primary, secondary, intermediate, complementary, analogous, warm and cool colors) through various media, techniques, and processes. (SOL 6.1)</p>	<p>7P.2 COLOR</p> <p>7P.2.1 The student will recognize, explore, and create a work of art demonstrating the use of color value by adding black and white.</p> <p>7P.2.2 The student will identify and use analogous, complementary, and monochromatic color relationships in works of art through various media, techniques, and processes. (SOL 7.1)</p>	<p>8P.2 COLOR</p> <p>8P.2.1 The student will be able to identify and use color schemes (monochromatic, analogous, complementary, warm and cool).</p> <p>8P.2.2 The student will be able to recognize, explore, and create a work of art demonstrating the use of complements to change the color intensity through various media, techniques, and processes.</p> <p>8P.2.3 The student will create works of art that emphasize specific formal color relationships. (SOL 8.1)</p>
CORE CONNECTIONS:		
<p>6P.3 LINE</p> <p>6P.3.1 The student will recognize, explore, and create a work of art demonstrating the use of line to show movement through various media, techniques, and processes.</p> <p>6P.3.2 The student will recognize, explore and create a work of art demonstrating the use of line in a gesture drawing.</p>	<p>7P.3 LINE</p> <p>7P.3.1 The student will recognize, explore, and create a work of art demonstrating the use of line to show contour of a shape through various media, techniques, and processes.</p> <p>7P.3.2 The student will use line variations to create contrasting qualities in a composition, including directionality, width, and implied line. (SOL 7.4)</p>	<p>8P.3 LINE</p> <p>8P.3.1 The student will recognize, explore, and create a work of art demonstrating the use of line to show depth through various media, techniques, and processes.</p> <p>8P.3.2 The student will use line to create value in a work of art. (SOL 8.5)</p>
CORE CONNECTIONS:		

Strand: VISUAL COMMUNICATION AND ART PRODUCTION

Goal: The student will apply knowledge and understanding of the elements of art and principles of design to solve visual arts problems with originality, flexibility, fluency, and imagination.
 The student will use materials, methods, information, and technology in a safe and ethical manner.
 The student will use various media, techniques, and processes to explore a variety of subject matter, symbols, and styles.

Sixth Grade	Seventh Grade	Eighth Grade
<p>6P.4 SHAPE</p> <p>6P.4.1 The student will recognize, explore, and create shapes (geometric, natural/organic, and free-form) through various media, techniques, and processes.</p>	<p>7P.4 SHAPE</p> <p>7P.4.1 The student will recognize, explore, and create shapes (geometric, natural/organic, and free-form) through various media, techniques, and processes.</p>	<p>8P.4 SHAPE</p> <p>8P.4.1 The student will recognize, explore, and create shapes (geometric, natural/organic, and free-form) through various media, techniques, and processes.</p>
CORE CONNECTIONS:		
<p>6P.5 FORM</p> <p>6P.5.1 The student will identify the differences between a two-dimensional shape and a three-dimensional form.</p> <p>6P.5.2 The student will recognize, explore and create a three-dimensional work of art demonstrating the use of form through various media, techniques and processes.</p>	<p>7P.5 FORM</p> <p>7P.5.1 The student will identify the differences between a two-dimensional shape and a three-dimensional form.</p> <p>7P.5.2 The student will recognize, explore, and create the illusion of movement in two-dimensional and three-dimensional works of art demonstrating the use of form through various media, techniques, and processes. (SOL 7.2)</p> <p>7P.5.3 The student will create three-dimensional works of art using geometric forms. (SOL 7.10)</p>	<p>8P.5 FORM</p> <p>8P.5.1 The student will identify the differences between a two-dimensional shape and a three-dimensional form.</p> <p>8P.5.2 The student will create three-dimensional works of art using a variety of themes, processes, media, and techniques. (SOL 8.6)</p>
CORE CONNECTIONS: English (6.2)	Math (7.1,7.3,7.8)	

Strand: VISUAL COMMUNICATION AND ART PRODUCTION

Goal: The student will apply knowledge and understanding of the elements of art and principles of design to solve visual arts problems with originality, flexibility, fluency, and imagination.
 The student will use materials, methods, information, and technology in a safe and ethical manner.
 The student will use various media, techniques, and processes to explore a variety of subject matter, symbols, and styles.

Sixth Grade	Seventh Grade	Eighth Grade
<p>6P.6 SPACE</p> <p>6P.6.1 The student will recognize, explore, and create a work of art demonstrating the use of positive and negative space through various media, techniques and processes:</p> <ul style="list-style-type: none"> A. Overlapping. B. Diminishing size and detail C. Object placement in the picture plane. <p>6P.6.2 The student will use one-point perspective to create the illusion of depth in a two-dimensional drawing. (SOL 6.3)</p>	<p>7P.6 SPACE</p> <p>7P.6.1 The student will recognize, explore, and create the illusion of depth in two-dimensional works of art using a variety of the following devices:</p> <ul style="list-style-type: none"> A. Overlapping, B. Atmospheric perspective, C. Diminishing size and detail, D. Object placement in the picture plane. (SOL 7.6) <p>7P.6.2 The student will use two-point perspective to create the illusion of depth in a two-dimensional drawing. (SOL 7.8)</p>	<p>8P.6 SPACE</p> <p>8P.6.1 The student will use aerial perspective to create the illusion of depth in a two-dimensional drawing. (SOL 8.3)</p> <p>8P.6.2 The student will use multiple-point perspective to create the illusion of depth in a two-dimensional drawing. (SOL 8.4)</p>
CORE CONNECTIONS:		
<p>6P.7 TEXTURE</p> <p>6P.7.1 The student will use appropriate art media and techniques to create both visual and tactile textures in a work of art. (SOL 6.5)</p>	<p>7P.7 TEXTURE</p> <p>7P.7.1 The student will recognize, explore, and create a work of art demonstrating the use of visual and or/tactile texture through various media, techniques, and processes.</p>	<p>8P.7 TEXTURE</p> <p>8P.7.1 The student will recognize, explore, and create a work of art demonstrating the use of visual and/or tactile texture through various media, techniques, and processes.</p>
CORE CONNECTIONS:		
<p>6P.8 VALUE</p> <p>6P.8.1 The student will use chiaroscuro to create the illusion of form in a work of art. (SOL 6.6)</p>	<p>7P.8 VALUE</p> <p>7P.8.1 The student will recognize, explore, and create a work of art demonstrating the use of value through various media, techniques, and processes.</p>	<p>8P.8 VALUE</p> <p>8P.8.1 The student will recognize, explore, and create a work of art demonstrating the use of value through various media, techniques, and processes.</p>
CORE CONNECTIONS: Science (6.1)		

Strand: VISUAL COMMUNICATION AND ART PRODUCTION

Goal: The student will apply knowledge and understanding of the elements of art and principles of design to solve visual arts problems with originality, flexibility, fluency, and imagination.

The student will use materials, methods, information, and technology in a safe and ethical manner.

The student will use various media, techniques, and processes to explore a variety of subject matter, symbols, and styles.

Sixth Grade	Seventh Grade	Eighth Grade
<p>6P.9 PRINCIPLES OF DESIGN</p> <p>6P.9.1 The student will use the elements of art (line, texture, shape, form, color, value, space) and principles of design to express ideas and create images including proportion, rhythm, balance, emphasis, variety (contrast), unity, pattern, and movement. (SOL 6.2)</p>	<p>7P.9 PRINCIPLES OF DESIGN</p> <p>7P.9.1 The student will apply the elements of art (line, shape, form, color, value, texture, space) and the principles of design (proportion, rhythm, balance, emphasis, variety (contrast), unity, pattern, and movement) in two-dimensional and three-dimensional works of art through various media, techniques, and processes. (SOL 7.3)</p>	<p>8P.9 PRINCIPLES OF DESIGN</p> <p>8P.9.1 The student will further expand and develop the use of the elements of art (line, shape, form, color, value, texture, space) and the principles of design (proportion, rhythm, balance, emphasis, variety (contrast), unity, pattern, movement) through various media, techniques, and processes. (SOL 8.2)</p>
CORE CONNECTIONS:		
<p>6P.10 PAINTING</p> <p>6P.10.1 The student will identify paint media (tempera, watercolor, acrylic, and oil).</p> <p>6P.10.2 The student will recognize, explore and create a tempera, watercolor, or acrylic painting demonstrating the use of various painting techniques, processes, and tools.</p>	<p>7P.10 PAINTING</p> <p>7P.10.1 The student will identify paint media (tempera, watercolor, acrylic, and oil).</p> <p>7P.10.2 The student will recognize, explore and create a tempera, watercolor, or acrylic painting demonstrating the use of various painting techniques, processes, and tools.</p>	<p>8P.10 PAINTING</p> <p>8P.10.1 The student will identify paint media (tempera, watercolor, acrylic, oil).</p> <p>8P.10.2 The student will recognize, explore and create a tempera, watercolor, or acrylic painting demonstrating the use of various painting techniques, processes, and tools.</p>
CORE CONNECTIONS:		

Strand: VISUAL COMMUNICATION AND ART PRODUCTION

Goal: The student will apply knowledge and understanding of the elements of art and principles of design to solve visual arts problems with originality, flexibility, fluency, and imagination.
 The student will use materials, methods, information, and technology in a safe and ethical manner.
 The student will use various media, techniques, and processes to explore a variety of subject matter, symbols, and styles.

Sixth Grade	Seventh Grade	Eighth Grade
<p>6P.11 DRAWING</p> <p>6P.11.1 The student will identify drawing media and tools (pencil, crayon, and felt-tip pen).</p> <p>6P.11.2 The student will recognize, explore and create a drawing demonstrating the use of shading to show light and shadow through various media, techniques, processes, and tools.</p> <p>6P.11.3 The student will recognize, explore, and create a drawing by direct observation.</p>	<p>7P.11 DRAWING</p> <p>7P.11.1 The student will identify drawing media and tools (pencil, crayon, felt-tip pen, charcoal, and pastels).</p> <p>7P.11.2 The student will recognize, explore, and create a drawing demonstrating blending as a method to show light and shadow through various media, techniques, processes, and tools.</p> <p>7P.11.3 The student will recognize, explore, and create a drawing by direct observation demonstrating sketching techniques and processes.</p> <p>7P.11.4 The student will create contour line drawings that demonstrate perceptual skill. (SOL 7.7)</p>	<p>8P.11 DRAWING</p> <p>8P.11.1 The student will identify drawing media and tools (pencil, crayon, felt-tip pen, charcoal, pastels, pen and ink).</p> <p>8P.11.2 The student will recognize, explore and create a drawing demonstrating stippling, hatching, and cross-hatching as shading techniques through various drawing media and tools.</p> <p>8P.11.3 The student will recognize, explore, and create a drawing by direct observation demonstrating sketching techniques and processes.</p>
CORE CONNECTIONS:		
<p>6P.12 COLLAGE/MIXED MEDIA</p> <p>6P.12.1 The student will recognize, explore, and create a two or three-dimensional collage/mixed media demonstrating combining various media, techniques, and processes.</p>	<p>7P.12 COLLAGE/MIXED MEDIA</p> <p>7P.12.1 The student will recognize, explore, and create a two or three-dimensional collage/mixed media demonstrating combining various media, techniques, and processes.</p>	<p>8P.12 COLLAGE/MIXED MEDIA</p> <p>8P.12.1 The student will recognize, explore, and create a two or three-dimensional collage/mixed media demonstrating combining various media, techniques, and processes</p>
CORE CONNECTIONS:		

Strand: VISUAL COMMUNICATION AND ART PRODUCTION

Goal: The student will apply knowledge and understanding of the elements of art and principles of design to solve visual arts problems with originality, flexibility, fluency, and imagination.
 The student will use materials, methods, information, and technology in a safe and ethical manner.
 The student will use various media, techniques, and processes to explore a variety of subject matter, symbols, and styles.

Sixth Grade	Seventh Grade	Eighth Grade
<p>6P.13 PRINTMAKING</p> <p>6P.13.1 The student will identify various printmaking media, techniques, processes, and tools.</p> <p>6P.13.2 The student will recognize, explore, and create a print demonstrating the additive method for preparing a printing plate.</p>	<p>7P.13 PRINTMAKING</p> <p>7P.13.1 The student will identify various printmaking media, techniques, processes, and tools.</p> <p>7P.13.2 The student will recognize, explore, and create a print demonstrating the use of cutting stencils for preparing a printing plate or template.</p>	<p>8P.13 PRINTMAKING</p> <p>8P.13.1 The student will identify various printmaking media, techniques, processes, and tools.</p> <p>8P.13.2 The student will recognize, explore, and create a print demonstrating the use of the subtractive method for preparing a printing plate.</p> <p>8P.13.3 The student will recognize the importance of signing and numbering a print. (edition)</p>
CORE CONNECTIONS:		
<p>6P.14 TEXTILE ARTS</p> <p>6P.14.1 The student will recognize, explore, and create a textile work of art demonstrating the use of various media, techniques, processes, and tools (tie-dye, fabric painting, or batik).</p>	<p>7P.14 TEXTILE ARTS</p> <p>7P.14.1 The student will recognize, explore, and create a stitchery demonstrating the use of various media, techniques, processes, and tools.</p>	<p>8P.14 TEXTILE ARTS</p> <p>8P.14.1 The student will recognize, explore, and create a weaving demonstrating the use of various media, techniques, processes, and tools.</p>
CORE CONNECTIONS:		
<p>6P.15 SCULPTURE</p> <p>6P.15.1 The student will recognize, explore, and create a three-dimensional work of art demonstrating sculpting techniques (modeling, assembling, or carving).</p> <p>6P.15.1.2 The students will produce a kinetic work of art. (SOL 6.7)</p>	<p>7P.15 SCULPTURE</p> <p>7P.15.1 The student will recognize, explore, and create a ceramic sculpture demonstrating the use of hand building techniques, processes, and tools.</p>	<p>8P.15 SCULPTURE</p> <p>8P.15.1 The student will recognize, explore, and create a relief sculpture or sculpture-in-the round demonstrating the use of sculpting techniques (modeling, assembling, and carving.)</p>
CORE CONNECTIONS:		

Strand: VISUAL COMMUNICATION AND ART PRODUCTION

Goal: The student will apply knowledge and understanding of the elements of art and principles of design to solve visual arts problems with originality, flexibility, fluency, and imagination.

The student will use materials, methods, information, and technology in a safe and ethical manner.

The student will use various media, techniques, and processes to explore a variety of subject matter, symbols, and styles.

Sixth Grade	Seventh Grade	Eighth Grade
<p>6P.16 TECHNOLOGY</p> <p>6P.16.1 The student will recognize and explore works of art demonstrating the use of various media, techniques, processes, and tools/equipment for one or more of the technological areas:</p> <ul style="list-style-type: none"> A. Computer graphics B. Photography C. Video Production <p>6P.16.2 The student will create original works of art using computer graphics and computer-generated text. (SOL 6.9)</p>	<p>7P.16 TECHNOLOGY</p> <p>7P.16.1 Recognize, explore, and create a work of art demonstrating the use of various media, techniques, processes, and tools/equipment for one or more of the technological areas:</p> <ul style="list-style-type: none"> A. Computer graphics B. Photography C. Video Production. <p>7P.16.2 The student will use mechanical graphic arts instruments and devices to solve commercial design problems. (SOL 7.12)</p> <p>7P.16.3 The student will create original works of art using computer design programs. (SOL 7.13)</p>	<p>8P.16 TECHNOLOGY</p> <p>8P.16.1 The student will recognize, explore, and create a work of art demonstrating the use of various media, techniques, processes, and tools/equipment for one or more of the technological areas</p> <ul style="list-style-type: none"> A. Computer graphics B. Photography C. Video Production. <p>8P.16.2 The student will identify and analyze the uses of typography in graphic arts. (SOL 8.7)</p> <p>8P.16.3 The student will demonstrate skill in combining text and imagery using computer technology. (SOL 8.8)</p>
<p>CORE CONNECTIONS:</p>	<p>English (7.3, 7.6)</p>	
<p>6P.17 SAFETY</p> <p>6P.17.1 The student will observe safe procedures and behave responsibly when using materials, tools, and equipment.</p>	<p>7 P.17 SAFETY</p> <p>7P.17.1 The student will observe safe procedures and behave responsibly when using materials, tools, and equipment.</p>	<p>8P.17 SAFETY</p> <p>8P.17.1 The student will observe safe procedures and behave responsibly when using materials, tools, and equipment.</p>
<p>CORE CONNECTIONS:</p>	<p>History (CE.4)</p>	

Art Curriculum
Middle School Objectives

Strand: CULTURAL CONTEXT AND ART HISTORY

Goal: The student will understand the relationship of culture, history, and other areas of learning to the visual arts.

Sixth Grade	Seventh Grade	Eighth Grade
<p>OBJECTIVES:</p> <p>6H.1 CULTURAL CONTEXT AND ART HISTORY</p> <p>6H.1.1 The student will identify the components of an artist’s style, including materials, design, methods, and subject matter. (SOL 6.10)</p> <p>6H.1.2 The student will identify major art movements in American culture from 1877 to the present, with emphasis on relating major art movements to changes in science and technology. (SOL 6.11) (Suggested themes include Western Expansion, World War I, Twenties and Thirties, Depression, World War II, Industrialization and Urbanization.)</p> <p>6H.1.3 The student will recognize, explore, and demonstrate through various means the influences of historical time periods, cultures, and styles on art works. (Realism, Impressionism and Expressionism)</p> <p>6H.1.4 The student will identify the contributions of artists to society. (SOL.12)</p> <p>6H.1.5 The student will recognize, explore, and demonstrate through various means the role of art and design in society.</p>	<p>OBJECTIVES:</p> <p>7H.1 CULTURAL CONTEXT AND ART HISTORY</p> <p>7H.1.1 The student will recognize, explore, and demonstrate through various means the historical and cultural roles of art and design on the American political process. (Suggested themes: historical documents, civic concepts, citizenship, patriotism, democracy).</p> <p>7H.1.2 The student will recognize, explore, and demonstrate through various means the influences of historical time periods, cultures, and styles on works of art. (Realism, Non-objective, Abstract).</p> <p>7H.1.3 The student will identify styles and themes in works of art from historical times and places. (SOL 7.15)</p> <p>7H.1.4 The student will compare and contrast the characteristics of public art and monuments. (SOL 7.16)</p> <p>7H.1.5 The student will compare various art careers and the methods of preparation for them. (SOL 7.17)</p> <p>7H.1.6 The student will recognize, explore, and demonstrate through various means the role of art and design in society through multicultural themes.</p>	<p>OBJECTIVES:</p> <p>8H.1 CULTURAL CONTEXT AND ART HISTORY</p> <p>8H.1.1 The student will recognize, explore, and demonstrate through various means how art reflected life in ancient cultures, periods, and civilizations. (Suggested cultures may include those of the Caveman, Egypt, Greece, Rome, Asia, Africa, and the Americas.)</p> <p>8H.1.2 The student will identify and analyze art and architecture from various world cultures, periods, or civilizations by style, symbolism, and technological impact. (SOL 8.11)</p> <p>8H.1.3 The student will identify the role of artists in mass media. (SOL 8.13)</p> <p>8H.1.4 The student will identify major art movements and influential artists according to geography, culture, and historical period. (Realism, Surrealism) (SOL 8.14)</p> <p>8H.1.5 The student will describe and place a variety of works in historical and cultural contexts. (SOL 8.12)</p> <p>8H.1.6 The student will recognize, explore, and demonstrate through various means the role of art and design in society through multicultural themes.</p>
<p>CORE CONNECTIONS : English (6.2, 6.9) History (USII.1, USII.5)</p>	<p>History (CE.1, CE.7, CE.12)</p>	<p>History (WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.10, WHI.11, WHI.13)</p>

Art Curriculum
Middle School Objectives

Strand: JUDGEMENT AND CRITICISM

Goal: The student will use analytical skills to evaluate and respond to works of art.

Sixth Grade	Seventh Grade	Eighth Grade
<p>OBJECTIVES:</p> <p>6C.1 VISUAL LITERACY</p> <p>6C.1.1 The student will discuss the ways that art can be persuasive. (SOL 6.13)</p> <p>6C.1.2 The student will discuss the elements of art, the principles of design, art techniques and art media as they influence meaning in works of two-dimensional and three-dimensional art. (SOL 6.14)</p> <p>6C.1.3 The student will demonstrate inquiry skills and appropriate art vocabulary for:</p> <ul style="list-style-type: none"> A. Describing works of art. B. Analyzing works of art C. Interpreting works of art. D. Evaluating works of art. E. Responding to works of art. (SOL 6.15) <p>6C.1.4 The student will discuss the ideas and emotions expressed in works of art using appropriate art vocabulary. (SOL 6.16)</p> <p>6C.1.5 The student will identify the relationship between art processes and final solutions. (SOL 6.17)</p> <p>6C.1.6 The student will identify and examine ethical standards in the use of:</p> <ul style="list-style-type: none"> A. Print and digital images. B. Materials protected by copyright. C. Information technology. (SOL 6.18) 	<p>OBJECTIVES:</p> <p>7C.1 VISUAL LITERACY</p> <p>7C.1.1 The student will identify and examine the uses of persuasive techniques in print and electronic media. (SOL 7.18)</p> <p>7C.1.2 The student will explore and identify subjects, themes, and symbols as they relate to meaning in works of art. (SOL 7.19)</p> <p>7C.1.3 The student will identify and examine criteria for judging works of art.</p> <ul style="list-style-type: none"> A. Describing works of art. B. Analyzing works of art C. Interpreting works of art. D. Evaluating works of art. E. Responding to works of art. (SOL 7.20) <p>7C.1.4 The student will identify and examine ethical and legal considerations in the use of appropriated images and information. (SOL 7.21)</p> <p>7C.1.5 The student will describe, analyze, interpret, evaluate and respond to works of art based on the organization and manipulation of the elements of art and the principles of design using appropriate art vocabulary. (SOL 7.22)</p> <p>7C.1.6 The student will compare and contrast the life experiences depicted in works of art from other cultures with personal experiences. (SOL 7.23)</p>	<p>OBJECTIVES:</p> <p>8C.1 VISUAL LITERACY</p> <p>8C.1.1 The student will recognize, explore, and demonstrate the process of describing, analyzing, interpreting, evaluating and responding to works of art through various forms of communication.</p> <ul style="list-style-type: none"> A. Describing works of art. B. Analyzing works of art C. Interpreting works of art. D. Evaluating works of art. E. Responding to works of art. <p>8C.1.2 The student will analyze the effect the elements of art and the principles of design have on the communication of ideas. (SOL 8.15)</p> <p>8C.1.3 The student will investigate and discuss the use of social, cultural, and historical context as they contribute to meaning in a work of art. (SOL 8.16)</p> <p>8C.1.4 The student will communicate how personal experiences influence critical judgments about works of art. (SOL 8.17)</p> <p>8C.1.5 The student will critique personal work and the work of others in oral and written form using appropriate art vocabulary. (SOL 8.18)</p> <p>8C.1.6 The student will provide evidence of the</p>

Strand: JUDGEMENT AND CRITICISM

Goal: The student will use analytical skills to evaluate and respond to works of art.

Sixth Grade	Seventh Grade	Eighth Grade
	7C.1.7 The student will identify the processes artists use to create works of art by analyzing rough sketches, drafts, and series. (SOL 7.24)	critical and artistic processes used to achieve final art solutions in personal works of art by documenting preparation, rough drafts, and final solutions. (SOL 8.19)
CORE CONNECTIONS: English (6.2) History (USII.5)	History (CE.1, CE.4, CE.7)	History (WHI.1, WHI.2, WHI.3, WHI.4, WHI.5, WHI.6, WHI.7, WHI.10, WHI.11, WHI.12, WHI.13)

Art Curriculum
Middle School Objectives

Strand: AESTHETICS

Goal: The student will identify the purpose, nature, and significance of creative expression in the visual arts
The student will recognize and apply criteria for making informed aesthetic judgments.

Sixth Grade	Seventh Grade	Eighth Grade
<p>OBJECTIVES:</p> <p>6A.1 AESTHETICS</p> <p>6A.1.1 The student will respond to works of art and analyze responses in terms of cultural and visual meaning. (SOL 6.19)</p> <p>6A.1.2 The student will generate philosophical questions regarding meaning in works of art. (SOL 6.20)</p> <p>6A.1.3 The student will describe the manner in which the belief systems of a viewer may influence contemplation of works of art. (SOL 6.21)</p> <p>6A.1.4 The student will explain both orally and in writing, the means by which visual art evokes sensory and emotional responses. (SOL 6.22)</p> <p>CORE CONNECTIONS: English (6.2, 6.7, 6.8, 6.9) History (USII.5)</p>	<p>OBJECTIVES:</p> <p>7A.1 AESTHETICS</p> <p>7A.1.1 The student will analyze and describe how factors of time and place influence visual characteristics that give meaning and value to a work of art. (SOL 7.25)</p> <p>7A.1.2 The student will generate questions and possible answers to questions about works of art. (SOL 7.26)</p> <p>7A.1.3 The student will describe ways that social and cultural beliefs can influence responses to works of art. (SOL 7.27)</p> <p>7A.1.4 The student will describe personal sensory responses to the visual qualities of a work of art. (SOL 7.28)</p> <p>History (CE.1, CE.4, CE.7)</p>	<p>OBJECTIVES:</p> <p>8A.1 AESTHETICS</p> <p>8A.1.1 The student will discuss and analyze the purposes, values, and meanings of works of art. (SOL 8.20)</p> <p>8A.1.2 The student will formulate and respond to meaningful questions about works of art based upon observations and interpretations. (SOL 8.21)</p> <p>8A.1.3 The student will describe personal sensory responses to the visual qualities of a work of art using appropriate art vocabulary. (SOL 8.22)</p> <p>History (WHI.5, WHI.7, WHI.13)</p>

SCOPE AND SEQUENCE HIGH SCHOOL ART COURSE OBJECTIVES

ART I – ART V

The high school art curriculum focuses on the continual development of artistic skills, aesthetic awareness, and historical and cultural knowledge in order to foster creative expression. Contextual studies at each level provide opportunities to attain visual literacy, enabling students to apply criteria for making visual judgements and develop a personal philosophy towards art. A cumulative portfolio of selected works of art from each level will demonstrate the students' individual growth and reflect a broad range of media, styles and ethical practices.

Art Curriculum
High School Objectives

Strand: VISUAL COMMUNICATION AND ART PRODUCTION

Goal: The student will apply knowledge and understanding of the elements of art and principles of design to solve visual arts problems with originality, flexibility, fluency, and imagination.
The student will use materials, methods, information, and technology, in a safe and ethical manner.
The student will use various media, techniques, and processes to explore a variety of subject matter, symbols and styles.

Art I	Art II	Art III
<p>OBJECTIVES:</p> <p>AIP.1 VISUAL COMMUNICATION</p> <p>AIP.1.1 The student will maintain a sketchbook/journal of ideas and writings to use as a resource and planning tool. (SOL AI.1)</p> <p>AIP.1.2 The student will select representative work for a portfolio. (SOL AI.2)</p> <p>AIP.1.3 The student will use a variety of subject matter and symbols to express ideas in works of art. (SOL AI.7)</p> <p>AIP.1.4 The student will create works of art that are original and represent personal expression. (SOL AI.8)</p> <p>AIP.1.5 The student will define and practice ethical procedures when producing works of art. (SOL AI.9)</p> <p>AIP.1.6 The student will demonstrate skill in preparing and displaying works of art. (SOL AI.10)</p> <p>AIP.1.7 The student will investigate a wide range of careers in the visual arts. (SOL AI.11)</p>	<p>OBJECTIVES:</p> <p>AIIP.1 VISUAL COMMUNICATION</p> <p>AIIP.1.1 The student will expand the use of a sketchbook/journal by adding preliminary sketches, finished drawings, critical writings, and class notes. (SOL AII.1)</p> <p>AIIP.1.2 The student will demonstrate the ability to evaluate and select works of art for an expanded portfolio.(SOL AII.2)</p> <p>AIIP.1.3 The student will demonstrate proficiency in the use of an expanded range of art media. (SOL AII.5)</p> <p>AIIP.1.4 The student will use historical subject matter and symbols as inspiration to produce works of art. (SOL AII.6)</p> <p>AIIP.1.5 The student will employ the visual problem solving process in the production of original works of art. (SOL AII.7)</p> <p>AIIP.1.6 The student will adhere to ethical procedures when producing works of art. (SOL AII.8)</p> <p>AIIP.1.7 The student will select and prepare both two-dimensional and three-dimensional works of art for display. (SOL AII.9)</p>	<p>OBJECTIVES:</p> <p>AIIP.1 VISUAL COMMUNICATION</p> <p>AIIP.1.1 The student will maintain a sketchbook/journal that demonstrates research, fluency of ideas, concepts, media, and processes. (SOL AI.1)</p> <p>AIIP.1.2 The student will maintain a portfolio that demonstrates the ability to select work objectively based on technical skill, personal style, direction, and intended purpose by:</p> <ul style="list-style-type: none"> A. Developing an area of concentration; and B. Editing and updating the portfolio to take to Art IV. (SOL AI.2) <p>AIIP.1.3 The student will produce works of art that integrate a consistent knowledge of the elements of art and the principles of design. (SOL AI.3)</p> <p>AIIP.1.4 The student will develop skill, confidence, and craftsmanship in the use of media, techniques, and processes to achieve desired intentions in works of art. (SOL AI.6)</p> <p>AIIP.1.5 The student will demonstrate initiative, originality, fluency, task commitment, and openness to new ideas in the creation of works of art. (SOL AI.8)</p>

Strand: VISUAL COMMUNICATION AND ART PRODUCTION

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The student will use various media, techniques, and processes to explore a variety of subject matter, symbols and styles.

Art I	Art II	Art III
<p>AIP.1.8 The student will create works of art, which reflect their knowledge of Cubism, Non-objective Art and Primitive Cultures.</p> <p>AIP.1.9 The student will produce works of art that demonstrate an understanding of two-dimensional and three-dimensional art media with emphases on drawing, painting, and sculpture. (AI.6)</p>	<p>AIIP.1.8 The student will identify characteristics of works of art that are presented as a series or sequence. (SOL AII.10)</p> <p>AIIP.1.9 The student will identify artists and visual arts resources within the community. (SOL AII.11)</p> <p>AIIP.1.10 The student will demonstrate an understanding of an art career through oral or written communication. (SOL AII.12)</p> <p>IIP.1.11 The student will create works of art which reflect their knowledge of Impressionism/Post impressionism, Pop/Op art, and Minority Cultures.</p>	<p>AIIP.1.6 The student will maintain a high level of integrity and ethical procedures when producing works of art. (SOL AIII.9)</p> <p>AIIP.1.7 The student will present and display works of art as part of the artistic process by</p> <ul style="list-style-type: none"> A. selecting; B. preparing for display; C. presenting the exhibition; and D. participating in a group assessment of the exhibition. (SOL AIII.10) <p>AIIP.1.8 The student will analyze a selected career opportunity in art, identifying the training, skills, and plan of action necessary for realizing such a professional art goal. (SOL AIII.11)</p> <p>AIIP.1.9 The student will develop a series or sequence of related works of art. (SOL AIII.5)</p> <p>AIIP.10 The student will create works or art which reflect their knowledge of the Middle Ages (Medieval/ Gothic Era), Photorealism/ New Realism, and Latin American Cultures. (SOL AIII.7)</p>
<p>CORE CONNECTIONS: English (9.2)</p>	<p>English (10.4, 10.7,10.10)</p>	<p>English (11.1,11.2)</p>

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Art I	Art II	Art III
<p>AIP.2 COLOR</p> <p>AIP.2.1 The student will identify the visual and emotional effect color has on works of art.</p> <p>AIP.2.2 The student will identify color schemes on the color wheel (primary, secondary, intermediate, complementary, split-complementary, analogous, monochromatic, and warm and cool colors.</p> <p>AIP.2.3 The student will identify tint, tone, shade, and intensity related to hues.</p> <p>AIP.2.4 The student will recognize, explore, and create works of art demonstrating the use of color schemes and color concepts through various media, techniques, and processes.</p>	<p>AIIP.2 COLOR</p> <p>AIIP.2.1 The student will recognize, explore, and create works of art demonstrating the use of color theory.</p> <p>AIIP.2.2 The student will recognize, explore and create works of art demonstrating knowledge of color theory in relation to the principles of design through various media, techniques, and processes.</p>	<p>AIIP.2 COLOR</p> <p>AIIP.2.1 The student will recognize, explore, and create works of art demonstrating the use of color theory in relation to art periods, styles, and cultures through various media, techniques, and processes</p>
CORE CONNECTIONS :		
<p>AIP.3 LINE</p> <p>AIP.3.1 The student will identify types of line and their usage (outline, contour, gesture, blocking-in, sketching, and calligraphy).</p> <p>AIP.3.2 The student will recognize that line can be “implied.”</p> <p>AIP.3.3 The student will identify the use of line to create texture and pattern.</p>	<p>AIIP.3 LINE</p> <p>AIIP.3.1 The student will recognize, explore, and create works of art demonstrating the use of line concepts in relation to the principles of design through various media, techniques, and processes.</p>	<p>AIIP.3 LINE</p> <p>AIIP.3.1 The student will recognize, explore, and create works of art demonstrating the use of line concepts in relation to art periods, styles, and cultures through various media, techniques, and processes.</p>

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Art I	Art II	Art III
<p>AIP.3.4 The student will identify line quality to suggest emotions and moods.</p> <p>AIP.3.5 The student will recognize line through the process of stippling, hatching, and crosshatching.</p> <p>AIP.3.6 The student will recognize that line structure contributes to a composition.</p> <p>AIP.3.7 The student will recognize, explore, and create works of art demonstrating the use of line to concepts through various media, techniques, and processes.</p>		
CORE CONNECTIONS:		
<p>AIP.4 SHAPE</p> <p>AIP.4.1 Students will identify types of shapes (positive and negative; geometric, organic, and free-form).</p> <p>AIP.4.2 Students will recognize that varying the size of shapes in a space creates depth.</p> <p>AIP.4.3 Students will recognize, explore, and create works of art demonstrating types of shapes and the use of shape concepts through various media, techniques, and processes.</p>	<p>AIIP.4 SHAPE</p> <p>AIIP.4.1 The student will recognize, explore, and create works of art demonstrating the use of shape concepts in relation to the principles of design through various media, techniques, and processes.</p>	<p>AIIP.4 SHAPE</p> <p>AIIP.4.1 The student will recognize, explore, and create works of art demonstrating the use of shape concepts in relation to art periods, styles, and cultures through various media, techniques, and processes.</p>
CORE CONNECTIONS:		
<p>AIP.5 FORM</p> <p>AIP.5.1 Students will identify relief sculpture and sculpture-in-the-round.</p>	<p>AIIP.5 FORM</p> <p>AIIP.5.1 The student will recognize, explore, and create works of art demonstrating the use of form</p>	<p>AIIP.5 FORM</p> <p>AIIP.5.1 The student will recognize, explore, and create works of art demonstrating the use of form</p>

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<p>AIP.5.2 Students will recognize that light defines form on a two-dimensional surface.</p> <p>AIP.5.3 Students will recognize form as the three-dimensional translation of two-dimensional shapes.</p> <p>AIP.5.4 Students will recognize geometric, organic, and free form forms.</p> <p>AIP.5.5 Students will recognize that form changes when viewing objects from various perspectives.</p> <p>AIP.5.6 Students will recognize the proportions of a human form.</p> <p>AIP.5.7 Students will recognize, explore, and create two or three-dimensional works of art demonstrating the use of form concepts through various media, techniques, and processes.</p>	<p>concepts in relation to the principles of design through various media, techniques, and processes.</p>	<p>concepts in relation to art periods, styles, and cultures through various media, techniques and processes.</p>
CORE CONNECTIONS:		
<p>AIP.6 SPACE</p> <p>AIP.6.1 Students will identify foreground, middle ground, and background.</p> <p>AIP.6.2 Students will identify one-point, two-point, and aerial perspective.</p> <p>AIP.6.3 Students will identify positive and negative space.</p>	<p>AIIP.6 SPACE</p> <p>AIIP.6.1 The student will recognize, explore, and create works of art demonstrating the use of spatial concepts in relation to the principles of design through various media, techniques, and processes.</p>	<p>AIIP.6 SPACE</p> <p>AIIP.6.1 The student will recognize, explore, and create works of art demonstrating the use of spatial concepts in relation to art periods, styles, and cultures through various media, techniques, and processes.</p>

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Art I	Art II	Art III
<p>AIP.6.4 Students will recognize how overlapping and placement of shapes, foreshortening, color, value, and proportion contribute to defining space.</p> <p>AIP.6.5 Students will recognize, explore, and create two and three-dimensional works of art demonstrating the use of spatial concepts through various media, techniques, and processes.</p> <p>AIP.6.6 Students will compare and contrast the perspective concepts of “birds-eye” view and “worms-eye” view.</p>		
CORE CONNECTIONS :		
<p>AIP.7 TEXTURE</p> <p>AIP.7.1 Students will identify visual (implied) and tactile (actual) texture.</p> <p>AIP.7.2 Students will identify texture in two and three-dimensional works of art.</p> <p>AIP.7.3 Students will recognize how to translate tactile texture into visual texture.</p> <p>AIP.7.4 Students will recognize, explore, and create two and three-dimensional works of art demonstrating the use of texture concepts through various media, techniques, and processes.</p>	<p>AIIP.7 TEXTURE</p> <p>AIIP.7.1 The student will recognize, explore, and create works of art demonstrating the use of texture concepts in relation to the principles of design through various media, techniques, and processes.</p>	<p>AIIP.7 TEXTURE</p> <p>AIIP.7.1 The student will recognize, explore, and create works of art demonstrating the use of texture concepts in relation to art periods, styles, and cultures through various media, techniques, and processes.</p>
CORE CONNECTIONS:		

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Art I	Art II	Art III
<p>AIP.8 VALUE</p> <p>AIP.8.1 Students will identify high and low keyed values.</p> <p>AIP.8.2 Students will recognize the lightness and darkness of color through tints, tones, and shades.</p> <p>AIP.8.3 Students will recognize that the quality of light is captured with value.</p> <p>AIP.8.4 Students will recognize that value changes the intensity of a hue.</p> <p>AIP.8.5 Students will recognize that value affects spatial relationships.</p> <p>AIP.8.6 Students will recognize, explore, and create works of art demonstrating the use of value concepts through various media, techniques, and processes.</p>	<p>AIIP.8 VALUE</p> <p>AIIP.8.1 The student will recognize, explore, and create works of art demonstrating the use of value concepts in relation to the principles of design through various media, techniques, and processes.</p>	<p>AIIP.8 VALUE</p> <p>AIIP.8.1 The student will recognize, explore, and create works of art demonstrating the use of value concepts in relation to art periods, styles, and cultures through various media, techniques, and processes.</p>
CORE CONNECTIONS:		
<p>AIP.9 PRINCIPLES OF DESIGN</p> <p>AIP.9.1 The student will produce works of art that demonstrate the experimental application of the elements of art and the principles of design. (SOL AI.3)</p> <p>AIP.9.2 The student will produce works of art that demonstrate the experimental application of the elements of art (line, shape, form, color, value,</p>	<p>AIIP.9 PRINCIPLES OF DESIGN</p> <p>AIIP.9.1 The student will demonstrate effective use of the elements of art and the principles of design in a variety of art media. (SOL AII.3)</p> <p>AIIP.9.2 The student will demonstrate effective use of pattern which reflects their knowledge of: A. pattern format: planned, random,</p>	<p>AIIP.9 PRINCIPLES OF DESIGN</p> <p>AIIP.9.1 The student will recognize, explore, and create works of art demonstrating the use of the principles of design in relation to art periods, styles, and cultures through various media, techniques, and processes.</p>

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<p>texture, space) and the principles of design to express ideas and create images through proportion, rhythm, balance, emphasis, variety (contrast), unity, pattern, and movement. (SOL AI.3)</p> <p>AIP.9.3 Students will recognize the principles of design (proportion, rhythm, balance, emphasis, variety (contrast), unity, pattern, and movement) are organizational concepts for creating visual composition through the use of the elements of art (line, shape, form, value, color, texture, and space).</p>	<p>alternating, half-drop grid, radial and rhythmical.</p> <p>B. achieving unity through the repetition of an element or motif..</p> <p>C. man-made and natural patterns.</p> <p>AIP.9.3 The student will demonstrate the effective use of various types of balance: symmetry (formal) approximate symmetry, asymmetry (informal), and radial.</p> <p>AIP.9.4 The student will demonstrate the effective use of movement which reflects their knowledge of:</p> <p>A. the manipulation of the elements to cause the viewer's eye to travel through a work of art</p> <p>B. the difference between visual and kinetic movement.</p> <p>AIP.9.5 The student will demonstrate the effective use of rhythm which reflects their knowledge of:</p> <p>A. a specific repetition of the element of art</p> <p>B. regular, irregular, and progressive rhythms.</p> <p>AIP.9.6 The student will demonstrate the effective use of emphasis which reflects their knowledge of:</p> <p>A. the deliberate use of the elements of art</p>	

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Art I	Art II	Art III
	<p>to cause focus to an area of a composition B. the use of emphasis can be used to achieve movement.</p> <p>AIP.9.7 The student will demonstrate the effective use of contrast in order to achieve variety in a work of art.</p> <p>AIP.9.8 The student will demonstrate the effective use of unity in order to achieve a sense of oneness in a work of art.</p> <p>AIP.9.9 The student will demonstrate an effective use of proportion which reflects their knowledge of: A. spatial relationships in a work of art. B. human form.</p>	
CORE CONNECTIONS:		
<p>AIP.10 PAINTING</p> <p>AIP.10.1 Students will recognize that painting incorporates the use of the elements of art.</p> <p>AIP.10.2 Students will recognize the use of various paint media (tempera, watercolor, and acrylic).</p> <p>AIP.10.3 Students will recognize, explore and</p>	<p>AIIP.10 PAINTING</p> <p>AIIP.10.1 The student will recognize that painting incorporates the elements of art and principles of design.</p> <p>AIIP.10.2 The student will recognize, explore and create paintings demonstrating the use of various painting media, techniques, processes,</p>	<p>AIIIP.10 PAINTING</p> <p>AIIIP.10.1 The student will recognize that painting incorporates the use of the elements of art and principles of design.</p> <p>AIIIP.10.2 The student will recognize, explore, and create paintings demonstrating the use of various painting media, techniques, processes,</p>

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Art I	Art II	Art III
create paintings demonstrating the use of various painting media, techniques, processes, and tools/equipment in relation to the elements of art.	and tools/equipment in relation to the elements of art and principles of design.	and tools/equipment in relation to art periods, styles, and cultures.
CORE CONNECTIONS:		
<p>AIP.11 DRAWING</p> <p>AIP.11.1 Students will recognize that drawing incorporates the use of the elements of art.</p> <p>AIP.11.2 Students will recognize the use of contour and gesture as methods of drawing.</p> <p>AIP.11.3 Students will recognize sketching as a means for developing a drawing.</p> <p>AIP.11.4 Students will recognize various techniques used to define value in drawing.</p> <p>AIP.11.5 Students will recognize conceptual and perceptual drawing.</p> <p>AIP.11.6 Students will recognize, explore, and create drawings through direct observation.</p> <p>AIP.11.7 Students will recognize, explore and create drawings demonstrating the use of various drawing media, techniques, processes, and tools/equipment in relation to the elements of art.</p>	<p>AIIP.11 DRAWING</p> <p>AIIP.11.1 The student will recognize that drawing incorporates the elements of art and principles of design.</p> <p>AIIP.11.2 The student will recognize, explore and create drawings demonstrating the use of various drawing media, techniques, processes, and tools/equipment in relation to the elements of art and principles of design.</p> <p>AIIP.11.3 The student will recognize, explore, and create drawings from direct observation.</p>	<p>AIIP.11 DRAWING</p> <p>AIIP.11.1 The student will recognize that drawing incorporates the use of the elements of art and principles of design.</p> <p>AIIP.11.2 The student will recognize, explore, and create drawings demonstrating the use of various drawing media, techniques, processes, and tools/equipment in relation to art periods, styles, and cultures.</p>
CORE CONNECTIONS:		

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Art I	Art II	Art III
<p>AIP.12 COLLAGE/MIXED MEDIA</p> <p>AIP.12.1 Students will recognize that collage/mixed media incorporates the use of the elements of art.</p> <p>AIP.12.2 Students will recognize, explore, and create collage/mixed media works of art demonstrating the use of combining various media, techniques, processes, tools/equipment in relation to the elements of art.</p>	<p>AIIP.12 COLLAGE/MIXED MEDIA</p> <p>AIIP.12.1 The student will recognize that collage/mixed media incorporates the elements of art and the principles of design.</p> <p>AIIP.12.2 The student will recognize, explore, and create collage/mixed media works of art demonstrating the use of combining various media, techniques, processes, tools/equipment in relation to the elements of art and the principles of design.</p>	<p>AIIP.12 COLLAGE/MIXED MEDIA</p> <p>AIIP.12.1 The student will recognize that collage/mixed media incorporates the use of the elements of art and the principles of design.</p> <p>AIIP.12.2 The student will recognize, explore, and create collage/mixed media works of art demonstrating the use of combining various media, techniques, processes, and tools/equipment in relation to art periods, styles, and cultures.</p>
CORE CONNECTIONS :		
<p>AIP.13 PRINTMAKING</p> <p>AIP.13.1 Students will recognize that printmaking incorporates the use of the elements of art.</p> <p>AIP.13.2 Students will recognize relief and intaglio methods of printmaking.</p> <p>AIP.13.3 Students will recognize the production and signing of a print edition.</p> <p>AIP.13.4 Students will recognize, explore, and create an edition of prints demonstrating the use of various printmaking media, techniques, processes, and tools/equipment in relation to the elements of art.</p>	<p>AIIP.13 PRINTMAKING</p> <p>AIIP.13.1 The student will recognize that printmaking incorporates the elements of art and the principles of design.</p> <p>AIIP.13.2 The student will recognize the production and signing of a print edition.</p> <p>AIIP.13.3 The student will recognize, explore, and create an edition of prints demonstrating the use of various printmaking media, techniques, processes, and tools/equipment in relation to the elements of art and the principles of design.</p>	<p>AIIP.13 PRINTMAKING</p> <p>AIIP.13.1 The student will recognize that printmaking incorporates the use of the elements of art and principles of design.</p> <p>AIIP.13.2 The student will recognize, explore, and create an edition of prints demonstrating the use of various printmaking media, techniques, processes, and tools/equipment in relation to art periods, styles, and cultures.</p>
CORE CONNECTIONS:		
<p>AIP.14 TEXTILE ARTS</p> <p>AIP.14.1 Students will recognize that textile arts incorporate the elements of art.</p>	<p>AIIP.14 TEXTILE ARTS</p> <p>AIIP.14.1 The student will recognize that textile arts incorporate the elements of art and the</p>	<p>AIIP.14 TEXTILE ARTS</p> <p>AIIP.14.1 The student will recognize that textile arts incorporate the elements of art and</p>

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Art I	Art II	Art III
<p>AIP.14.2 Students will recognize, explore, and create textile art demonstrating the use of various media, techniques, processes, and tools/equipment in relation to the elements of art.</p>	<p>principles of design.</p> <p>AIIP.14.2 The student will recognize, explore, and create textile art demonstrating the use of various media, techniques, processes, and tools/equipment in relation to the elements of art and the principles of design.</p>	<p>principles of design.</p> <p>AIIP.14.2 The student will recognize, explore, and create textile art demonstrating the use of various media, techniques, processes, and tools/equipment in relation to art periods, styles, and cultures.</p>
CORE CONNECTIONS :		
<p>AIP.15 SCULPTURE</p> <p>AIP.15.1 Students will recognize that sculpture incorporates the elements of art.</p> <p>AIP.15.2 Students will recognize additive and subtractive methods of forming a sculpture.</p> <p>AIP.15.3 Students will recognize mobile(kinetic) and stabile sculptures.</p> <p>AIP.15.4 Students will recognize types of sculptures (relief sculpture and sculpture-in-the-round).</p> <p>AIP.15.5 Students will recognize, explore, and create sculptures demonstrating the use of various media, techniques, processes, and tools/equipment in relation to the elements of art.</p>	<p>AIIP.15 SCULPTURE</p> <p>AIIP.15.1 The student will recognize that sculpture incorporates the elements of art and principles of design.</p> <p>AIIP.15.2 The student will recognize, explore, and create sculptures demonstrating the use of various media, techniques, processes, and tools/equipment in relation to the elements of art and the principles of design.</p>	<p>AIIP.15 SCULPTURE</p> <p>AIIP.15.1 The student will recognize that sculpture incorporates the elements and principles of design.</p> <p>AIIP.15.2 The student will recognize, explore, and create sculptures demonstrating the use of various media, techniques, processes, and tools/equipment in relation to art periods, styles, and cultures.</p>
CORE CONNECTIONS :		
<p>AIP.16 TECHNOLOGY</p> <p>AIP.16.1 Students will recognize that technology incorporates the elements of art and the principles of design.</p>	<p>AIIP.16 TECHNOLOGY</p> <p>AIIP.16.1 The student will recognize that technology incorporates the elements of art and the principles of design.</p>	<p>AIIP.16 TECHNOLOGY</p> <p>AIIP.16.1 The student will use technology to create works of art that integrate electronic and traditional media. (SOL AIIP.4)</p>

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Art I	Art II	Art III
<p>AIP.16.2 The student will recognize and identify technological developments in the visual arts. (SOL AI.4)</p> <p>AIP.16.3 The student will demonstrate the use of technology and electronic media as artistic tools. (SOL AI.5)</p>	<p>AIIP.16.2 The student will use technology to create and manipulate images. (SOL AII.4)</p>	<p>AIIP.16.2 The student will recognize, explore, and create works of art demonstrating the use of various media, techniques, processes, tools/equipment for technological areas in relation to art periods, styles, and cultures.</p>
CORE CONNECTIONS :		
<p>AIP.17 SAFETY</p> <p>AIP.17.1 Students will recognize safety in the art room.</p> <p>AIP.17.2 Students will use art materials and tools in a safe and responsible manner.</p>	<p>AIIP.17 SAFETY</p> <p>AIIP.17.1 The student will recognize safety in the art room.</p> <p>AIIP.17.2 The student will use art materials and tools in a safe and responsible manner.</p>	<p>AIIP.17 SAFETY</p> <p>AIIP.17.1 The student will recognize safety in the art room.</p> <p>AIIP.17.2 The student will use art materials and tools in a safe and responsible manner.</p>
CORE CONNECTIONS:		

Art Curriculum
High School Objectives

Strand: CULTURAL CONTEXT AND ART HISTORY

Goal: The student will understand the relationship of culture, history, and other areas of learning to the visual arts.

Art I	Art II	Art III
<p>OBJECTIVES:</p> <p>AIH.1 CULTURAL CONTEXT AND ART HISTORY</p> <p>AIH.1.1 The student will describe connections among media, elements of art, principles of design, themes, and concepts through historical and contemporary art. (SOL AI.12)</p> <p>AIH.1.2 The student will describe works of art using appropriate vocabulary. (SOL AI.13)</p> <p>AIH.1.3 The student will identify and categorize works of art according to medium, period, style and artist. (SOL AI.14)</p> <p>AIH.1.4 The student will identify qualities of a work as they influence meaning, including media, subject matter, and formal choices. (SOL AI.15)</p> <p>AIH.1.5 The student will describe the role of mass media in influencing preference, perception, and communication. (SOL AI.16)</p> <p>AIH.1.6 The student will describe the function, purpose and perceived meanings of specific works of art. (SOL AI.17)</p> <p>AIH.1.7 The student will identify and examine symbols in works of art and discuss possible reasons for their use. (SOL AI.18)</p> <p>AIH.1.8 Students will recognize, explore, and communicate through various means the</p>	<p>OBJECTIVES:</p> <p>AIIH.1 CULTURAL CONTEXT AND ART HISTORY</p> <p>AIIH.1.1 The student will recognize, explore, and demonstrate through various means the relationship of the elements of art and principles of design to Impressionism/Post-Impressionism, Pop/Op Art, and Minority Cultures.</p> <p>AIIH.1.2 The student will identify works of art and artistic developments which relate to historical time periods and locations. (SOL AII.13)</p> <p>AIIH.1.3 The student will discuss or write about art history using an expanded art vocabulary. (SOL AII.14)</p> <p>AIIH.1.4 The student will identify and examine works of art in historical context and relate them to historical events. (SOL AII.15)</p> <p>AIIH.1.5 The student will describe distinguishing features in works of art which may be used to differentiate among a variety of historical periods and cultural contexts. (SOL AII.16)</p> <p>AIIH.1.6 The student will examine and discuss societal conditions that influence works of art. (SOL AII.17)</p> <p>AIIH.1.7 The student will identify and analyze the function and meaning of a work of art or an artifact in its original context. (SOL AII.18)</p>	<p>OBJECTIVES:</p> <p>AIIIH.1 CULTURAL CONTEXT AND ART HISTORY</p> <p>AIIIH.1.1 The student will recognize, explore, and demonstrate through portfolio development the relationship of Middle Ages (Medieval-Gothic), Photorealism/New Realism, and Latin American cultures to the elements of art and the principles of design. (SOL AIII.12)</p> <p>AIIIH.1.2 The student will compare and analyze relationships between styles and cultures using an expanded art vocabulary. (SOL AIII.13)</p> <p>AIIIH.1.3 The student will identify the distinguishing features that place a work of art within a particular style, region, or period. (SOL AIII.14)</p> <p>AIIIH.1.4 The student will analyze and discuss the influences of one culture upon another. (SOL AIII.15)</p> <p>AIIIH.1.5 The student will describe the relationship between form and function as it relates to culture and style. (SOL AIII.16)</p> <p>AIIIH.1.6 The student will categorize works of art by styles and cultures through Middle Ages (Medieval-Gothic), photo realism/New Realism, and Latin American Cultures. (SOL AIII.1.7)</p>

Strand: CULTURAL CONTEXT AND ART HISTORY

Goal: The student will understand the relationship of culture, history, and other areas of learning to the visual arts.

Art I	Art II	Art III
relationship of cubism, non-objective art, and primitive cultures to the elements of art.	AIIH.1.8 The student will describe symbols present in works of art in relation to historical meaning. (SOL AII.19)	
CORE CONNECTIONS : English (9.4) History (WHII.2, WHII.3, WHII.6)	English (10.1,10.3,10.9,10.10) History (WG.1, WG.3, WG.11, WG.12)	English (11.1)

Art Curriculum
High School Objectives

Strand: JUDGEMENT AND CRITICISM

Goal: The student will use analytical skills to evaluate and respond to works of art.

Art I	Art II	Art III
<p>OBJECTIVE:</p> <p>AIC.1 VISUAL LITERACY</p> <p>AIC.1.1 The student will employ critical evaluation skills and use appropriate vocabulary when evaluating and interpreting works of art. (SOL AI.19)</p> <p>AIC.1.2 The student will critique works of art with reference to the element of art and the principles of design. (SOL AI.20)</p> <p>AIC.1.3 The student will analyze an original work of art by describing, responding, analyzing, interpreting, and judging or evaluating. (SOL AI.21)</p> <p>AIC.1.4 The student will differentiate between personal preference and informed judgment when discussing works of art. (SOL AI.22)</p> <p>AIC.1.5 The student will use established criteria to participate in critiques. (SOL AI.23)</p> <p>AIC.1.6 The student will use and describe criteria affecting quality in a work including concept, composition, technical skills, realization of perceived intentions, and work of art as a whole. (SOL AI.24)</p> <p>AIC.1.7 The student will classify works of art as representational, abstract, nonobjective, and perceptual, or conceptual. (SOL AI.25)</p>	<p>OBJECTIVE:</p> <p>AIIC.1 VISUAL LITERACY</p> <p>AIIC.1.1 The student will describe, respond to analyze, interpret, and judge or evaluate works of art using an expanded art vocabulary. (SOL AII.20)</p> <p>AIIC.1.2 The student will use an expanded art vocabulary to assess personal works of art in terms of effectiveness in the communication of ideas. (SOL AII.21)</p> <p>AIIC.1.3 The student will demonstrate orally and in writing the ability to interpret and compare historical references from original works of art. (SOL AII.22)</p> <p>AIIC.1.4 The student will identify and analyze characteristics of works of art in a variety of styles. (SOL AII.23)</p>	<p>OBJECTIVE:</p> <p>AIIC.1 VISUAL LITERACY</p> <p>AIIC.1.1 The student will use an expanded art vocabulary related to design, composition, aesthetic concepts, and art criticism when discussing works of art. (SOL AI.18)</p> <p>AIIC.1.2 The student will write a critique of a work of art assuming the point of view of one of the following aesthetic stances: formalist, imitationalist, expressionist, or contextualist. (SOL AI.19)</p> <p>AIIC.1.3 The student will compare and defend two or more points of view regarding a work of art. (SOL AI.20)</p> <p>AIIC.1.4 The student will participate in developing criteria for a class critique. (SOL AI.21)</p> <p>AIIC.1.5 Students will recognize, explore, and demonstrate the process of describing, responding, analyzing, interpreting, and judging works of art. (SOL AI.22)</p>
<p>CORE CONNECTIONS : English (9.2,9.6)</p>	<p>English (10.7, 10.9)</p>	<p>English (11.1,11.2,11.4,11.7,11.9)</p>

Art Curriculum
High School Objectives

Strand: AESTHETICS

Goal: The student will identify the purpose, nature, and significance of creative expression in the visual arts.
The student will recognize and apply criteria for making informed aesthetic judgments.

Art I	Art II	Art III
<p>OBJECTIVE:</p> <p>AIA.1 AESTHETICS</p> <p>AIA.1.1 The student will discuss how aesthetics are reflected in everyday life. (SOL AI.26)</p> <p>AIA.1.2 The student will discuss ways that aesthetic responses to works of art differ from judgments. (SOL AI.27)</p> <p>AIA.1.3 The student will demonstrate in writing the ability to support personal criteria for making visual aesthetic judgments. (SOL AI.28)</p> <p>AIA.1.4 The student will discuss current problems and issues of the art world. (SOL AI.29)</p> <p>AIA.1.5 The student will study and describe the aesthetic properties found in works of art. (SOL AI.30)</p> <p>AIA.1.6 The student will speculate on the intentions and choices of those who created a work of art. (SOL AI.31)</p> <p>AIA.1.7 The student will discuss art from a variety of aesthetic stances, including Formalism, Expressionism, Contextualism, and Imitationalism. (SOL AI. 32)</p>	<p>OBJECTIVE:</p> <p>AIIA.1 AESTHETICS</p> <p>AIIA.1.1 The student will examine, compare, and contrast aesthetic ideals throughout history. (SOL AII.26)</p> <p>AIIA.1.2 The student will discuss how responses to the natural environment differ from responses to the man-made or constructed environment. (SOL AII.27)</p> <p>AIIA.1.3 The student will demonstrate the ability to reflect on and analyze personal responses to works of art and artifacts. (SOL AII.28)</p> <p>AIIA.1.4 The student will support opinions by reasoned processes using an expanded art vocabulary. (SOL AII.29)</p> <p>AIIA.1.5 The student will describe, refine, and organize personal ideas about the aesthetic qualities of a work of art. (SOL AII.30)</p> <p>AIIA.1.6 The student will research and investigate the intentions of those who created specific works of art. (SOL AII.31)</p> <p>AIIA.1.7 The student will investigate and demonstrate that art can be viewed from a variety of aesthetic stances. (SOL AII.32)</p>	<p>OBJECTIVE:</p> <p>AIIIA.1 AESTHETICS</p> <p>AIIIA.1.1 The student will analyze the changes in aesthetic sensibilities that result from the influence of one culture upon another. (SOL AIII.23)</p> <p>AIIIA.1.2 The student will research, compare, and contrast the aesthetic ideals of two or more artists. (SOL AIII.24)</p> <p>AIIIA.1.3 The student will demonstrate in writing the ability to identify, analyze, and apply criteria for making visual aesthetic judgments. (SOL AIII.25)</p> <p>AIIIA.1.4 The student will debate the perceived intentions of those creating works of art. (SOL AIII.26)</p> <p>AIIIA.1.5 The student will study, describe, analyze, and interpret the aesthetic qualities of works of art. (SOL AIII.27)</p> <p>AIIIA.1.6 The student will defend multiple points of view regarding works of art. (SOL AIII.28)</p> <p>AIIIA.1.7 Students will recognize, explore, and demonstrate through various means aesthetic experiences through art production, art history, and art criticism. (SOL AIII.29)</p>
<p>CORE CONNECTIONS : English (9.2)</p>		<p>English (11.1,11.2,11.7,11.9)</p>

Art Curriculum
High School Objectives

Strand: VISUAL COMMUNICATION AND PRODUCTION

Goal: The student will apply knowledge and understanding of the elements of art and principles of design to solve visual arts problems with originality, flexibility, fluency, and imagination.
The student will use materials, methods, information, and technology in a safe and ethical manner.
The student will use various media, techniques, and processes to explore a variety of subject matter, symbols and styles.

Art IV	Art V
<p>OBJECTIVES:</p> <p>AIVP.1 VISUAL COMMUNICATION</p> <p>AIVP.1.1 The student will demonstrate mastery through a culminating portfolio that exhibits quality, concentration, breadth of experience, technical skill, and development over time in the following areas:</p> <ul style="list-style-type: none"> A. Works of art that exhibit an understanding of human anatomy, composition, and spatial relationships B. A comprehensive concentration that exhibits in-depth grasp of composition, technical skill, and personal style C. Examples of two-dimensional and three-dimensional works extensive enough to show a knowledge of space, form, and function throughout the portfolio (SOL AIV.2) D. Works of art that demonstrates the student's knowledge of the Renaissance, Surrealism, and Asian cultures. <p>AIVP.1.2 The student will maintain a self-directed sketchbook/journal demonstrating independent research directly related to studio work. (SOL AIV.1)</p> <p>AIVP.1.3 The student will consistently demonstrate an advanced level of knowledge of the elements of art and the principles of design in works of art. (SOL AIV.3)</p> <p>AIVP.1.4 The student will demonstrate confidence, sensitivity, and advanced skill in applying media, techniques, processes, and craftsmanship to achieve desired intentions in works of art. (SOL AIV.5)</p> <p>AIVP.1.5 The student will select among a range of subject matter,</p>	<p>OBJECTIVES:</p> <p>AVP.1 VISUAL COMMUNICATION</p> <p>AVP.1.1 The student will demonstrate mastery through a culminating portfolio that exhibits quality, concentration, breadth of experience, technical skill, and development over time in relation to a particular art period, style, culture or artist in the following areas:</p> <ul style="list-style-type: none"> A. Works of art that exhibit an understanding of human anatomy, composition, and spatial relationships B. A comprehensive concentration that exhibits in-depth grasp of composition, technical skill, and personal style C. Produce examples of two-dimensional and three-dimensional works extensive enough to show a knowledge of space, form, and function throughout the portfolio D. Works of art that demonstrates the student's knowledge of specific western art, non-western art, and a specific culture. <p>AVP.1.2 The student will maintain a self-directed sketchbook/journal demonstrating independent research directly related to studio work.</p> <p>AVP.1.3 The student will consistently demonstrate an advanced level of knowledge of the elements of art and the principles of design in works of art.</p> <p>AVP.1.4 The student will select and use appropriate technology and electronic media for personal expressive works of art.</p> <p>AVP.1.5 The student will select among a range of subject matter, symbols, meaningful images, and media to consistently communicate personal expression.</p>

Strand: VISUAL COMMUNICATION AND PRODUCTION

Goal: The student will apply knowledge and understanding of the elements of art and principles of design to solve visual arts problems with originality, flexibility, fluency, and imagination.

The student will use materials, methods, information, and technology in a safe and ethical manner.

The student will use various media, techniques, and processes to explore a variety of subject matter, symbols and styles.

Art IV	Art V
<p>symbols, meaningful images, and media to consistently communicate personal expression. (SOL AIV.6)</p> <p>AIVP.1.6 The student will use experimental techniques to reflect a personal, creative, and original problem solving approach. (SOL AIV.7)</p> <p>AIVP.1.7 The student will demonstrate personal responsibility and integrity for ethical procedures including copyright laws when producing works of art. (SOL AIV.8)</p> <p>AIVP.1.8 The student will present and display works of art as part of the artistic process by:</p> <ul style="list-style-type: none"> A. Selecting works of art for display B. Preparing for display C. Publicizing the exhibition D. Presenting the exhibition E. Completing a self-evaluation of the exhibition. (SOL AIV.9) <p>AIVP.1.9 The student will refine a series or sequence of related works. (SOL AIV.10)</p> <p>AIVP.1.10 The student will evaluate careers in the visual arts in relation to personal skills, art aptitudes, and interests. (SOL AIV.11)</p>	<p>AVP.1.6 The student will use experimental techniques to reflect a personal, creative, and original problem solving approach.</p> <p>AVP.1.7 The student will demonstrate personal responsibility and integrity for ethical procedures including copyright laws when producing works of art.</p> <p>AVP.1.8 The student will present and display works of art as part of the artistic process by:</p> <ul style="list-style-type: none"> A. Selecting works of art for display B. Preparing for display C. Publicizing the exhibition D. Presenting the exhibition; and completing a self-evaluation of the exhibition. <p>AVP.1.9 The student will refine a series of sequence of related works.</p> <p>AVP.1.10 The student will evaluate careers in the visual arts in relation to personal skills, art aptitudes and interests.</p>
<p>CORE CONNECTIONS: History (GOVT.17)</p>	<p>History (GOVT.17)</p>
<p>AIVP.2 COLOR</p> <p>AIVP.2.1 The student will recognize, explore, and create works of art demonstrating the use of color concepts in relation to art periods, styles, cultures, and artists through various media, techniques, and processes.</p>	<p>AVP.2 COLOR</p> <p>AVP.2.1 The student will recognize, explore, and create works of art demonstrating the use of color concepts in relation to a particular art period, style, culture, or artist through various media techniques, and processes.</p>
<p>CORE CONNECTIONS:</p>	

Strand: VISUAL COMMUNICATION AND PRODUCTION

Goal: The student will apply knowledge and understanding of the elements of art and principles of design to solve visual arts problems with originality, flexibility, fluency, and imagination.

The student will use materials, methods, information, and technology in a safe and ethical manner.

The student will use various media, techniques, and processes to explore a variety of subject matter, symbols and styles.

Art IV	Art V
<p>AIVP.3 LINE</p> <p>AIVP.3.1 The student will recognize, explore, and create works of art demonstrating the use of line concepts in relation to art periods, styles, cultures, and artists through various media, techniques, and processes.</p>	<p>AVP.3 LINE</p> <p>AVP.3.1 The student will recognize, explore, and create works of art demonstrating the use of line to concepts in relation to a particular art period, style, culture, or artist through various media, techniques, and processes.</p>
<p>CORE CONNECTIONS:</p>	
<p>AIVP.4 SHAPE</p> <p>AIVP.4.1 The student will recognize, explore, and create works of art demonstrating the use of shape concepts in relation to art periods, styles, cultures, and artists through various media, techniques, and processes.</p>	<p>AVP.4 SHAPE</p> <p>AVP.4.1 The student will recognize, explore, and create works of art demonstrating the use of shape concepts in relation to a particular art period, style, culture, or artist through various media, techniques, and processes.</p>
<p>CORE CONNECTIONS:</p>	
<p>AIVP.5 FORM</p> <p>AIVP.5.1 The student will recognize, explore, and create works of art demonstrating the use of form concepts in relation to art periods, styles, cultures, and artists through various media, techniques, and processes.</p>	<p>AVP.5 FORM</p> <p>AVP.5.1 The student will recognize, explore, and create works of art demonstrating the use of form concepts in relation to a particular art period, style, culture, or artist through various media, techniques, and processes.</p>
<p>CORE CONNECTIONS:</p>	
<p>AIVP.6 SPACE</p> <p>AIVP.6.1 The student will recognize, explore, and create works of art demonstrating the use of spatial concepts in relation to art periods, styles, cultures, and artists through various media, techniques, and processes.</p>	<p>AVP.6 SPACE</p> <p>AVP.6.1 The student will recognize, explore, and create works of art demonstrating the use of spatial concepts in relation to a particular art period, style, culture, or artist through various media, techniques, and processes.</p>
<p>CORE CONNECTIONS:</p>	

Strand: VISUAL COMMUNICATION AND PRODUCTION

Goal: The student will apply knowledge and understanding of the elements of art and principles of design to solve visual arts problems with originality, flexibility, fluency, and imagination.

The student will use materials, methods, information, and technology in a safe and ethical manner.

The student will use various media, techniques, and processes to explore a variety of subject matter, symbols and styles.

Art IV	Art V
<p>AIVP.7 TEXTURE</p> <p>AIVP.7.1 The student will recognize, explore, and create works of art demonstrating the use of texture concepts in relation to art periods, styles, cultures, and artists through various media, techniques, and processes.</p>	<p>AVP.7 TEXTURE</p> <p>AVP.7.1 The student will recognize, explore, and create works of art demonstrating the use of texture concepts in relation to a particular art period, style, culture, or artist through various media, techniques, and processes.</p>
<p>CORE CONNECTIONS:</p>	
<p>AIVP.8 VALUE</p> <p>AIVP.8.1 The student will recognize, explore, and create works of art demonstrating the use of value concepts in relation to art periods, styles, cultures, and artists through various media, techniques, and processes.</p>	<p>AVP.8 VALUE</p> <p>AVP.8.1 The student will recognize, explore, and create a work of art demonstrating the use of value concepts in relation to a particular art period, style, culture, or artist through various media, techniques, and processes.</p>
<p>CORE CONNECTIONS:</p>	
<p>AIVP.9 PRINCIPLES OF DESIGN</p> <p>AIVP.9.1 The student will recognize, explore, and create works of art demonstrating the use of the principles of design in relation to art periods, styles, cultures, and artists through various media, techniques, and processes</p>	<p>AVP.9 PRINCIPLES OF DESIGN</p> <p>AVP.9.1 The student will recognize, explore and create works of art demonstrating the use of the principles of design in relation to a particular art period, style, culture, or artist through various media, techniques, and processes.</p>
<p>CORE CONNECTIONS:</p>	
<p>AIVP.10 PAINTING</p> <p>AIVP.10.1 The student will recognize that painting incorporates the use of the elements of art and the principles of design.</p> <p>IIVP.10.2 The student will recognize, explore, and create paintings demonstrating the use of various painting media, techniques, processes, and tools/equipment in relation to art periods, styles, cultures, and artists.</p>	<p>AVP.10 PAINTING</p> <p>AVP.10.1 The student will recognize that painting incorporates the use of the elements of art and principles of design.</p> <p>AVP.10.2 The student will recognize, explore, and create paintings demonstrating the use of various painting media, techniques, processes, and tools/equipment in relation to a particular art period, style, culture, or artist.</p>
<p>CORE CONNECTIONS:</p>	

Strand: VISUAL COMMUNICATION AND PRODUCTION

Goal: The student will apply knowledge and understanding of the elements of art and principles of design to solve visual arts problems with originality, flexibility, fluency, and imagination.

The student will use materials, methods, information, and technology in a safe and ethical manner.

The student will use various media, techniques, and processes to explore a variety of subject matter, symbols and styles.

Art IV	Art V
<p>AIVP.11 DRAWING</p> <p>AIVP.11.1 The student will recognize that drawing incorporates the use of the elements of art and the principles of design.</p> <p>AIVP.11.2 The student recognize, explore, and create drawings demonstrating the use of various drawing media, techniques, processes, and tools/equipment in relation to art periods, styles, cultures, and artists.</p>	<p>AVP.11 DRAWING</p> <p>AVP.11.1 The student will recognize that drawing incorporates the use of the elements of art and principles of design.</p> <p>AVP.11.2 The student will recognize, explore, and create drawings demonstrating the use of various drawing media, techniques, processes, and tools/equipment in relation to a particular art period, style, culture, or artist.</p>
CORE CONNECTIONS:	
<p>AIVP.12 COLLAGE/MIXED MEDIA</p> <p>AIVP.12.1 The student will recognize that collage/mixed media incorporates the use of the elements of art and the principles of design.</p> <p>AIVP.12.2 The student will recognize, explore, and create collage/mixed media works of art demonstrating the use of combining various media, techniques, processes, tools/equipment in relation to art periods, styles, cultures, and artists.</p>	<p>AVP.12 COLLAGE/MIXED MEDIA</p> <p>AVP.12.1 The student will recognize that collage/mixed media incorporates the use of the elements of art and principles of design.</p> <p>AVP.12.2 The student recognize, explore, and create collage/mixed media works of art demonstrating the use of combining various media, techniques, processes, tools/equipment in relation to a particular art period, style, culture, or artist.</p>
CORE CONNECTIONS:	
<p>AIVP.13 PRINTMAKING</p> <p>AIVP.13.1 The student will recognize that printmaking incorporates the use of the elements of art and the principles of design.</p> <p>AIVP.13.2 The student will recognize, explore, and create an edition of prints demonstrating the use of various printmaking media, techniques, processes, and tools/equipment in relation to art periods, styles, cultures, and artists.</p>	<p>AVP.13 PRINTMAKING</p> <p>AVP.13.1 The student will recognize that printmaking incorporates the use of the elements of art and principles of design.</p> <p>AVP.13.2 The student will recognize, explore, and create an edition of prints demonstrating the use of various printmaking media, techniques, processes, and tools/equipment in relation to a particular art period, style, culture, or artist.</p>
CORE CONNECTIONS:	

Strand: VISUAL COMMUNICATION AND PRODUCTION

Goal: The student will apply knowledge and understanding of the elements of art and principles of design to solve visual arts problems with originality, flexibility, fluency, and imagination.

The student will use materials, methods, information, and technology in a safe and ethical manner.

The student will use various media, techniques, and processes to explore a variety of subject matter, symbols and styles.

Art IV	Art V
<p>AIVP.14 TEXTILE ARTS</p> <p>AIVP.14.1 The student will recognize that textile arts incorporate the use of the elements of art and the principles of design.</p> <p>AIVP.14.2 The student will recognize, explore, and create textile art demonstrating the use of various media, techniques, processes, and tools/equipment in relation to art periods, styles, cultures, and artists.</p>	<p>AVP.14 TEXTILE ARTS</p> <p>AVP.14.1 The student will recognize that textile arts incorporate the use of the elements of art and principles of design.</p> <p>AVP.14.2 The student will recognize, explore, and create textile art demonstrating the use of various media, techniques, processes, and tools/equipment in relation to a particular art period, style, culture, or artist.</p>
CORE CONNECTIONS:	
<p>AIVP.15 SCULPTURE</p> <p>AIVP.15.1 The student will recognize that sculpture incorporates the elements of art and the principles of design.</p> <p>AIVP.15.2 The student will recognize, explore, and create sculptures demonstrating the use of various media, techniques, processes, and tools/equipment in relation to art periods, styles, cultures, and artists.</p>	<p>AVP.15 SCULPTURE</p> <p>AVP.15.1 The student will recognize that sculpture incorporates the elements of art and principles of design.</p> <p>AVP.15.2 The student will recognize, explore, and create sculptures demonstrating the use of various media, techniques, processes, and tools/equipment in relation to a particular art period, style, culture, or artist.</p>
CORE CONNECTIONS:	
<p>AIVP.16 TECHNOLOGY</p> <p>AIVP.16.1 The student will select and use appropriate technology and electronic media for personal expression in a work of art.</p> <p>AIVP.16.2 The student will recognize, explore, and create works of art demonstrating the use of various media, techniques, processes, tools and equipment for technological areas in relation to art periods, styles, cultures, and artists.</p>	<p>AVP.16 TECHNOLOGY</p> <p>AVP.16.1 The student will select and use appropriate technology and electronic media for personal expression in a work of art.</p> <p>AVP.16.2 The student will recognize, explore, and create works of art demonstrating the use of various media, techniques, processes, tools and equipment for technological areas in relation to a particular art period, style, culture, or artist.</p>
CORE CONNECTIONS:	

Strand: VISUAL COMMUNICATION AND PRODUCTION

Goal: The student will apply knowledge and understanding of the elements of art and principles of design to solve visual arts problems with originality, flexibility, fluency, and imagination.

The student will use materials, methods, information, and technology in a safe and ethical manner.

The student will use various media, techniques, and processes to explore a variety of subject matter, symbols and styles.

Art IV	Art V
AIVP.17 SAFETY AIVP.17.1 The student will recognize safety in the art room. AIVP.17.2 The student will use art materials and tools in a safe and responsible manner.	AVP.17 SAFETY AVP.17.1 The student will recognize safety in the art room. AVP.17.2 The student will use art materials and tools in a safe and responsible manner.
CORE CONNECTIONS: History (GOVT.17)	History (GOVT.17)

Art Curriculum
High School Objectives

Strand: CULTURAL CONTEXT AND ART HISTORY

Goal: The student will understand the relationship of culture, history, and other areas of learning to the visual arts.

Art IV	Art V
<p>OBJECTIVES:</p> <p>AIVH.1 CULTURAL CONTEXT AND ART HISTORY</p> <p>AIVH.1.1 The student will recognize, explore, and demonstrate through various means the relationship of art periods, styles, cultures, and artists to art history. (SOL AIV.15)</p> <p>AIVH.1.2 The student will select and analyze artists and works of art related to personal areas of concentration in art. (SOL AIV.12)</p> <p>AIVH.1.3 The student will use an extensive, high level art vocabulary to analyze, evaluate, and interpret meaning in the work of selected artists. (SOL AIV.13)</p> <p>AIVH.1.4 The student will describe where, when, and by whom specific works of art were created. (SOL AIV.14)</p> <p>AIVH.1.5 The student will identify the influences of selected artists on society and culture. (SOL AIV.16)</p> <p>AIVH.1.6 The student will justify choices and influences from art history reflected in personal works of art. (SOL AIV.17)</p> <p>AIVH.1.7 The student will discuss how the function and intended meaning of personal work is a reflection of contemporary culture. (SOL AIV.18)</p> <p>AIVH.1.8 The student will develop personal symbols and incorporate them in works of art. (SOL AIV.19)</p> <p>AIVH.1.9 The student will recognize, explore, and demonstrate through various means the contributions of works of art of specific artists from various cultures through Renaissance, Surrealism, and Asian cultures.</p>	<p>OBJECTIVES:</p> <p>AVPH.1 CULTURAL CONTEXT AND ART HISTORY</p> <p>AVPH.1.1 The student will recognize, explore, and demonstrate through various means the contributions of works of art from a specific Western Art, non-western Art, and a specific culture</p> <p>AVPH.1.2 The student will use an extensive, high level of art vocabulary to analyze, evaluate, and interpret meaning in the work of selected artists.</p> <p>AVPH.1.3 The student will describe where, when, and by whom specific works of art were created.</p> <p>AVPH.1.4 The student will compare and analyze perceived relationships between the features in works of selected artists and personal works of art.</p> <p>AVPH.1.5 The student will identify the influences of selected artists on society and culture.</p> <p>AVPH.1.6 The student will justify choices and influences from art history reflected in personal works of art.</p> <p>AVPH.1.7 The student will discuss how the function and intended meaning of personal work is a reflection of contemporary culture.</p> <p>AVPH.1.8 The student will develop personal symbols and incorporate them in works of art.</p>
<p>CORE CONNECTIONS: History (GOVT.1, GOVT.6)</p>	<p>History (GOVT.1, GOVT.6)</p>

Art Curriculum
High School Objectives

Strand: JUDGEMENT AND CRITICISM

Goal: The student will use analytical skills to evaluate and respond to works of art.

Art IV	Art V
<p>OBJECTIVE:</p> <p>AIVC.1 VISUAL LITERACY AIVC.1.1 The student will recognize, explore, and demonstrate the process of describing, analyzing, interpreting, and judging works of art. (SOL AIV.22)</p> <p>AIVC.1.2 The student will consistently use an extensive, high level of art vocabulary related to design, composition, aesthetic concepts, and art criticism when discussing works of art. (SOL AIV.20)</p> <p>AIVC.1.3 The student will write a personal critique of a current art exhibition. (SOL AIV.21)</p> <p>AIVC.1.4 The student will demonstrate the ability to conduct an effective critique. (SOL AIV.23)</p> <p>AIVC.1.5 The student will critically view the quality and expressive form of works of art as a source of inspiration and insight and potential contribution to personal works of art. (SOL AIV.24)</p>	<p>OBJECTIVE:</p> <p>AVC.1 VISUAL LITERACY AVC.1.1 The student will recognize, explore, and demonstrate the process of describing, analyzing, interpreting, and judging works of art.</p> <p>AVC.1.2 The student will consistently use an extensive, high level of art vocabulary related to design, composition, aesthetic concepts, and art criticism when discussing works of art.</p> <p>AVC.1.3 The student will write a personal critique of a current art exhibition.</p> <p>AVC.1.4 The student will demonstrate the ability to conduct an effective critique.</p> <p>AVC.1.5 The student will critically view the quality and expressive form of works of art as a source of inspiration and insight and potential contribution to personal works of art.</p>
<p>CORE CONNECTIONS: English (12.1, 12.7)</p>	<p>English (12.1, 12.7)</p>

Art Curriculum
High School Objectives

Strand: AESTHETICS

Goal: The student will identify the purpose, nature, and significance of creative expression in the visual arts.
The student will recognize and apply criteria for making informed aesthetic judgments.

Art IV	Art V
<p>OBJECTIVE:</p> <p>AIVA.1 AESTHETICS</p> <p>AIVA.1.1 The student will recognize, explore, and demonstrate through various means aesthetic experiences through art production, art history, and art criticism.</p> <p>AIVA.1.2 The student will explain how experiences and values affect aesthetic responses to works of art. (SOL AIV.25)</p> <p>AIVA.1.3 The student will discuss in writing the application of criteria for making visual aesthetic judgments to personal works of art. (SOL AIV.26)</p> <p>AIVA.1.4 The student will analyze and discuss relationships between works of art in terms of opposing aesthetic views. (SOL AIV.27)</p> <p>AIVA.1.5 The student will study, analyze, interpret, and relate the aesthetic qualities of other works of art to personal work. (SOL AIV.28)</p> <p>AIVA.1.6 The student will justify personal perceptions of an artist's intent through visual clues and research. (SOL AIV.29)</p> <p>AIVA.1.7 The student will discuss in writing the impact of contemporary art on the development of a personal style. (SOL AIV.30)</p>	<p>OBJECTIVE:</p> <p>AVA.1 AESTHETICS</p> <p>AVA.1.1 The student will recognize, explore and demonstrate through various means aesthetic experiences through art production, art history, and art criticism.</p> <p>AVA.1.2 The student will explain how experiences and values affect aesthetic responses to works of art.</p> <p>AVA.1.3 The student will discuss in writing the application of criteria for making visual aesthetic judgments to personal works of art.</p> <p>AVA.1.4 The student will analyze and discuss relationships between works of art in terms of opposing aesthetic views.</p> <p>AVA.1.5 The student will study, analyze, interpret, and relate the aesthetic qualities of other works of art to personal work.</p> <p>AVA.1.6 The student will justify personal perceptions of an artist's intent through visual clues and research.</p> <p>AVA.1.7 The student will discuss in writing the impact of contemporary art on the development of a personal style.</p>
<p>CORE CONNECTIONS: English (12.1, 12.7)</p>	<p>English (12.1, 12.7)</p>