

**Dearborn
Public
Schools
K12 Art
Curriculum**

Table of Contents

Section 1 Curriculum Process Overview

- Introduction
- Organization
- Departmental Philosophy
- Content Objectives Overview
- Articulation
- Committee Resources
- Internal Evaluation
- Implementation

Section 2 Standards and Benchmarks: Historical, Cultural and Social Contexts

Section 3 Standards and Benchmarks: Creating Art

Section 4 Standards and Benchmarks: Art Analysis and Criticism

Section 5 Standards and Benchmarks: Aesthetics: A Philosophical Basis for Art

Section 6 Standards and Benchmarks: Art Connections

Section 7 K-5 Outcomes

- Elementary Vocabulary

Section 8 Secondary Art Outcomes and Course Descriptions

- Secondary Vocabulary

Section 9 Special Needs Students

- Special Education
- Gifted Education

Section 10 Resources

- Michigan Visual Arts Standards and Benchmarks
- Lowenfeld's Creative and Mental Growth
- Articles of Support
- Sample Assessments
- Web sites
- Additional Resources
- Textbooks, Equipment, and Materials

Section 1

Curriculum Process Overview

Organization

BOARD MEMBERS

Aimee Blackburn, President
James Schoolmaster, Vice-President
Pamela L. Adams-Wandless, Secretary
Sharon L. Dulmage, Treasurer
Joseph A. Guido, Trustee
Mary Lane, Trustee
Gerald G. Stockwell, Trustee

SUPERINTENDENT

John Burl Artis, Ph.D.

COMMITTEE MEMBERS

Teacher Representatives

Annette Alexander-Frank, Co-Chairperson
Charles Garling, Co-Chairperson
Mary Bandyke
Kate Blair
Mohamad S. Bazzi
Susan Briggs
Rani Buenting
Carol Cizek
Charon DeMatteis
Su Doman
Terri Harris
Emily Kluz
Laura Peterson
Nicole Reynaert
Mark Wells

Unis Middle
Henry Ford Elementary
Howard Elementary
Howe School
Fordson High
Maples Elementary
Haigh Elementary
Edsel Ford High School
Salina Elementary
Duvall and Lindbergh Elementary
Vista Maria
Miller Elementary
McCollough Elementary
Bryant Middle
Dearborn High

Administration Representatives

Paul Smith
Marlene Lewis
Wendy Sample

Director of Secondary Education
Director of Elementary Education
Art Resource Teacher

Secretarial Staff

Kathy Rathwell

Instructional Services Secretary

Introduction

This document represents the second revision of the K-12 Art curriculum developed by the Dearborn art teachers in 1996. At its core, our curriculum remains essentially unchanged from the highly detailed version developed at that time. In 2001 it was updated to reflect the newly revised Michigan Visual Arts Standards and Benchmarks. The state guidelines for art education essentially parallel National Standards, which our committee found to be overly condensed and thus too vague to be truly useful. By retaining our original document we have a more specific framework than the state guidelines require, while covering all areas that they mandate. Revisions in the current document reflect shifts in language, editing for consistency, and the important addition of specific numeric correlation between the Dearborn Art Curriculum and the Michigan Visual Arts Standards and Benchmarks.

We also continue to look at recent trends in art education in order for Dearborn to maintain its well deserved reputation for providing a solid program and being a step ahead of many other districts. This is seen most readily in the trend toward design based art education and an emphasis on high quality vocational arts preparation at the secondary level. Dearborn Schools is working with the College for Creative Studies, a nationally acclaimed center for art and design, to develop a vocational design program with an emphasis on automotive design, computer graphics and media arts to be housed at the Michael Berry Career Center. This program is a natural for our community with the presence of international automotive companies, other engineering programs in place at the secondary level and a high degree of student interest. It will place our graduates in the front ranks of those seeking careers in the automotive design world, graphic arts and media arts.

The Dearborn Board of Education has supported the needs of our curriculum with books, prints, slides and technology in the classroom which have enriched the classroom environment. Teachers have been provided with outstanding inservice opportunities during the past several years: workshops on creative uses of computers and cameras, integrating the arts with other content areas, learning special techniques that bring exciting new possibilities to existing art forms.

Budget constraints have forced us to cut back on art related field trips that were seen by parents and teachers as a powerful way to bring new arts exposure and experiences to our students. We hope to reinstate some of these activities that included much cross curricular learning through trips to the Detroit Institute of Arts, Pewabic Pottery, College for Creative Studies, as well as private art studios and galleries. Again, we thank the Dearborn Board of Education for its ongoing commitment to keeping the arts in our schools and for realizing that the arts provide rich experiences, enhance the learning process, inspire imaginative thinking and develop a student's sense of curiosity and delight in the natural world. Art education is an essential component of a complete education.

Departmental Philosophy

Philosophy of the Visual Arts

Art is an essential part of the education process. Knowledge about art, skills in creating art, and supportive attitudes toward the arts are necessary components for any civilization that wishes to raise itself above simple existence. Experience in the arts develops perception, critical analysis, creativity, process skills, and aesthetic awareness and appreciation. Art offers a student the opportunity to express his/her unique visions of the world, to discover divergent solutions to problems, and reflect upon the differences and similarities among people in positive ways.

Mission Statement

The mission of the Dearborn Public Schools Art Department is to prepare students to be appreciators and supporters of the arts as they become contributing citizens of the community. Students will be able to express ideas creatively using basic skills and knowledge at levels of expertise appropriate to their interest and development.

Articulation

As noted earlier in this document, our committee consists of teachers from elementary, middle and high school. In addition the directors of both elementary and secondary education as well as other departmental representatives were consulted and/or apprised of our work throughout the entire process. For this art curriculum the decision was made to carry forward the elementary and secondary revisions together for much of the process and divide into grade level subcommittees only as necessary. This allowed all committee members to benefit from the input and insights for K-12 colleagues and administrators in order to produce a unified document that presents a comprehensive approach to building skills in an appropriate sequence.

In addition we have noted where a given visual arts benchmark overlaps or supports another content area. By exploiting these areas of common interest through interdisciplinary cooperation we can enhance student learning. These areas of commonality are particularly evident in language arts, social studies, math science and technology.

For each benchmark a developmental grid is provided to indicate when a particular concept is introduced, then noted where it is reinforced and developed. You may notice that a large number of the concepts are developed for many years in many different ways and absolute mastery is actually seldom attained. This is consistent with the idea that skills in the arts are progressive and evolve toward increasingly higher levels as the child gains in skills and broader knowledge.

Goals and Objectives

Historical, Cultural and Social Contexts

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

Objective: Through the visual arts, students will understand and appreciate artistic and cultural heritages. They will understand the role of art in contemporary society. Students will learn to appreciate the differences and similarities among people of different times, cultures, religions, and ethnic origins.

Creating Art and the Visual Art Production Process

Goal: To develop and expand visual arts knowledge and skills in order to express ideas with imagination.

Objective: Students will be able to express ideas creatively using a variety of art tools and materials. They will be able to communicate their thoughts and feelings in a variety of ways. They will learn creative methods of problem solving and will accumulate an array of expressive, analytical, and developmental tools to use throughout their lives.

Visual Art Analysis and Criticism

Goal: To develop a base to make informed aesthetic judgments.

Objective: Students will develop the desire and ability to talk and write about art and the visual world. They will use their abilities to describe, analyze, interpret and make critical judgments about works of art, nature, and other objects in their total environment by using objective criteria.

Aesthetics: A Philosophical Basis for Visual Art

Goal: To develop and expand aesthetic perception.

Objective: Students will be aware that aesthetic response broadens their perspective and deepens their appreciation of their total environment. They will be able to respond aesthetically and make critical judgments regarding their impressions of those characteristics found in art, nature, events, and objects within the environment.

Arts Connections

Goal: To introduce and explore connections among the arts, between arts and other curriculum areas, and between the arts and everyday life.

Objective: Students will learn to make comparisons of subject matter, theme, organizational structure as seen in the performing and visual arts. They will learn the variety of possibilities for careers in the arts. Students will recognize and value the arts present within their environments. Students will see applications for the arts within social studies, science, mathematics and other areas.

Internal Evaluation

The evaluation process for this updated art curriculum began in the fall of 2003 and ran through the spring of 2005, involving both formal and informal surveys of the art teachers. The committee met frequently and addressed issues and concerns expressed by art teachers in order to improve what we know is a very strong program

In addition, in order to be sure all stake holders are heard, we have done surveys of parents administrators and students as well. While these surveys revealed very positive attitudes and impressions of art education in Dearborn a few areas were seen that needed strengthening. These included the need for computers in the art room and art related field trips. The equipment was provided and the art field trips were initiated. The technology is in need of updating as many items like computers and cameras have seen very quick advances that make some of our equipment no longer compatible or simply using formats no longer supported. And unfortunately the field trips, which were very successful in broadening our arts education, have been reduced due to budgetary constraints.

In response to teacher suggestions we have continued to revising format and refine language until we were satisfied that we had a clear, concise and user-friendly document. We continue to provide examples of rubrics and other assessment tools. This document is a work in progress and will change to meet the needs of the teachers and students.

Implementation

The Dearborn Schools Art Department has grown immensely since the first implementation of this curriculum in 1996. Infusion of new resources (texts, prints, overheads, computers, scanners, VCRs and digital cameras) have enriched the curriculum.

Technology has had a great impact on art and society. This technology (primarily in computers and video) has been brought into the art room and support and enhanced student learning. The art room has proven to be a natural and essential place to develop computer skills by using draw programs, learning layout and design concepts, accessing information about art history and more. Inservices will continue to be imperative as new art teachers enter the district and veteran teachers up grade their skills while technology advances.

While the art related field trips at the 4th grade, 6th grade and high school levels have proven to be very beneficial they have had to be curtailed temporarily. Art teachers worked with 4th grade classroom teachers to implement a trip to the Cultural Center (the Detroit Historical Museum and the Detroit Institute of Arts). Art and Social Studies teachers worked with 6th graders concentrating on the Diego Rivera murals at the DIA. These trips have built a strong relationship with the DIA education department and the Dearborn Schools Art Department, providing us with opportunities to share visiting artists from all over the U.S. and Mexico.

Our committee is looking at new ways to assess our students' progress so we can articulate to parents, faculty, administrators and colleagues what the students have accomplished at the end of their elementary, middle and high school education. The committee would also like to do a district-wide assessment of student performance in art that would be used for internal purposes only to gauge what our students do know and what areas need greater attention. We have made inquiries about art assessment tools that we may wish to use.

Finally, the art department and the curriculum committee feel strongly that for successful implementation of this curriculum a full-time resource teacher will still be required. In addition to the normal day-to-day duties of a resource teacher, it will continue to be imperative that someone is available to organize and direct inservices. Maintaining individual contact with all art teachers in order to assist in any problems, concerns or support that may be required pertaining to the new curriculum is necessary. Furthermore, the resource teacher will need to schedule ongoing meetings with the curriculum committee to complete the implementation process, follow through on writing and piloting programs, review, and revise the curriculum as needed, organize arts related field trips and numerous other tasks.

Professional development will continue to be a strong component of the art department as this is a field that has perhaps the broadest expanse of possibilities for students to experience: from activities that are essentially unchanged since the beginning of human history (clay pottery for example) to artistic creation using tools unimagined a generation ago. As technology advances art teachers can enhance their teaching by incorporating ideas from many realms. To make the exchange of ideas easier we have created a WIKI, a free website that is

accessible to all art teachers. The WIKI will contain lessons, links to other sites, power point presentations, and any other materials teachers wish to share.

COMMITTEE RESOURCES

Printed Materials

Numerous catalogues for visual arts materials

Speakers

Mark Dressel - Reading/Writing Consultant

Visitations and Consultations

Michigan Art Education Association Convention, Traverse City, MI

National Art Education Association Convention, Los Angeles, CA

Visual Thinking Skills Training, Philip Yenawine, Los Angeles, CA

Detroit Institute of Arts Education Department, Detroit, MI

Davis Publications Representatives

TRC Representatives

Crizmac Corporation, Stevie Mack

Section 2

Standards and Benchmarks: Historical, Cultural and Social Contexts

OVERVIEW OF HISTORICAL, CULTURAL AND SOCIAL CONTEXTS

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

Objective: Through the visual arts, students will understand and appreciate artistic and cultural heritages. They will understand the role of art in contemporary society. Students will learn to appreciate the differences and similarities among people of different times, cultures, religions, and ethnic origins.

HOW THIS SECTION IS ORGANIZED:

The left hand page in each pair that follows contains a specific goal and objective derived from the above broadly stated goal and objectives. Below that is a grid that indicates at what grade levels specific student objectives are introduced, developed, reinforced, mastered or verified. Below the grid are the reference numbers for the applicable Michigan Content Standards and Benchmarks for the Visual Arts (full text in RESOURCES section).

The right hand page shows an instructional example for each of three grade levels: 5th, 8th and 12th grades. These grade levels were chosen as they reflect the students as they leave one broad developmental group before entering the next.

ICON KEY

The icons below represent the more significant content area connections that the visual arts can provide. The relationships and connections among all of the arts, such as vocal or instrumental music, theater and dance are numerous and are discussed in Section 6: Connections.



DEVELOPMENTAL KEY








I Introduction to skill and/or concept.

- D** **D**evelop and build on the student's prior knowledge of skill and/or concept.
- R** **R**einforcement, refinement, restatement of the student's knowledge of skill, concept.
- M** **M**astery of skill and/or concept.
- V** **V**erification and maintenance of mastery level.

HISTORICAL, CULTURAL, and SOCIAL CONTEXTS

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

OBJECTIVE A-1 (KNOWLEDGE): Students will understand the importance of artists throughout time.

| | Students will know that: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | ICON |
|-----------|----------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|---------------------------------------------------------------------------------------|
| A. | humans have always created images. | I | I | I | D | D | D | R | R | R | M/V |  |
| B. | artists express and generate ideas according to their own experiences and imaginations. | I | I | I | D | D | D | D | D | D | R |  |
| C. | artists have borrowed ideas and received inspiration from works of past artists. | I | I | I | D | D | D | D | D | D | R |  |
| D. | contemporary artist can create works of art that reflect and utilize the technology of the modern world. | I | I | I | D | D | D | R | R | R | R |  |
| E. | art reflects, records history and influences society. | I | I | I | I | D | D | R | R | R | R |  |
| F. | art and artists have an impact on the world. | I | I | I | I | I | I | D | D | D | R |  |
| G. | artists have individual styles that change over time. | | | | I | I | I | D | D | D | R |  |

Michigan Content Standards and Benchmarks

VA 3:2

VA 3:5

VA 4:1

VA 4:2

VA 4:3

Developmental Key:

- I Introduce
- D Develop
- R Reinforcement
- M Mastery
- V Verification

INSTRUCTIONAL EXAMPLES

OBJECTIVE: Students will understand the importance of artists throughout time.

Fifth Grade Instructional Example:

Students will demonstrate their understanding that artists throughout history have communicated using images by locating and sharing with the class reproductions that show art made in ancient times.

Eighth Grade Instructional Example:

To demonstrate their understanding that art records history students will write a paragraph showing how a given piece of art reflects the time in which it was made.

Twelfth Grade Instructional Example:









To show that they understand that an artist's work changes over time, student will select an artist and describe to the class the changes that are evident in their work over a period of time.

Notes:

HISTORICAL, CULTURAL, and SOCIAL CONTEXTS

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

OBJECTIVE A-2. (KNOWLEDGE): Students will understand the cultural development of the visual arts throughout time.

| | Students will know that: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | ICON |
|-----------|---------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|---------------------------------------------------------------------------------------|
| A. | there is a variety of art work and images from contemporary, historical, and prehistoric cultures. | I | I | I | D | D | D | R | R | R | R |  |
| B. | the visual arts have played a significant role in the development of cultures throughout the world. | I | I | I | D | D | D | R | R | R | R |  |
| C. | the need of a cultural group often determines the art works produced by the group. | I | I | D | D | R | R | M | M | M | M/V |  |
| D. | works of art are often created to celebrate or commemorate important events. | I | D | D | R | R | M | M | M | M | M/V |  |
| E. | artists have often relied upon the natural environment as a source of ideas and materials. | I | D | D | R | R | M | M | M | M | M/V |  |
| F. | the traditions of creating handcrafted folk art objects have been passed from one generation to another. | | I | I | I | D | D | D | R | R | R |  |
| G. | technological advancements have altered many traditionally handcrafted art forms. | | I | I | I | D | D | D | R | R | R |  |
| H. | visual symbols communicate a universal language which transcends historical, geographical, and political boundaries | | | | I | I | I | D | D | D | R |  |

Michigan Content Standards and Benchmarks

VA 2:4 VA 3:2 VA 4:1 VA 4:2 VA 4:3

Developmental Key:

I Introduce
D Develop
R Reinforcement
M Mastery
V Verification

INSTRUCTIONAL EXAMPLES

OBJECTIVE: Students will understand the cultural development of the visual arts throughout time.

Fifth Grade Instructional Example:

To demonstrate their understanding that the needs of a cultural group affect their art, students will imagine their self as a Native American in the 20th century and describe how their art is different now than it was 100 years ago.

Eighth Grade Instructional Example:

To show that they understand the varying uses of art, students will write a short paragraph explaining three different ways that masks have been used by different cultures.

Twelfth Grade Instructional Example:




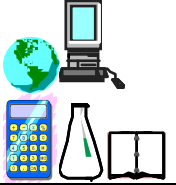



Students will demonstrate their knowledge of how technology has affected handcrafted arts by verbally citing examples of how handcrafted art forms have changed since the turn of the 20th century.

Notes:

HISTORICAL, CULTURAL, and SOCIAL CONTEXTS

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

OBJECTIVE A-3 (KNOWLEDGE) : Students will understand the relationship between the visual arts and society .

| | Students will know that: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | ICON |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------|-------------|-------------|-------------|-------------|----------|-------------|----------|-------------|---------------------------------------------------------------------------------------|
| A. | artworks can be found in many places: museums, homes, public buildings, parks, films, books, etc. | I | I | D | D | R | R | R | M | M | M/V |  |
| B. | artistic people contribute to our society through careers as artist in advertising and computer graphics, the media, product design, architecture, environmental design, and numerous other professions. | I | I | D | D | R | R | R | M | M | M/V |  |
| C. | popular art forms, (cartoons, films, CDs.) attempt to appeal to a wide segment of society. | | | I | I | D | D | R | R | R | R |  |
| D. | the visual arts are interrelated to other areas of the school curriculum. | I/ D | D / R | D / R | D / R | D / R | D / R | D/ R | D / R | R | R |  |
| E. | trademarks, brand names, color & shape coding, and other visual symbols are used to convey messages and communicate ideas. | | | I | I | D | D | D | R | R | R |  |
| F. | architecture and environmental design are related to lifestyles of people. | I | I/ D | I/ D | D | R | R | R | M | M | M |  |
| G. | artwork reflects the time, technology and skills of a society. | I | I | I | D | D | D | R | R | R | R/M |  |

Michigan Content Standards and Benchmarks

VA 4:1

VA5:1

VA5:2

VA5:3

VA5:4

Developmental Key:

I Introduce

D Develop
R Reinforcement
M Mastery
V Verification

INSTRUCTIONAL EXAMPLES

OBJECTIVE: Students will understand the relationship between the visual arts and society.

Fifth Grade Instructional Example:

Students will show they understand the importance of the visual arts in society by verbally giving examples of art found in places other than museums.

Eighth Grade Instructional Example:

Students will demonstrate an understanding of the connection between architecture and lifestyle by explaining how their own homes reflect their family's lifestyle.

Twelfth Grade Instructional Example:















To illustrate that they understand the connection between the popular arts and society, students will choose a political cartoon from a newspaper or magazine and write an explanation of the artist's point of view.

Notes:

HISTORICAL, CULTURAL, and SOCIAL CONTEXTS

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

OBJECTIVE B-1. (PERCEPTUAL / NTELLECTUAL / PHYSICAL): Students will understand the importance of artists throughout time.

| | Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | LINK |
|----|-----------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A. | recognize works of individual artist. | I | I | I | I | D | D | D | D | D | R/M |  |
| B. | classify art works according to characteristics and subjects. i.e. portraits, landscapes, still life. | I | I | D | D | D | R | R | M | M | V |  |
| C. | classify art works illustrating different media. i.e. photography, graphics, sculpture. | I | I | I | I | D | D | R | R | R | R |   |
| D. | classify art works according to styles. i.e. expressionist, realism, surrealism... | I | I | I | I | D | D | R | R | R | R |   |
| E. | recognize recurrent themes in art such as: birth, death, love, marriage. | | | I | I | I | I | I | D | D | R |   |
| F. | distinguish the differences between works that are whimsical, analytical;, etc.. when similar subject ,matter is displayed. | | | | | I | I | I | I | I | D/R |   |
| G. | identify works from various periods of history. | | | | | | | | I | I | D/R |   |
| H. | recognize that an artists work can reflect a transition or evolution of style or form over a period of time. | | | | | | | | I | I | D/R |   |

Michigan Content Standards and Benchmarks

VA 3:4 VA3:5 VA 4:2

Developmental Key:

I Introduce
D Develop

R Reinforcement
M Mastery
V Verification

INSTRUCTIONAL EXAMPLES

OBJECTIVE: Students will understand the importance of artists throughout time.

Fifth Grade Instructional Example:

Students will demonstrate an understanding of artistic styles by correctly grouping selected reproductions of paintings into proper categories such as Renaissance, Impressionistic, etc.

Eighth Grade Instructional Example:

To illustrate knowledge of art from various periods, students will be able to place selected reproductions of a variety of art forms correctly in chronological sequence.

Twelfth Grade Instructional Example:



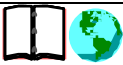





To show an understanding of recurrent themes throughout time, students will write an essay that compares and contrasts Leonardo's "Mona Lisa" with Andy Warhol's "Marilyn Monroe."

Notes:

HISTORICAL, CULTURAL, and SOCIAL CONTEXTS

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

OBJECTIVE B-2 (PERCEPTUAL / NTELLECTUAL / PHYSICAL): Students will understand the cultural developments of the visual arts throughout time.

| | Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | ICON |
|-----------|-----------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|---------------------------------------------------------------------------------------|
| A. | identify the purpose of an art object. | I | I | I | I | D | D | D | R | R | R |  |
| B. | identify some of the symbols that different cultures use to convey common themes. | I | I | I | I | D | D | D | R | R | R |  |
| C. | identify themes from selected works of art from various cultures and groups. | I | I | I | D | D | D | D | R | R | R |  |
| D. | identify the design sources used in the decoration of handcrafted art objects. | I | I | I | D | D | D | D | R | R | R |  |
| E. | recognize the similarities and differences between art works of various cultures. | I | I | I | D | D | D | D | R | R | R |  |
| F. | recognize the media used in different art works from different cultures. | I | I | I | D | D | D | D | R | R | R |  |
| G. | identify factors which have influenced the production of art works from a particular culture. | | | | I | I | I | D | D | D | R |  |
| H. | explain how contemporary trends in art reflect of changes and developments in a culture. | | | | | I | I | D | D | D | D/R |  |

Michigan Content Standards and Benchmarks

VA 2:3 VA 2:4 VA 2:5 VA 3:2 VA 4:1 VA 4:3

Developmental Key:

- I Introduce
- D Develop
- R Reinforcement
- M Mastery

V Verification

INSTRUCTIONAL EXAMPLES

OBJECTIVE: Students will understand the cultural developments in the visual arts throughout time.

Fifth Grade Instructional Example:

Students will demonstrate an understanding of the purpose of art objects by verbally citing those purposes for which masks have been used throughout time.

Eighth Grade Instructional Example:

To show an understanding of various design sources, students will cite visual clues that indicate the source of its design in a given piece of art.

Twelfth Grade Instructional Example:








Students will show an understanding of how cultural developments affect art by finding an example of an artist whose work could not have been understood 100 years ago.

Notes:

HISTORICAL, CULTURAL, and SOCIAL CONTEXTS

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

OBJECTIVE B-3 (PERCEPTUAL/INTELLECTUAL/PHYSICAL): Students will understand the relationship between the visual arts and society.

| | Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | LINK |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|------|---------------------------------------------------------------------------------------|
| A. | recognize and describe the role of artists within a community. | I | I | I | I | D | D | D | R | R | R |  |
| B. | recognize and describe ways that people can be involved in the visual arts within the community. | I | I | I | I | D | D | D | R | R | R |  |
| C. | identify symbols, trademarks, emblems, insignia, and other visual images that are used to identify people's occupations, authority, or interests. | I | I | I | D | D | D | R | R | R | M |  |
| D. | identify the role of the visual arts in business and industry, including architectural and commercial design, advertising, television, film, and art careers associated with these areas. | I | I | I | I | D | D | D | D | D | R |  |
| E. | discover art works that are displayed in their community. | I | I | I | D | D | D | D | R | R | R |  |
| F. | recognize sculptural art forms created for functional purposes, such as bridges, playgrounds, drinking fountains, etc. | I | I | I | D | D | D | D | R | R | M |  |
| G. | recognize the differences and similarities between popular art forms and fine art forms. | | | | | I | I | I | R | R | R |  |

Michigan Content Standards and Benchmarks

VA 2:4

VA3:2

VA5:1

VA5:2

Developmental Key:

| | | |
|---|------|---------------|
| I | .... | Introduce |
| D | .... | Develop |
| R | .... | Reinforcement |
| M | .... | Mastery |
| V | .... | Verification |

INSTRUCTIONAL EXAMPLES

OBJECTIVE: Students will understand the relationship between the visual arts and society

Fifth Grade Instructional Example:

To show an understanding of the role of an artist, students will work in a group and brainstorm five ways an artist is like a scientist.

Eighth Grade Instructional Example:

Students will demonstrate their understanding of visual symbols by creating a logo that reflects their interests.

Twelfth Grade Instructional Example:








Using a camera to collect images of art within their community , students will discover the relationship between the visual arts and society. Students will share their pictures with the rest of the class and discuss the works they have discovered.

Notes:

HISTORICAL, CULTURAL, and SOCIAL CONTEXTS

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

OBJECTIVE C-1 (AFFECTIVE): . Students will understand the importance of artists throughout time.

| | Students will gain: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | LINK |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|---------------------------------------------------------------------------------------|
| A. | an awareness that artists generate and/or express ideas according to their own personalities and experiences. | I | I | D | D | D | D | R | R | R | R/M |  |
| B. | an appreciation of the aesthetic values of others. | I | I | I | I | I | D | D | D | D | R |  |
| C. | an emotional awareness and response to the sensory qualities in an artist's work. | I | I | I | I | D | D | R | R | R | R |  |
| D. | a sensitivity to the expressive qualities in an artist's work. | I | I | I | I | D | D | R | R | R | R |  |
| E. | a desire to communicate one's own aesthetic values when viewing an artists' work. | I | I | I | I | D | D | R | R | R | R |  |
| F. | the ability to appreciate a wide variety of different artists' work. | I | I | I | I | D | D | R | R | R | R |  |
| G. | the ability to express personal preferences in artists' works, recognizing the influence of their own beliefs, attitudes, and ideas. | I | I | I | I | I | I | I | D | D | R |  |

Michigan Content Standards and Benchmarks

VA 1:1

VA 1:3

VA 2:2

VA 3:4

VA 3:5

Developmental Key:

- I Introduce
- D Develop
- R Reinforcement
- M Mastery
- V Verification

INSTRUCTIONAL EXAMPLES

OBJECTIVE: Students will understand the importance of artists throughout time.

Fifth Grade Instructional Example:

To demonstrate their sensitivity to the expressive qualities of an artist's work, students will choose a favorite painting and write a short explanation of why they would or would not want to have it in their home.

Eighth Grade Instructional Example:

To show an understanding of the expressive qualities of an artist's work, students will be handed cards with emotionally expressive words (angry, confused, etc.) on them and explain how the word does or does not apply to their response to a selected piece of art.

Twelfth Grade Instructional Example:





To demonstrate an ability to appreciate a variety of artist's works, students will create a visual presentation that shows a theme as represented by at least four different artists.

Notes:

HISTORICAL, CULTURAL, and SOCIAL CONTEXTS

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

OBJECTIVE C-2 (AFFECTIVE): Students will understand the cultural developments of the visual arts throughout time.

| | Students will gain: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | ICON |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|-------------------------------------------------------------------------------------|
| A. | an awareness that all people, regardless of what time period they live, have emotional needs to visually express themselves. | I | I | D | D | D | D | D | R | R | R |  |
| B. | an appreciation of art forms from different cultures. | I | I | D | D | D | D | D | R | R | R |  |
| C. | the ability to examine the value that people of different cultures place on tradition and innovation in the visual arts. | | | | | I | I | I | I | I | D/R |  |
| D. | an awareness that there may be a relationship between individual beliefs and a culture's values when defining personal preferences in art works. | | | | | | | I | I | I | D |  |

Michigan Content Standards and Benchmarks

VA 4:1

VA 4:2

VA 4:3

Developmental Key:

| | | |
|---|------|---------------|
| I | .... | Introduce |
| D | .... | Develop |
| R | .... | Reinforcement |
| M | .... | Mastery |
| V | .... | Verification |

INSTRUCTIONAL EXAMPLES

OBJECTIVE: Students will understand the cultural developments of the visual arts throughout time

Fifth Grade Instructional Example:

To show that they understand all people have a need to express themselves, students will brainstorm with a group and then list example as to why people feel the need to draw pictures.

Eighth Grade Instructional Example:

In order to show an appreciation of art forms from different historic periods, students will write a short essay and explain the similarities and differences between the figures on Mount Rushmore and the Sphinx.

Twelfth Grade Instructional Example:

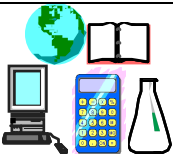







To show that they have an awareness of the connection between a culture's values and its art, students will explain in a paragraph why the decorative elements are predominant in Arabic art.

Notes:

HISTORICAL, CULTURAL, and SOCIAL CONTEXTS

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

OBJECTIVE C-3 (AFFECTIVE) Students will understand the relationship between the visual arts and society.

| | Students will develop: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | LINK |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------|----------|----------|----------|----------|----------|----------|----------|-------------|---------------------------------------------------------------------------------------|
| A. | an awareness that learning about the visual arts is an integral part of the educational process. | I/ D | I / D | D | D | D | D | D | D | D | D |  |
| B. | an awareness of how the values of a society can be expressed in the art forms created. | I | I | I | I | D | D | D | R | R | R |  |
| C. | sensitivity to the relationship between different cultural forms of artistic expression, such as; body painting, tattoos, masks, cave drawings, and graffiti. | I | I | I | I | I | I | D | D | D | R |  |
| D. | the ability to compare the characteristics of objects that were produced for the same function. | I | I | I | D | D | D | R | R | R | M |  |
| E. | the ability to analyze the psychological appeal of advertising. | | | | | | | I | D | D | D |  |
| F. | the ability to recognize that the values of a society determine the status of its artists and artisans. | | | | | I | I | D | D | D | D/R |  |
| G. | the perception that social trends influence our emotional reactions while observing art works. | | | | | | | I | I | I | D |  |
| H. | a concern for the issues of censorship and the uses of art for propaganda. | | | | | | | I | I | I | D |  |

Michigan Content Standards and Benchmarks

VA 3:3 VA 4:1 VA 4:3 VA 5:1

Developmental Key:

- I Introduce
- D Develop
- R Reinforcement
- M Mastery
- V Verification

INSTRUCTIONAL EXAMPLES

OBJECTIVE: Students will understand the relationship between the visual arts and society.

Fifth Grade Instructional Example:

To show an awareness of how art is an integral part of the educational process, students will verbally list ways in which learning about shapes helped them in another subject area.

Eighth Grade Instructional Example:

To demonstrate an understanding of the psychological appeal of advertising, students will redesign a product package so that it would have greater appeal to them and to their peers.

Twelfth Grade Instructional Example:

To show their understanding of how different cultures regard artists, students will debate the statement, “Artists are more important today than in the past.”

Notes:

OVERVIEW OF CREATING ART AND THE VISUAL ARTS PROCESS

Goal: To develop and expand visual arts knowledge and skills in order to express ideas with imagination.

Objective: Students will be able to express ideas creatively using a variety of art tools and materials. They will be able to communicate their thoughts and feelings in a variety of ways. They will learn creative methods of problem solving and will accumulate an array of expressive, analytical, and developmental tools to use throughout their lives.

HOW THIS SECTION IS ORGANIZED:

The left hand page in each pair that follows contains a specific goal and objective derived from the above broadly stated goal and objectives. Below that is a grid that indicates at what grade levels specific student objectives are introduced, developed, reinforced, mastered or verified. Below the grid are the reference numbers for the applicable Michigan Content Standards and Benchmarks for the Visual Arts (full text in RESOURCES section).

The right hand page shows an instructional example for each of three grade levels: 5th, 8th and 12th grades. These grade levels were chosen as they reflect the students as they leave one broad developmental group before entering the next.

ICON KEY

The icons below represent the more significant content area connections that the visual arts can provide. The relationships and connections among all of the arts, such as vocal or instrumental music, theater and dance are numerous and are discussed in Section 6: Connections.



DEVELOPMENTAL KEY






- I** Introduction to skill and/or concept.
- D** Develop and build on the student's prior knowledge of skill and/or concept.
- R** Reinforcement, refinement, restatement of the student's knowledge of skill, concept.
- M** Mastery of skill and/or concept.

V Verification and maintenance of mastery level.

CREATING ART and the ART PRODUCTION PROCESSES

GOAL: To develop and expand visual arts knowledge and skills in order to express ideas imaginatively.

OBJECTIVE A-1 (KNOWLEDGE): Students will understand the vocabulary of the visual arts.

| | Students will understand: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | ICON |
|-----------|------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|-------------------------------------------------------------------------------------|
| A. | vocabulary related to technical process. | I | I | I | I | D | D | D | R | R | R |  |
| B. | vocabulary related to artistic media. | I | I | I | I | D | D | D | R | R | R |  |
| C. | vocabulary related to tools and equipment. | I | I | I | I | D | D | D | R | R | R |  |
| D. | vocabulary related to design elements and concepts. | I | I | I | I | D | D | D | R | R | R |  |
| E. | vocabulary related to the expressive qualities of a work of art. | I | I | I | I | D | D | D | R | R | R |  |

Michigan Content Standards and Benchmarks

VA 3:1

VA 4:1

VA 4:2

VA 5:1

VA 5:3

VA 5:4

Developmental Key:

| | | |
|---|------|---------------|
| I | .... | Introduce |
| D | .... | Develop |
| R | .... | Reinforcement |
| M | .... | Mastery |
| V | .... | Verification |

INSTRUCTIONAL EXAMPLES

OBJECTIVE: Students will understand the vocabulary of the visual arts.

Fifth Grade Instructional Example:

Students will show their understanding of art vocabulary by verbally explaining the process of creating a pinch pot, using the appropriate vocabulary.

Eighth Grade Instructional Example:

Students will demonstrate their command of art vocabulary by matching flash cards containing art vocabulary words to art reproductions that reflect those concepts or elements.

Twelfth Grade Instructional Example:



















Students will demonstrate their proficiency with art vocabulary by writing a paragraph comparing the expressive qualities of a cubist painting and an impressionist painting.

Notes:

CREATING ART and the ART PRODUCTION PROCESSES

GOAL: To develop and expand visual arts knowledge and skills in order to express ideas imaginatively.

OBJECTIVE A-2 (KNOWLEDGE): Students will understand the methods and materials of the visual arts.

| | Students will experience: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S | ICON |
|----|--------------------------------|---|---|---|---|---|---|---|---|---|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A. | painting | I | D | D | D | D | D | R | R | R | R |  |
| B. | drawing | I | D | D | D | D | D | R | R | R | R |  |
| C. | printmaking | I | I | D | D | D | D | R | R | R | R |  |
| D. | mixed media | I | I | D | D | D | D | R | R | R | R |  |
| E. | clay | I | I | I | D | D | D | R | R | R | R |   |
| F. | sculpture | I | I | I | I | D | D | R | R | R | R |   |
| G. | computers and electronic media | I | I | D | D | D | D | R | R | R | R |  |
| H. | jewelry | | I | I | I | D | D | D | D | D | R |   |
| I. | photography and video | | | | | D | D | D | D | D | R |   |
| J. | lettering and calligraphy | | | | | D | D | D | R | R | R |   |
| K. | fibers | I | I | I | I | D | D | D | R | R | R |    |

Michigan Content Standards and Benchmarks

VA 1:1 VA 1:2 VA 2:1 VA 2:3 VA 2:4 VA 2:5 VA 2:6

Developmental Key:

- I Introduce
- D Develop
- R Reinforcement
- M Mastery

V Verification

INSTRUCTIONAL EXAMPLES

OBJECTIVE: Students will understand the methods and materials of the visual arts.

Fifth Grade Instructional Example:

To show their ability to imaginatively approach mixed media, students will verbally list as many different materials as they can think of to use in a weaving.

Eighth Grade Instructional Example:

Students will demonstrate their knowledge of sculptural techniques by creating a paper mache sculpture built over a wire armature.

Twelfth Grade Instructional Example:






To demonstrate their understanding of tempera painting techniques, students will produce a tempera landscape that exhibits proper handling of the medium.

Notes:

CREATING ART and the ART PRODUCTION PROCESSES

GOAL: To develop and expand visual arts knowledge and skills in order to express ideas imaginatively.

A-3 (KNOWLEDGE): Students will understand the conceptual strategies of the visual arts.

| | Students will know that: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | LINK |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|------|---------------------------------------------------------------------------------------|
| A. | composition is a planned arrangement within a work of art utilizing the elements and principles of design. | I | I | D | D | D | D | R | R | R | R |  |
| B. | there is an artistic process that includes conception, refinement, and resolution. | | I | I | I | D | R | R | R | R | R | |
| C. | the art medium can serve as a source of inspiration for creative expression. | I | I | D | D | D | D | R | R | R | R | |
| D. | ideas can be developed from imagination, dreams, and fantasies. | I | I | D | D | D | D | R | R | R | R |  |
| E. | ideas can be developed from viewing other artist's works, trends or events in our society, nature or the constructed environment. | I | I | D | D | D | D | R | R | R | R |  |
| F. | the use of natural and artificial light has an effect on composition. | | | | | I | I | D | D | D | R |  |
| G. | concepts and ideas can be developed by creative processes such as brainstorming, thumbnail sketches or spontaneous expression based on prior knowledge. | I | I | D | D | R | R | R | R | R | R | |
| H. | sequential planning may be necessary for the production of complex art forms. | | | | | I | I | D | D | D | R |  |

Michigan Content Standards and Benchmarks

VA 1:1 VA 1:3 VA 1:4 VA 2:1 VA 2:2
VA 2:3 VA 2:4 VA 2:5 VA 3:2 VA 3:5

Developmental Key:

I Introduce

D Develop
R Reinforcement
M Mastery
V Verification

INSTRUCTIONAL EXAMPLES

OBJECTIVE: Students will understand the conceptual strategies of the visual arts.

Fifth Grade Instructional Example:

To show that they understand that artistic creation draws on many different sources, students will work in groups to brainstorm the things that artists can use for inspiration and will share their findings with the class.

Eighth Grade Instructional Example:

Students will demonstrate their understanding of conceptual strategies by explaining why it is a good idea to develop six different thumbnail sketches for a project when you really will use only one.

Twelfth Grade Instructional Example:


Students will illustrate their understanding of the sequential steps in printmaking by producing a visual display of a multi-color stencil print, showing each step of the process.

Notes:

CREATING ART and the ART PRODUCTION PROCESSES

GOAL: To develop and expand visual arts knowledge and skills in order to express ideas imaginatively.

OBEJCTIVE B-1. (PERCEPTUAL / INTELLECTUAL / PHYSICAL): Students will gain imaginative and creative skills.

| | Students will be able to: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S | LINK |
|----|--------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|-----|---------------------------------------------------------------------------------------|
| A. | conceive, elaborate and refine new ideas. | I | I | I | D | D | D | R | R | R | R | |
| B. | develop ideas from imagination and other visual inspiration. | I | I | I | D | D | D | R | R | R | R | |
| C. | be aware of looking at something and truly seeing it. | I | I | I | D | D | D | R | R | R | R | |
| D. | commit time and effort to fully develop an idea. | I | I | I | D | D | D | R | R | R | R | |
| E. | use a variety of processes to stimulate creative ideas; i.e. creative problem solving techniques. | I | I | D | D | D | D | R | R | R | R | |
| F. | utilize current events and the environment for inspiration. | I | I | D | D | D | D | R | R | R | R |  |
| G. | manipulate the media, format, light, and subject to covey varied personal interpretations. | I | I | D | D | D | D | R | R | R | R | |
| H. | Defer judgment as a way to be receptive to a new idea. | I | I | D | D | D | D | R | R | R | R | |
| I. | Recognize and articulate the interrelationships between the elements and principles of design. | | | | I | I | D | D | R | R | R | |
| J. | Apply the elements and principles of design in creative and unique ways to solve or resolve visual problems. | | I | I | I | D | D | R | R | R | R | |

Michigan Content Standards and Benchmarks

VA 1:1 VA 2:1 VA 3:1

Developmental Key:

I Introduce
D Develop
R Reinforcement
M Mastery
V Verification

INSTRUCTIONAL EXAMPLES

OBJECTIVE: Students will gain imaginative and creative skills

Fifth Grade Instructional Example:

Students will show their ability to develop an idea from their imagination by creating an invention that will solve a world problem.

Eighth Grade Instructional Example:

Students will show their skill in looking carefully and studying an object by removing a small item from their pocket or backpack, examine it closely and then draw it in great detail.

Twelfth Grade Instructional Example:

Students will demonstrate their ability to defer judgment in order to be receptive to new ideas. They will create a sculpture blindfolded and explain what they gained from the experience.

Notes:

CREATING ART and the ART PRODUCTION PROCESSES

GOAL: To develop and expand visual arts knowledge and skills in order to express ideas imaginatively.

OBJECTIVE B-2 (PERCEPTUAL / INTELLECTUAL / PHYSICAL): Students will understand the proper use and the care of equipment.

| | Students will be able to: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | LINK |
|----|-------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|------|------|
| A. | clean and care for basic art tools and materials. | I | I | D | D | R | R | R | R | R | R/M | |
| B. | demonstrate an ability to use a variety of basic art tools in a safe and appropriate manner. | I | I | D | D | R | R | R | R | R | R/M | |
| C. | demonstrate the ability to safely use a variety of general hand tools: i.e. pliers, file, wire cutters in a safe and appropriate manner. | | | | I | I | D | D | R | R | R/M | |
| D. | demonstrate skills with sharpened tools: i.e, linoleum cutter, stencil knife, X-acto knife, matte knife in a safe and appropriate manner. | | | | | I | I | I | D | D | R | |

Michigan Content Standards and Benchmarks

VA 1:1 VA 1:2

Developmental Key:

I Introduce
D Develop
R Reinforcement
M Mastery
V Verification

INSTRUCTIONAL EXAMPLES

OBJECTIVE: Students will understand the proper use and care of materials and equipment.

Fifth Grade Instructional Example:

Students will demonstrate their understanding of proper use of equipment by listing ten things you should never do in an art room.

Eighth Grade Instructional Example:

Students will show they understand the proper use of equipment by having a trained student demonstrate to the class the proper way to wash and store a brush.

Twelfth Grade Instructional Example:

Students will illustrate their understanding of the proper use of equipment by designing a poster that shows the proper use and care of tools and materials in the art room.





Notes:

.

CREATING ART and the ART PRODUCTION PROCESSES

GOAL: To develop and expand visual arts knowledge and skills in order to express ideas imaginatively.

OBJECTIVE B-3a (PERCEPTUAL / INTELLECTUAL / PHYSICAL): Students will be able to apply technical painting skills.

| | Students will : | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | LINK |
|----|--------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|------|---------------------------------------------------------------------------------------|
| A. | use and mix colors: primary, secondary, warm/cool, light/dark, etc... | I | I | I | I | D | D | D | R | R | R/M |  |
| B. | use a variety of tools; i.e., sponges and brushes. | I | I | I | D | D | D | R | R | R | R | |
| C. | use a variety of media, i.e., finger paint, tempera, watercolor. | I | I | I | D | D | D | R | R | R | R | |
| D. | develop painting techniques; i.e., wet brush, dry brush. | I | I | I | D | D | D | R | R | R | R | |
| E. | vary color applications; i.e. tint, tone, shade. | | | | I | I | D | D | R | R | R/M |  |
| F. | using advanced color schemes; i.e., complementary, monochromatic; analogous, and neutrals. | | | | | | I | I | D | D | R |  |
| G. | use framing practices; i.e., matting and mounting. | | | | | | | | I | I | D/R |  |
| H. | use advanced painting media; i.e., acrylics, oils and guache. | | | | | | | | I | I | D/R | |

Michigan Content Standards and Benchmarks

VA 2:1 VA 2:2 VA 2:4

Developmental Key:

- I Introduce
- D Develop
- R Reinforcement
- M Mastery
- V Verification

INSTRUCTIONAL EXAMPLES

OBJECTIVE: Students will be able to apply technical painting skills.

Fifth Grade Instructional Example:

Students will demonstrate their painting skills by creating a painting using only primary and secondary colors.

Eighth Grade Instructional Example:

Students will demonstrate their understanding of tints and shades by creating a design painted with black and white and one color that contains at least three tints and three shades.

Twelfth Grade Instructional Example:











Students will demonstrate their understanding of advanced color schemes by using tempera paint to create a self portrait with analogous colors.

Notes:

CREATING ART and the ART PRODUCTION PROCESSES

GOAL: To develop and expand visual arts knowledge and skills in order to express ideas imaginatively.

Objective B-3 (PERCEPTUAL / INTELLECTUAL / PHYSICAL): Students will be able to demonstrate drawing skills.

| | Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | LINK |
|-----------|-------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|---------------------------------------------------------------------------------------|
| A. | using basic shapes and apparent form in an art work. | I | I | I | D | D | D | R | R | R | R/M |  |
| B. | make a variety of shapes: abstract and representational. | I | I | I | D | D | D | R | R | R | R/M |  |
| C. | drawing from direct observation. | I | I | I | D | D | D | R | R | R | R | |
| D. | create artwork using a variety of lines; i.e., thick, thin, broken, curved, slanted, etc. | I | I | D | D | D | R | R | R | R | R/M | |
| E. | create the illusion of textures. | I | I | D | D | D | R | R | R | R | R/M | |
| F. | use of spatial relationships; i.e., depth, size, overlap, plus foreground, middle-ground, and background. | I | I | D | D | D | R | R | R | R | R/M | |
| G. | use both positive and negative space in composition. | | | I | I | D | D | R | R | R | R | |
| H. | create patterns with lines, shapes, and textures. | I | I | D | D | R | R | R | R | R | M/V |  |
| I. | exhibit an understanding of physical proportions. | | I | I | D | D | R | R | R | R | R/M |  |
| J. | draw in one-point and two-point perspective. | | | | | | I | I | D | D | D/R |  |
| K. | use techniques for enlargement and reduction. | | | | | | I | I | D | D | D/R |  |
| L. | create symmetrical and asymmetrical compositions. | | I | I | D | D | R | R | R | R | R/M |  |
| M. | use concepts of composition; i.e. center of interest, point of view, eye path. | | I | I | D | D | R | R | R | R | R/M |  |
| N. | create contour and gesture drawings. | | | | | I | D | D | R | R | R/M |  |
| O. | use techniques such as varied line, texture, and shading, to show implied light and value; i.e., cross hatching or stippling. | | | | | I | D | D | D | D | D/R |  |

Michigan Content Standards and Benchmarks

VA 2:1 VA 2:2 VA 2:4

INSTRUCTIONAL EXAMPLES

OBJECTIVE: Students will be able to demonstrate drawing skills.

Fifth Grade Instructional Example:

Students will demonstrate their drawing skills by creating a silhouette drawing that has both positive and negative space.

Eighth Grade Instructional Example:

Students will demonstrate their skill in depicting texture in a drawing by selecting a fabric scrap, accurately drawing it and then mounting both pieces together.

Twelfth Grade Instructional Example:



Students will demonstrate their drawing skills by rendering separate drawings of the same object using three different techniques to depict implied light and value.

Notes:

CREATING ART and the ART PRODUCTION PROCESSES

GOAL: To develop and expand visual arts knowledge and skills in order to express ideas imaginatively.

OBJECTIVE B-3c (PERCEPTUAL / INTELLECTUAL / and PHYSICAL): Students will be able to demonstrate printmaking skills.

| | Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | LIN K |
|----|---------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|------|-------------------------------------------------------------------------------------|
| A. | learn basic relief printmaking techniques. | I | I | I | D | D | D | D | D | D | D/R | |
| B. | learning incised printing processes: Styrofoam, linoleum, woodcut. | | | | I | I | D | D | R | R | R | |
| C. | use stencil process. | | I | I | D | D | R | R | R | R | R | |
| D. | develop multiple color printmaking processes involving registration techniques. | | | | | | | | | | I/D |  |
| E. | use advanced printmaking techniques; i.e., etching, lithography, silkscreen. | | | | | | | | | | I/D |  |

Michigan Content Standards and Benchmarks

VA 2:1 VA 2:2 VA 2:4

Developmental Key:

I Introduce
D Develop
R Reinforcement
M Mastery
V Verification

INSTRUCTIONAL EXAMPLES

OBJECTIVE: Students will be able to demonstrate printmaking skills.

Fifth Grade Instructional Example:

Students will show their printmaking skills by using one of the incised printmaking processes to create a greeting card.

Eighth Grade Instructional Example:

Students will demonstrate their printmaking skills by designing a rubber stamp and then printing on various surfaces.

Twelfth Grade Instructional Example:

Students will give evidence of printmaking skills by creating a linoleum print and including early trial prints and subsequent improvements for assessment.

Notes:

CREATING ART and the ART PRODUCTION PROCESSES

GOAL: To develop and expand visual arts knowledge and skills in order to express ideas imaginatively.

OBJECTIVE B-3d. (PERCEPTUAL / INTELLECTUAL / PHYSICAL): Students will be able to demonstrate skills in mixed media and fibers.

| | Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | LINK |
|----|---------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|------|------|
| A. | create 3-D objects from paper; i.e., folding, tearing. | I | I | D | D | D | R | R | R | R | R | |
| B. | create an artwork by using mixed media and found objects. | I | I | D | D | D | R | R | R | R | R | |
| C. | create collages, assemblages and handmade paper. | I | I | D | D | D | R | R | R | R | R | |
| D. | use basic stitchery procedures; i.e., running stitch, cross stitch, couching, and knotting. | | | I | I | D | D | R | R | R | R | |
| E. | weave on a simple loom. | | | | | D | D | D | R | R | R | |
| F. | use textile decoration methods. | | | | | | I | I | D | D | R | |

Michigan Content Standards and Benchmarks

VA 2:1 VA 2:2 VA 2:4

Developmental Key:

I Introduce
D Develop
R Reinforcement
M Mastery
V Verification

INSTRUCTIONAL EXAMPLES

OBJECTIVE: Students will be able to demonstrate skills in using mixed media and fibers.

Fifth Grade Instructional Example:

Students will show their imaginative skills in using mixed media by creating a self portrait using a variety of fabrics, papers and other found objects.

Eighth Grade Instructional Example:

Students will give evidence of their creative skills by creating 3-D objects from paper without using glue.

Twelfth Grade Instructional Example:


Students will be able to demonstrate their imaginative skills in using mixed media by creating an assemblage that illustrates a core value.

Notes:

CREATING ART and the ART PRODUCTION PROCESSES

GOAL: To develop and expand visual arts knowledge and skills in order to express ideas imaginatively.

OBJECTIVE B-3d (PERCEPTUAL / INTELLECTUAL / and PHYSICAL): Students will be able to demonstrate ceramic skills.

| | Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | ICON |
|----|-------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|------|-------------------------------------------------------------------------------------|
| A. | create pots using the pinch pull method of construction. | I | I | I | D | D | D | R | R | R | M/V | |
| B. | create structures using the the coil slab method of construction. | I | I | I | D | D | D | R | R | R | R/M | |
| C. | use a potters wheel, modeling and slip casting. | | | | | | | I | I | D | D/R | |
| D. | the safe use of glazes stains and colorants. | | I | I | I | I | I | D | D | D | D/R |  |
| E. | assist in firing and stacking a kiln. | | | | | | | I | I | I | D | |

Michigan Content Standards and Benchmarks

VA 2:1 VA 2:2 VA 2:4

Developmental Key:

I Introduce
D Develop
R Reinforcement
M Mastery
V Verification

INSTRUCTIONAL EXAMPLES

OBJECTIVE: Students will be able to demonstrate ceramic skills.

Fifth Grade Instructional Example:

Students will demonstrate their ceramic skills by creating a functional coiled piece of pottery that is well constructed

Eighth Grade Instructional Example:

Students will demonstrate their ceramic skills in ceramics by planning and constructing a lidded container using a slab building technique.

Twelfth Grade Instructional Example:

Students will demonstrate their ceramic skills by creating a lifting six inch cup on the potter's wheel.

Notes:

CREATING ART and the ART PRODUCTION PROCESSES

GOAL: To develop and expand visual arts knowledge and skills in order to express ideas imaginatively.

OBJECTIVE B-3f (PERCEPTUAL/INTELLECTUAL/PHYSICAL): Students will be able to demonstrate sculptural skills.

| | Students will be able to: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | ICON |
|-----------|----------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|-------------|
| A. | assemble rigid materials by stacking, hammering, gluing; (wood, cardboard, Styrofoam.) | I | I | I | I | D | D | D | R | R | R | |
| B. | create mobiles, stabiles, and other contemporary forms of sculptural expression; | | | | I | I | I | D | D | D | R | |
| C. | create relief sculpture. | | | | I | I | I | D | D | D | R | |
| D. | . make an armature out of wire, wood, paper. | | | | I | I | I | D | D | D | R | |
| E. | use advanced sculptural techniques. | | | | | | | | | | I/D | |

Michigan Content Standards and Benchmarks

VA 2:1 VA 2:2 VA 2:4

Developmental Key:

I Introduce
D Develop
R Reinforcement
M Mastery
V Verification

INSTRUCTIONAL EXAMPLES

OBJECTIVE: Students will be able to demonstrate sculptural skills.

Fifth Grade Instructional Example:

Students will show their sculptural skills by creating a mobile that has a minimum of three objects in balance.

Eighth Grade Instructional Example:

Students will show their sculptural skills by using a variety of paper folding and shaping techniques to create a sculpture that is viewable from multiple angles.

Twelfth Grade Instructional Example:

Students will demonstrate their sculptural skills by creating two sculptures of the same subject, one using an additive process and the other using a subtractive process.



Notes:

CREATING ART and the ART PRODUCTION PROCESSES

GOAL:

To develop and expand visual arts knowledge and skills in order to express ideas imaginatively.

OBJECTIVE B-3g (PERCEPTUAL/INTELLECTUAL/PHYSICAL): Students will be able to demonstrate skills using computers and other technology.

| | Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | ICON |
|----|------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|------|-------------------------------------------------------------------------------------|
| A | recognize that art work can be created using computers and other electronic media. | I | I | I | D | D | D | R | R | R | R |  |
| B. | manipulate and reproduce images using electronic media. | | | | I | I | I | D | D | D | D/R |  |

Michigan Content Standards and Benchmarks

VA 2:1 VA 2:2 VA 2:4

Developmental Key:

- I Introduce
- D Develop
- R Reinforcement
- M Mastery
- V Verification

INSTRUCTIONAL EXAMPLES

OBJECTIVE: Students will be able to demonstrate skills using computers and other technology.

Fifth Grade Instructional Example:

Students will demonstrate their computer art skills by creating a work of art using at least three different draw tools on the computer.

Eighth Grade Instructional Example:

Students will create an repeating pattern by duplicating images on the computer.

Twelfth Grade Instructional Example:






Students will scan an image and manipulate its color and texture.

Notes:

CREATING ART and the ART PRODUCTION PROCESSES

GOAL: To develop and expand visual arts knowledge and skills in order to express ideas imaginatively.

OBJECTIVE B-3h (PERCEPTUAL/INTELLECTUAL/PHYSICAL): Students will be able to demonstrate skills in jewelry/metalsmithing.

| | Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | ICON |
|-----------|---------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|-------------------------------------------------------------------------------------|
| A. | string beads, seeds, and found objects. | I | I | I | D | D | D | R | R | R | M/V |  |
| B. | make jewelry with dough, paper mache, or clay. | I | I | I | D | D | D | R | R | R | M/V |  |
| C. | bend and twist wire into wearable art. | | | | | I | I | D | D | D | R | |
| D. | use repousse techniques in flat metal. | | | | | I | I | I | D | D | R/M |  |
| E. | use basic metal working techniques; i.e., cutting, sawing, hammering, soldering, filing, drilling, enameling. | | | | | | | | | I | I/D |  |
| F. | use advanced jewelry techniques. | | | | | | | | | I | I/D |  |

Michigan Content Standards and Benchmarks

VA 1:1

VA 1:2

VA 1:4

VA 2:1

VA 2:2

Developmental Key:

| | | |
|---|------|---------------|
| I | .... | Introduce |
| D | .... | Develop |
| R | .... | Reinforcement |
| M | .... | Mastery |
| V | .... | Verification |

INSTRUCTIONAL EXAMPLES

OBJECTIVE: Students will be able to demonstrate skills in jewelry and metalsmithing.

Fifth Grade Instructional Example:

Students will create a piece of wearable art using found objects of personal interest.

Eighth Grade Instructional Example:

Students will create wearable art incorporating wire in a creative way.

Twelfth Grade Instructional Example:

Students will demonstrate their skills in metalsmithing by constructing a pin or necklace that exhibits correct soldering processes.

Notes:

CREATING ART and the ART PRODUCTION PROCESSES

GOAL: To develop and expand visual arts knowledge and skills in order to express ideas imaginatively.

OBJECTIVE B-3i (PERCEPTUAL/INTELLECTUAL/PHYSICAL): Students will be able to demonstrate skills in photography and video.

| | Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | ICON |
|-----------|----------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|-------------|
| A. | use simple photography techniques; i.e., sun prints, drawing on slides, pinhole cameras, experimental... | | | | | I | I | D | D | D | D/R | |
| B. | use simple animation; i.e., flip books. | | | | | I | I | D | D | D | R/D | |
| C. | use a camera to frame and record an image. | | | | | I | I | I | I | I | D/R | |
| D. | develop film. (various types) | | | | | | | | | | I/D | |
| E. | use video equipment to create an art form. | | | | | I | I | D | D | D | D/R | |
| F. | understand editing equipment and techniques. | | | | | I | I | D | D | D | D/R | |

Michigan Content Standards and Benchmarks

VA 1:1 VA 1:2 VA 1:3 VA 1:4
VA 2:1 VA 2:2 VA 2:5 VA 2:6

Developmental Key:

I Introduce
 D Develop
 R Reinforcement
 M Mastery
 V Verification

INSTRUCTIONAL EXAMPLES

OBJECTIVE: Students will demonstrate skills in photography and video.

Fifth Grade Instructional Example:

Students will demonstrate their skills in photography and video by creating a flip book.

Eighth Grade Instructional Example:

Students will create a two minute video portrait of another student that uses four different kinds of camera shots.

Twelfth Grade Instructional Example:

Students will work in a cooperative group to create a public service announcement on video that illustrates one of the core values.

Notes:

.

CREATING ART and the ART PRODUCTION PROCESSES

GOAL: To develop and expand visual arts knowledge and skills in order to express ideas imaginatively.

OBJECTIVE B-3j (PERCEPTUAL/INTELLECTUAL/PHYSICAL): Students will be able to demonstrate skills in lettering and calligraphy.

| | Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | ICON |
|----|--------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|------|------|
| A. | draw and cut uniform letters | | I | I | I | D | D | D | D | D | D/R | |
| B. | use various calligraphy styles; i.e., gothic, Roman, chancery cursive, Text... | | I | I | I | I | D | D | D | D | D/R | |
| C. | develop creative lettering design. | | | | | | I | I | D | D | D/R | |
| D. | utilize advanced techniques of lettering; i.e., decorative, illuminated,... | | | | | | I | D | D | D | D/R | |

Michigan Content Standards and Benchmarks

VA 1:1 VA 1:2 VA 1:3 VA 1:4
VA 2:1 VA 2:2 VA 2:5 VA 2:6

Developmental Key:

I Introduce
 D Develop
 R Reinforcement
 M Mastery
 V Verification

INSTRUCTIONAL EXAMPLES

OBJECTIVE: Students will demonstrate skills in lettering and calligraphy

Fifth Grade Instructional Example:

Students will render their name in a style that appears three-dimensional and exhibits uniform letter size.

Eighth Grade Instructional Example:

Students will incorporate various images to create an illuminated alphabet letter.

Twelfth Grade Instructional Example:

Students will design a unique alphabet that has thematic consistency.

Notes:

CREATING ART and the ART PRODUCTION PROCESSES

GOAL: To develop and expand visual arts knowledge and skills in order to express ideas imaginatively.

OBJECTIVE C-1 (AFFECTIVE EXPERIENCE): Students will demonstrate an ability to appreciate the visual arts.

| | Students should: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | ICON |
|----|---------------------------------------------------------------------------------|---------|---------|---|---|---|---|---|---|---|------|------|
| A. | develop an inquisitive mind. | I/ D | D | D | D | R | R | R | R | R | R | |
| B. | demonstrate confidence and satisfaction in his/her achievements. | I/ D | D | D | D | D | R | R | R | R | R | |
| C. | value his/her capabilities and creative potential. | I/ D | D | D | D | D | R | R | R | R | R | |
| D. | develop a respect and appreciation for the ideas and creations of others. | I/ D | D | D | D | R | R | R | R | R | R | |
| E. | increase awareness of the creative process and multitude of choices available. | I/ D | D | D | D | D | R | R | R | R | R | |
| F. | develop an awareness of the barriers that inhibit or prohibit creative thought. | I | D | D | D | D | R | R | R | R | R | |
| G. | develop a desire to complete a project as specified. | I | I/ D | D | D | D | R | R | R | R | R | |
| H. | demonstrate a willingness to improve art skills. | I | D | D | D | D | R | R | R | R | R | |
| I. | consider the cause and effect of media/material choices. | I | I | I | I | I | D | D | R | R | R | |
| J. | develop a respect for the aesthetic dimension of art. | I | I | I | I | I | D | D | R | R | D/R | |

Michigan Content Standards and Benchmarks

VA 2:1

VA 2:2

VA 2:5

Developmental Key:

I Introduce

D Develop
R Reinforcement
M Mastery
V Verification

INSTRUCTIONAL EXAMPLES

OBJECTIVE: Students will demonstrate the ability to appreciate the visual arts.

Fifth Grade Instructional Example:

Students will show an awareness of barriers to creativity by explaining why copying another student's artwork is not creative.

Eighth Grade Instructional Example:

Students will show their respect for the ideas and work of others by looking at a finished project of the person next to them and describing three things that make it a successful work of art based on the elements and principals of design.

Twelfth Grade Instructional Example:

Students will discuss the artwork of a classmate and interpret aesthetic considerations and/or artistic choices that were made.

Notes:

OVERVIEW OF ART ANALYSIS AND CRITICISM

Goal: To develop a base to make informed aesthetic judgments.

Objective: Students will develop the desire and ability to talk and write about art and the visual world. They will use their abilities to describe, analyze, interpret and make critical judgments about works of art, nature, and other objects in their total environment by using objective criteria.

HOW THIS SECTION IS ORGANIZED:

The left hand page in each pair that follows contains a specific goal and objective derived from the above broadly stated goal and objectives. Below that is a grid that indicates at what grade levels specific student objectives are introduced, developed, reinforced, mastered or verified. Below the grid are the reference numbers for the applicable Michigan Content Standards and Benchmarks for the Visual Arts (full text in RESOURCES section).

The right hand page shows an instructional example for each of three grade levels: 5th, 8th and 12th grades. These grade levels were chosen as they reflect the students as they leave one broad developmental group before entering the next.

ICON KEY

The icons below represent the more significant content area connections that the visual arts can provide. The relationships and connections among all of the arts, such as vocal or instrumental music, theater and dance are numerous and are discussed in Section 6: Connections.



Language Arts



Social Studies



Math



Technology



Science


DEVELOPMENTAL KEY

- I** Introduction to skill and/or concept.
- D** Develop and build on the student's prior knowledge of skill and/or concept.
- R** Reinforcement, refinement, restatement of the student's knowledge of skill, concept.
- M** Mastery of skill and/or concept.
- V** Verification and maintenance of mastery level.

ART ANALYSIS and CRITICISM

GOAL: To develop a basis to make informed aesthetic decisions.

OBJECTIVE A-1 (KNOWLEDGE): Students will be able to make aesthetic decisions.

| | Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | ICON |
|----------|------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|-------------------------------------------------------------------------------------|
| A | learn and use words whose meanings relate to or describe the process, characteristics, and styles intrinsic to works of art. | I | I | I | I | D | D | D | R | R | R |  |
| B | gather information in order to recognize, identify, and classify works of art. | I | I | I | I | D | D | D | R | R | R | |

Michigan Content Standards and Benchmarks

VA 3:1

VA 3:2

VA 3:4

VA 4:1

VA 4:2

VA 4:3

Developmental Key:

- I Introduce
- D Develop
- R Reinforcement
- M Mastery
- V Verification

INSTRUCTIONAL EXAMPLES

OBJECTIVE: Students will be able to make aesthetic decisions.

Fifth Grade Instructional Example:

Students will describe the characteristics of the style of a given painter.

Eighth Grade Instructional Example:

Students will compare and contrast a Michelangelo sculpture to an abstract Henry Moore sculpture.

Twelfth Grade Instructional Example:






Students will identify and discuss the specific visual characteristics of West African figurines.

Notes:

ART ANALYSIS and CRITICISM

GOAL: To develop a basis to be able to make informed aesthetic decisions.

OBJECTIVE B-1. (PERCEPTUAL / INTELLECTUAL / PHYSICAL): Students will be able to make aesthetic decisions

| | Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | ICON |
|----|------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A | identify objects represented in works of art. | I | I | I | I | D | D | D | R | R | R |  |
| B. | identify parts, forms, shapes, colors, lines, and textures in artwork. | I | I | I | I | D | D | D | R | R | R |   |
| C. | identify symbolism, periods, artist's intent, style, and culture. | I | I | I | I | D | D | D | R | R | R |   |

Michigan Content Standards and Benchmarks

VA 3:2

VA 3:3

VA 3:5

VA 4:1

VA 4:2

VA 4:3

Developmental Key:

- I Introduce
- D Develop
- R Reinforcement
- M Mastery
- V Verification

INSTRUCTIONAL EXAMPLES

OBJECTIVE: Students will be able to describe works of art.

Fifth Grade Instructional Example:

Students will identify and describe Van Gogh's painting style in a selection of his work.

Eighth Grade Instructional Example:

Students will demonstrate their ability to identify parts of a painting by writing one adjective to describe each form, shape, and line that is evident in a painting by Kandinsky.

Twelfth Grade Instructional Example:




Students will demonstrate their understanding of symbolism in a painting by writing a paragraph that describes the symbolism in Picasso's "Guernica."

Notes:

ART ANALYSIS and CRITICISM

GOAL: To develop a basis to be able to make informed aesthetic decisions.

OBJECTIVE B-2. (PERCEPTUAL / INTELLECTUAL / PHYSICAL): Students will be able to analyze works of art.

| | Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | ICON |
|----|-------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A. | use art vocabulary to identify or describe an artwork. | I | I | I | I | D | D | D | R | R | R |  |
| B. | discern how and where the formal elements are used by the artist. | I | I | I | I | D | D | D | R | R | R | |
| C. | identify style, period, media, and culture in works of art. | I | I | I | I | D | D | D | R | R | R |   |

Michigan Content Standards and Benchmarks

VA 3:1 VA 3:2 VA 3:3 VA 3:5 VA 4:1 VA 4:2 VA 4:3

Developmental Key:

- I Introduce
- D Develop
- R Reinforcement
- M Mastery
- V Verification

INSTRUCTIONAL EXAMPLES

OBJECTIVE: Students will be able to analyze works of art.

Fifth Grade Instructional Example:

Students will show their ability to use vocabulary to describe works of art by listing objects that are found in the foreground, middle ground and background of a given painting.

Eighth Grade Instructional Example:

Students will work in cooperative groups to compare and contrast a set of art reproductions in different ways, such as medium, style, culture, etc.

Twelfth Grade Instructional Example:

Students will write a critique of their own work which discusses at least three principles of design.




Notes:

.

ART ANALYSIS and CRITICISM

GOAL: To develop a basis to make informed aesthetic decisions.

OBJECTIVEC-1 (AFFECTIVE): Students will be able to interpret works of art.

| | Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | ICON |
|-----------|--------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|-------------------------------------------------------------------------------------|
| A. | discuss visual perceptions about works of art. | I | I | I | I | D | D | D | R | R | R |  |
| B. | discuss feelings expressed in a work of art. | I | I | I | I | D | D | D | R | R | R |  |
| C. | discuss the artist use of media, subject matter or theme in expressing intent. | I | I | I | I | D | D | D | R | R | R |  |
| D. | interpret the use of symbols in works of art. | | | | | I | I | I | D | D | D | |
| E. | determine the presence of meaning in a work of art. | | | | | I | I | I | D | D | D | |

Michigan Content Standards and Benchmarks

VA 3:2

VA 3:3

VA 4:1

VA 4:3

Developmental Key:

- I Introduce
- D Develop
- R Reinforcement
- M Mastery
- V Verification

INSTRUCTIONAL EXAMPLES

OBJECTIVE: Students will be able to interpret works of art.

Fifth Grade Instructional Example:

Students will interpret works of art by matching them to specific words that express emotions.

Eighth Grade Instructional Example:

Students will demonstrate their understanding of symbolism by verbally discussing their ideas about a particular artist's use of it in a selected surrealist painting.

Twelfth Grade Instructional Example:

Students will demonstrate their understanding of an artist's use of media by writing a paragraph about how Tyree Guyton used found objects in his Heidelberg Project.




Notes:

.

ART ANALYSIS and CRITICISM

GOAL: To develop a basis to make informed aesthetic decisions.

OBJECTIVE C-2 (AFFECTIVE): Students will be able to make judgments about the visual arts.

| | Students will: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | ICON |
|----|--------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|------|--------------------------------------------------------------------------------------|
| A. | look at works of art and discern how they make the viewer feel and why. | I | I | I | I | D | D | D | R | R | R | |
| B. | evaluate works of art using critical thinking skills. | | | | | I | I | I | D | D | R | |
| C. | compare and contrast the relationship of social and cultural influences on works of art | | | | | I | I | I | D | D | R | |
| D. | consider the importance of works of art to society, careers, and history. | | | | | I | I | I | D | D | R |  |
| E. | analyze a work of art and explain how fallacies and prejudices may effect people's judgments of that work. | | | | | | | | | | I/D |  |
| F. | determine artistic merit of an artwork based on design principles, historical influences, and personal experience. | | | | | | | | | | I/D |  |

Michigan Content Standards and Benchmarks

VA 3:1 **VA 3:2** **VA 3:3** **VA 3:4**
VA 3:5 **VA 4:1** **VA 4:2** **VA 4:3**

Developmental Key:

I Introduce
 D Develop
 R Reinforcement
 M Mastery
 V Verification

INSTRUCTIONAL EXAMPLES

OBJECTIVE: Students will be able to make judgments about the visual arts.

Fifth Grade Instructional Example:

Students will compare two works of art and list reasons for their personal preference.

Eighth Grade Instructional Example:

Students will discuss in groups and report to the class about what one may learn from the sculptures about the period of history when the sculptures were created.

Twelfth Grade Instructional Example:

Students will show their understanding of the importance of art to history by explaining in a brief paper what Breughl has recorded about history in his painting, "Wedding Dance".

Notes:

.

OVERVIEW OF AESTHETICS: A PHILOSOPHICAL BASIS FOR ART

Goal: To develop and expand aesthetic perception.

Objective: Students will be aware that aesthetic response broadens their perspective and deepens their appreciation of their total environment. They will be able to respond aesthetically and make critical judgments regarding their impressions of those characteristics found in art, nature, events, and objects within the environment.

HOW THIS SECTION IS ORGANIZED:

The left hand page in each pair that follows contains a specific goal and objective derived from the above broadly stated goal and objectives. Below that is a grid that indicates at what grade levels specific student objectives are introduced, developed, reinforced, mastered or verified. Below the grid are the reference numbers for the applicable Michigan Content Standards and Benchmarks for the Visual Arts (full text in RESOURCES section).

The right hand page shows an instructional example for each of three grade levels: 5th, 8th and 12th grades. These grade levels were chosen as they reflect the students as they leave one broad developmental group before entering the next.

ICON KEY

The icons below represent the more significant content area connections that the visual arts can provide. The relationships and connections among all of the arts, such as vocal or instrumental music, theater and dance are numerous and are discussed in Section 6: Connections.



Language Arts



Social Studies



Math



Technology



Science



DEVELOPMENTAL KEY

- I** Introduction to skill and/or concept.
- D** Develop and build on the student's prior knowledge of skill and/or concept.
- R** Reinforcement, refinement, restatement of the student's knowledge of skill, concept.
- M** Mastery of skill and/or concept.
- V** Verification and maintenance of mastery level.

AESTHETICS: A PHILOSOPHICAL BASIS for ART

GOAL: To develop and expand aesthetic perception.

OBJECTIVE A-1 (KNOWLEDGE) Students will be able to define the properties of aesthetics.

| | Students will understand that: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | ICON |
|----|--------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|------|-------------------------------------------------------------------------------------|
| A. | aesthetics is a branch of philosophy which deals with questions about the nature, meaning, and value of art. | | | | | | | I | D | D | D/R | |
| B. | human beings have a unique manner of perceiving and responding to art. | I | I | I | I | D | D | D | R | R | R | |
| C. | aesthetics is an attempt to explain the reasons why we find certain experiences and objects perceptually interesting and attractive. | I | I | I | I | D | D | D | R | R | R | |
| D. | one individual's concept of beauty may be different from another's. | I | I | I | I | D | D | D | R | R | R |  |
| E. | concepts of beauty may differ from culture to culture. | I | I | I | I | D | D | D | R | R | R |  |
| F. | our aesthetic response is dependent upon sensory perceptions. | | | | | I | I | I | D | D | D/R | |
| G. | our aesthetic response is conditioned by prior developmental experiences and the environment. | | | | | I | I | I | D | D | D/R | |
| H. | aesthetics is an attempt to articulate why some experiences and objects are valued for their own sake. | | | | | I | I | I | D | D | D/R | |
| I. | aesthetics is a critical reflection on the experience of art. | | | | | I | I | I | D | D | D/R | |
| J. | aesthetics can involve weighing competing and/or incompatible ideas about art to achieve some coherent viewpoint. | | | | | I | I | I | D | D | D/R | |

Michigan Content Standards and Benchmarks

VA 3:2

VA 3:3

VA 4:1

VA 4:2

VA 4:3

Developmental Key:

I Introduce
D Develop
R Reinforcement
M Mastery
V Verification

INSTRUCTIONAL EXAMPLES

OBJECTIVE:Students will be able to define the properties of aesthetics.

Fifth Grade Instructional Example:

Students will show a sensitivity to the properties of aesthetics by taking a walking trip near the school and pointing out things that were put there just to make the community look better.

Eighth Grade Instructional Example:

Students will show an understanding of how aesthetic responses depend on prior experience and the environment by viewing images of outdoor graffiti and then verbally discussing the aesthetic value and meaning of graffiti to themselves, their parents, and the people who put it there.

Twelfth Grade Instructional Example:



To show that students understand that one individual's concept of beauty may be different from another's, the class will be divided into small groups to discuss and debate the aesthetic value of tattoos. Record the groups' comments and share with the class.

Notes:

AESTHETICS: A PHILOSOPHICAL BASIS for ART

GOAL: *To develop and expand aesthetic perception.*

OBJECTIVE B-1 (PERCEPTUAL / INTELLECTUAL / PHYSICAL): Students will be able to participate in the aesthetic process.

| | Students will develop the ability to: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | ICON |
|-----------|-------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|---------------------------------------------------------------------------------------|
| A. | discuss and reflect on their own artistic experiences. | I | I | I | I | D | D | D | R | R | R | |
| B. | describe different sensory qualities. | I | I | I | I | D | D | D | R | R | R | |
| C. | be receptive to new ideas. | I | I | I | I | D | D | D | R | R | R | |
| D. | adapt to new situations. | I | I | I | I | D | D | D | R | R | R | |
| E. | speculate | I | I | I | I | D | D | D | R | R | R | |
| F. | analyze the parts for a better perception of the whole. | | | | | I | I | I | D | D | R | |
| G. | perceive events and objects as a whole. | | | | | I | I | I | D | D | R | |
| H. | communicate using appropriate art vocabulary to discuss the aesthetic qualities of a work of art. | | | | | I | I | I | D | D | R |  |
| I. | classify, compare, and contrast aesthetic qualities. | | | | | | | I | D | D | D/R | |
| J. | distinguish opinions from logical arguments, and objective statements from subjective statements. | | | | | | | | I | I | D | |
| K. | discuss and consider the relationship of the value of the culture to the values of the artist and the individual. | | | | | | | I | I | I | D/R |  |

Michigan Content Standards and Benchmarks

VA 2:3 VA 3:1 VA 3:2 VA 3:3 VA 3:4 VA 3:5 VA 4:3

Developmental Key:

- I Introduce
- D Develop
- R Reinforcement
- M Mastery

V Verification

INSTRUCTIONAL EXAMPLES

OBJECTIVE: Students will be able to participate in the aesthetic process.

Fifth Grade Instructional Example:

Students will demonstrate their ability to adapt to new situations by explaining how a work of art in progress may be improved.

Eighth Grade Instructional Example:

Students will speculate and discuss multiple solutions to a given design problem.

Twelfth Grade Instructional Example:

Students will discuss how the monetary value of a work of art is determined by an objective or subjective standard.

Notes:

.

AESTHETICS: A PHILOSOPHICAL BASIS for ART

GOAL: To develop and expand aesthetic perception.

OBJECTIVE C-1 (AFFECTIVE): Students will demonstrate the ability to appreciate the visual arts.

| | Students will learn to: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | ICON |
|----|-------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|------|------|
| A. | be curious and develop a sense of wonder. | I | I | I | I | D | D | D | R | R | R | |
| B. | value questions as well as answers. | I | I | I | I | D | D | D | R | R | R | |
| C. | become more open to and aware of sensory qualities in works of art and in nature. | I | I | I | I | D | D | D | R | R | R | |
| D. | develop an awareness in the use of metaphors and symbols that relate to universal human themes. | I | I | I | I | D | D | D | R | R | R | |
| E. | become more discriminating of and less satisfied with stereotypical images. | I | I | I | I | D | D | D | R | R | R | |
| F. | tolerate ambiguity and uncertainty. | | | | | I | I | D | D | D | D/R | |
| G. | value the presence of many possibilities and options. | I | I | I | I | D | D | D | R | R | R | |
| H. | learn to value and respect differences in viewpoints. | I | I | I | I | D | D | D | R | R | R | |
| I. | seek the basis or experiential reasons for their attitudes and beliefs. | | | | | | | I | I | I | D | |
| J. | discuss and consider the relationship of the value of the culture to the values of the artist and the individual. | | | | | | | I | I | D | R | |

Michigan Content Standards and Benchmarks

VA 2:3 VA 3:1 VA 3:2 VA 3:3 VA 3:4 VA 3:5 VA 4:3

Developmental Key:

I Introduce

06/16/05

Dearborn Schools Art Curriculum

page 103

D Develop
R Reinforcement
M Mastery
V Verification

INSTRUCTIONAL EXAMPLES

OBJECTIVE:Students will demonstrate an ability to appreciate the visual arts.

Fifth Grade Instructional Example:

Students will show their ability to value the visual arts by having each student write down one question that they have always had about the importance or significance of the arts. Put questions in a hat and have them draw out someone else's question and then write an intelligent response.

Eighth Grade Instructional Example:

Students will show their ability to value questions as well as answers and accept ambiguity by explaining that a student whose ceramic work blew up in the kiln could have gotten more out of an assignment than a student whose work came out intact.

Twelfth Grade Instructional Example:

Students will demonstrate their ability to value many possibilities by finding an example in a book or magazine of a totally non-functional piece of art (i.e. fur teapot) and then orally defending its value.

Notes:

OVERVIEW OF ART CONNECTIONS

Goal: To introduce and explore connections among the arts, between arts and other curriculum areas, and between the arts and everyday life.

Objective: Students will learn to make comparisons of subject matter, theme and organizational structure as seen in the performing and visual arts. They will learn the variety of possibilities for careers in the arts. Students will recognize and value the arts present within their environments. Students will see applications for the arts within social studies, science, mathematics and other areas.

HOW THIS SECTION IS ORGANIZED:

The left hand page in each pair that follows contains a specific goal and objective derived from the above broadly stated goal and objectives. Below that is a grid that indicates at what grade levels specific student objectives are introduced, developed, reinforced, mastered or verified. Below the grid are the reference numbers for the applicable Michigan Content Standards and Benchmarks for the Visual Arts (full text in RESOURCES section).

The right hand page shows an instructional example for each of three grade levels: 5th, 8th and 12th grades. These grade levels were chosen as they reflect the students as they leave one broad developmental group before entering the next.

ICON KEY

The icons below represent the more significant content area connections that the visual arts can provide. The relationships and connections among all of the arts, such as vocal or instrumental music, theater and dance are numerous and are discussed in Section 6: Connections.



Language Arts



Social Studies



Math



Technology



Science




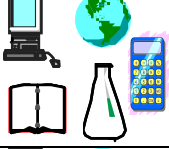


DEVELOPMENTAL KEY

- I** Introduction to skill and/or concept.
- D** Develop and build on the students prior knowledge of skill and/or concept.
- R** Reinforcement, refinement, restatement of the student's knowledge of skill, concept.
- M** Mastery of skill and/or concept.
- V** Verification and maintenance of mastery level.

CONNECTING TO OTHER ARTS

GOAL: To introduce and explore the connections among the arts.

OBJECTIVE A-1 (KNOWLEDGE): Students will learn to make connections among the arts.

| | Students will learn to: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. | ICON |
|-----------|---------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|---------------------------------------------------------------------------------------|
| A. | distinguish how the visual arts have inherent relationships to everyday life. | I | I | I | I | D | D | D | R | R | R |  |
| B. | identify various careers in the visual arts. | | | I | I | D | D | D | R | R | R |  |
| C. | compare characteristics of the visual arts and other arts disciplines. | I | I | I | I | D | D | D | R | R | R |  |
| D. | recognize interdisciplinary connections between the visual arts and other arts disciplines. | I | I | I | I | D | D | D | R | R | R |  |
| E. | compare and contrast two or more art forms. | I | I | I | I | D | D | D | R | R | R |  |
| F. | speculate and analyze how future technologies may impact art in everyday life. | | | I | I | D | D | D | R | R | R |  |

Michigan Content Standards and Benchmarks

VA 3:2

VA 3:3

VA 4:1

VA 4:2

VA 4:3

Developmental Key:

I Introduce

D Develop

R Reinforcement

M Mastery
V Verification

INSTRUCTIONAL EXAMPLES

OBJECTIVE:Students will learn to make connections among the arts.

Fifth Grade Instructional Example:

Students will recognize that the arts have relationships to everyday life by identifying art in the community.

Eighth Grade Instructional Example:

Students will explore the relationship between a drawing and a poem based on a theme.

Twelfth Grade Instructional Example:

In a short essay students will be able to speculate and analyze how technology will impact art in the future.

Notes:

K-5 Student Exit Outcomes

(Taken from Adventures in Art by Laura Chapman)

KINDERGARTEN

BY THE END OF KINDERGARTEN STUDENTS WILL:

- Be introduced to procedures for art instruction. All grades (ongoing).
- Create with simple materials.
- Use materials in many ways.
- Show that drawings are a means of communication.
- identify basic shapes and free-form shapes in artwork and the environment.
- Become aware that shapes are used together to build images.
- Develop skills with materials.
- Describe expressive facial features.
- Discuss how costumes and clothing in artwork depict everyday life.
- Increase awareness of art created to celebrate important event.
- Discuss artworks that show and are used in celebrations.
- Identify colors.
- Discuss how artist's use pattern in their work.
- Describe textures.
- Learn the effect of one's touch on clay.
- Discuss portraits and describe how portraits are used by artists and others.
- Identify and describe textures in environment and art.

FIRST GRADE

BY THE END OF FIRST GRADE STUDENTS WILL:

- Understand that art is a process.
- Explore line's expressive qualities.
- Identify, compare, contrast qualities of lines in environment and art.
- Learn distribution, storage, clean up procedures for painting activities.
- Gain experience in using paintbrushes in mixing colors.
- Increase awareness of pattern in the environment.
- Understand that background shapes can be planned.
- Understand how artists show differences in people.
- Understand the printmaking process using inked objects.
- Explore artist's use of line to make patterns.
- Understand that rubbings can be made by raised surfaces.
- Perceive differences in mood created by warm and cool colors.
- learn that paintings can be created by using watercolors.
- Explore that artist's use paintbrushes to create lines, shapes, textures and patterns.
- Use art terms to identify and describe similarities and differences in artworks.

SECOND GRADE

BY THE END OF SECOND GRADE STUDENTS WILL:

- Discuss expressive qualities in artist's brush work.
- Build awareness of texture in the environment and in artworks.
- Associate actual motion in lines that imply motion.
- Discuss art in nature and human made art.
- Understand that artist's plan their use of line to express feelings.
- Appreciate that shapes and line portray facial expressions.
- Perceive major divisions of space.
- Perceive colors and shapes in printmaking.
- Understand that collages may include parts of mixed media.
- Understand that watercolor paint may be used for blending shapes and color in painting.
- Understand that artists use paintbrushes to create lines, shapes, textures and patterns.
- Use their knowledge of art terms to identify similarities and differences in artist's work.

THIRD GRADE

BY THE END OF THIRD GRADE STUDENTS WILL:

- Increase skills in describing experience with clay.
- Introduce the primary and secondary colors.
- Discuss nature images and human made objects in relation to art.
- Understand sketching as a process of thinking, seeing and exploring ideas.
- Appreciate that lines and shapes can be used imaginatively to create art.
- Perceive and discuss line qualities implying movement in both art and the environment.
- Understand the basic principles of printmaking.
- Be aware that repetition can unify an artwork.
- Compare and contrast visual and tactile textures.
- Appreciate that artist's use line in varied media to indicate textures and patterns.
- Understand the qualities of monoprints.
- Understand that unity can be created by repeating and overlapping shapes.
- Perceive and describe how artists use warm and cool colors to create a mood.
- Identify primary and secondary colors on the color wheel and in artwork.
- Perceive and discuss qualities of paintings created with watercolor paint.
- Understand that artists use their brushstrokes to create patterns and rhythms.

FOURTH GRADE

BY THE END OF FOURTH GRADE STUDENTS WILL:

- Explore functions of masks from various cultures.
- Explore the use of how people use costumes in other cultures.
- See relationship between pattern and texture.
- Identify shapes and colors as design elements in collage.
- Understand that negative shapes like positive shapes can be planned.
- Be aware of elements and principles as guides for seeing and creating art.
- Understand that sketches may record observations or explore ideas.
- Understand that artists arrange lines and shapes to convey movement.
- Distinguish between geometric and organic lines, shapes, and spaces.
- Understand that artists often sketch main shapes and lines before adding details.
- Distinguish between tactile, visual and invented textures.
- Be aware of textural qualities in monoprints.
- Be aware of positive and negative shapes in art and design.
- Distinguish between symmetrical shape relationships
- Understand that some artwork is based on sketches of people.
- Perceive how visual rhythms are created by overlapping and repeated elements.
- Be aware of still life as an art theme.
- Identify primary, and secondary and intermediate hues.
- Understand that there are many variations in abstract and realistic art styles.
- Learn to describe, analyze and interpret artwork.

FIFTH GRADE

BY THE END OF FIFTH GRADE STUDENTS WILL:

- Compare and contrast mood and style in artworks.
- Perceive relationships between both positive and negative shapes in familiar contexts and optical illusions.
- Demonstrate their knowledge of art terms by describing and analyzing their own and other's art.
- Perceive and describe artists use of shading and value to suggest texture and form.
- Learn and elements and principles of design are guides for seeing and creating art.
- Understand that artists may select part of a scene as they compose art.
- Understand that sketches may be used to explore ideas and plan other artwork.
- Analyze how line can suggest textures, patterns and shadows.
- Be aware of OP art as a style dominated by optical effects and illusions.
- Be aware that positive and negative shapes and spaces are important in design.
- Be aware of visual rhythm as a principal of design in creating and analyzing art.
- Understand that non objective art contains no easily recognizable objects.
- Understand that people can draw from direct observation using guidelines as proportions.
- Understand that scale, size and proportions can express moods and feelings.
- Be aware of repeated and symbolic elements in pattern of diverse cultures.
- Be aware of printing as an ancient process used in many cultures.
- Learn how artists create the illusion of space on a flat surface.
- Identify primary, secondary and intermediate hues in the color wheel and in artwork.
- Be aware of rhythm, pattern and harmony in abstract paintings.
- Be aware of differences in styles of paintings with the same theme.
- Learn the differences between personal preferences and elements and principles of design.

Elements and Principles of Design

The Elements of Design are the ingredients for art and the Principles of Design are the recipe.

Elements of Design

- Line-** A mark with length and direction created by a point that moves across a surface.
- Shape-** A flat figure created when actual or implied lines meet to surround a space.
- Form-** Any three dimensional object such as a cube, sphere, pyramid or cylinder. It has height, width, and depth.
- Color-** Another word for hue, which is the common name of a color, in or related to the spectrum, such as yellow, yellow-orange, blue, blue-violet, etc.
- Value-** The darkness or lightness of a surface.
- Texture-** The way a surface feels (actual texture) or how it may look (implied texture).
- Space-** The empty or open area between, around, above, below, or within objects.

Principles of Design

- Balance-** How parts of an artwork are arranged to create a sense of equal weight or interest.
- Contrast-** The use of different line, shapes, textures, different colors and other elements of design to create interest in a work of art.
- Pattern-** A choice of lines, colors, or shapes repeated over and over in a planned way. A pattern is also a model or guide for making something.
- Rhythm/
Movement** - A way of combining visual elements to produce a sense of action. This combination of elements helps the viewer's eye sweep over the work in a definite manner.
- Emphasis-** Areas in a work of art that catch or hold the viewer's attention.

Unity- A feeling that all parts of a design are working together as a team.

Scale- The relation of one object to another in size, amount, number, or degree.

Elementary art vocabulary list

Section III
Secondary Course Descriptions
Secondary Course
Exit Outcomes (generalized)

Middle School Course Descriptions

6th Grade Classes

Introduction to Art

This is a six to twelve weeks (depending on building decision) exploratory course that uses both two and three dimensional materials to develop ideas, encourage creative abilities, and provide a review of the basic concepts of art (line, shape, color, form, texture).

7th Grade Classes

2-D Art I (20 weeks)

This course in two dimensional art will reinforce concepts in drawing, painting, and design using various traditional media, computers and other technology.

3-D Art II (20 weeks)

This three dimensional art class will focus on design concepts in ceramics, sculpture, fibers, jewelry, and other media.

8th Grade Classes

2-D Art I (20 weeks)

All students will be able to express their creativity and strengthen design skills through a variety of two dimensional media such as pencil, charcoal, painting (tempera, watercolor, acrylic), computers, etc.

3-D Art II (20 weeks)

All students will express their ideas through the exploration of three dimensional materials. Sculpture concepts will be reinforced using clay, plaster, fibers, and other materials.

Middle School Course Exit Outcomes (generalized)

6th grade Art (8 week session)

At the end of this course the students will be able to do the following:

A. Art History

1. Understand the importance of artists throughout time.
2. Understand the relationship between the visual arts and culture.
3. Have the ability to appreciate a wide variety of different artists' work.
4. Appreciate art forms from different cultures.
5. Discover art works that are displayed in their community.

B. Art Production

MEDIA

The students will experience the following: pencil, ink, tempera, watercolor, collage, fibers, clay and mixed media.

TECHNICAL SKILLS

1. Review/understand the elements and principles of design.
2. Develop basic drawing techniques.
3. Develop basic skills that are necessary to be successful in the following media: clay, printmaking, textiles, painting.
4. Develop visual perception using Visual Thinking Strategies
5. Use art history to support studio work and for reference.

C. Art Criticism

The student will acquire knowledge of historical and cultural developments and be able to evaluate design and craftsmanship based on personal judgment.

D. Aesthetics

Develop skills to discuss ideas, feelings, and responses to artwork.

E. Terms and Concepts

Line, shape, form, color, value, texture, space, balance, unity, pattern, rhythm, contrast, movement, emphasis, and composition

7th grade 2D (20 week session)

At the end of this course the students will be able to do the following:

A. Art History

1. Understand that art reflects, records history and influences society.
2. Understand that visual symbols communicate an universal language.
3. Understand that artwork reflects the time, technology, and skills of a society.
4. Classify artworks according to characteristics, media and style.

B. Art Production

MEDIA

The students will experience the following: pencil, charcoal, oil pastel, colored pencil, pen and ink, paint (tempera, acrylic, watercolor), computer design, collage, and mixed media.

TECHNICAL SKILLS

1. Understand and demonstrate the elements and principals of design in a composition.
2. Demonstrate drawing skills.
3. Use art history as a reference for personal work.
4. Understand painting techniques in a composition.
5. Understand and demonstrate the different characteristics of tempera, acrylic, watercolor paints.
6. Demonstrate the use of a grid.
7. Understand and demonstrate perspective.
8. Use a variety of art processes through the course of the semester.
9. Show the process of an idea (thumbnail sketch to a completed artwork).
10. Understand rendering versus abstract drawing.
11. Understand basic computer programs.

C. Art Criticism

The student will be able to:

1. identify the elements and principles of design in a composition.
2. demonstrate knowledge of art history and cultural developments.
3. evaluate design and craftsmanship based on personal judgment.
4. participate in group critique sessions.

D. Aesthetics

Demonstrate skills to discuss ideas, feelings, and responses to artwork.

E. Terms and Concepts

elements of design
principles of design

proportion, scale, one/two point perspective, render, abstract, mood, process

7th grade 3D (20 week session)

At the end of this course the students will be able to do the following:

A. Art History

1. Understand that art reflects, records history and influences society.
2. Understand that artists have often relied upon the natural environment as a source of ideas and materials.
3. Understand that works of art are often created to celebrate or commemorate important events.
4. Recognize the media used in different artworks from different cultures.

B. Art Production

MEDIA

The students will experience the following: mixed media, paper mache, plaster, clay, found objects, fiber, wire, paper, and cardboard.

TECHNICAL SKILLS

1. Understand and demonstrate the elements and principals of design in a composition.
2. Use art history as a reference for personal work.
3. Show the process of an idea (thumbnail sketch to a completed artwork).
4. Create constructive sculpture.
5. Create additive and/or subtractive sculpture.
6. Create relief sculpture.
7. Understand the properties of clay, plaster, and paper mache.

C. Art Criticism

The student will be able to:

1. Identify the elements and principles of design in a composition.
2. Demonstrate knowledge of art history and cultural developments.
3. Evaluate design and craftsmanship based on personal judgment.
4. Participate in group critique sessions.

D. Aesthetics

Demonstrate skills to discuss ideas, feelings, and responses to artwork.

E. Terms and Concepts

Elements and principles of design, scale, proportion, armature, mobile, and constructive, additive, subtractive.

8th grade 2D (20 week session)

At the end of this course the students will be able to do the following:

A. Art History

1. Identify symbols, trademarks, emblems, and other visual images that are used to identify people's occupations, authority, or interests.
2. Have an awareness of how the values of a society may be expressed in the art forms created.

B. Art Production

MEDIA

The students will experience the following: pencil, charcoal, oil pastel, colored pencil, ink, paint (tempera, acrylic, watercolor), spray paint, computer design, collage, and mixed media.

TECHNICAL SKILLS

1. Understand and demonstrate the elements and principals of design in a composition.
2. Use art history as a reference for personal work.
3. Show the process of an idea (thumbnail sketch to a completed artwork)
4. Understand and demonstrate painting techniques in a composition.
5. Understand and demonstrate the different characteristics and properties of various paints.
6. Demonstrate the use the following media in compositions: oil pastel, ink, pencil, collage, graphic design media, illustration media.

C. Art Criticism

The student will be able to:

1. identify the elements and principles of design in a composition.
2. demonstrate knowledge of art history and cultural developments.
3. evaluate design and craftsmanship based on personal judgment.
4. participate in group critique sessions.

D. Aesthetics

Demonstrate skills to discuss ideas, feelings, and responses to artwork.

E. Terms and Concepts

elements of design

principles of design

proportion, scale, one/two point perspective, rendering, abstraction, mood, process, animate, non-animate, illustration.

8th grade 3D (20 week session)

At the end of this course the students will be able to do the following:

A. Art History

1. Recognize the similarities and differences between artworks of various cultures.
2. Recognize and describe the role of artists within society.
3. Recognize that the values of a society determine the status of its artists and artisans.

B. Art Production

MEDIA

The students will experience the following: mixed media, paper mache, plaster, clay, found objects, fibers, wire, paper, carving, and cardboard.

TECHNICAL SKILLS

1. Understand and demonstrate the elements and principals of design in a composition.
2. Use art history as a reference for personal work.
3. Show the process of an idea (thumbnail sketch to a completed artwork).
4. Create constructive sculpture.
5. Create additive sculpture.
6. Create relief sculpture using a casting method.
7. Create subtractive sculpture.
8. Create a functional sculpture.

C. Art Criticism

The student will be able to:

1. Identify the elements and principles of design in a composition.
2. Demonstrate knowledge of art history and cultural developments.
3. Evaluate design and craftsmanship based on personal judgment.
4. Participate in group critique sessions.

D. Aesthetics

Demonstrate skills to discuss ideas, feelings, and responses to artwork.

E. Terms and Concepts

Elements and principles of design, scale, proportion, armature, mobile, additive, subtractive, relief, functional, casting, and constructive.

High School Course Descriptions

In courses offered at the secondary level, students will become appreciators and supporters of the arts. They will know that problems have multiple solutions and will have opportunities to describe, analyze, compare, interpret, generalize and develop their own theories about art. This will be accomplished by teaching students about art history, art criticism and aesthetics, as well as allowing students to create art through the use of traditional media and current technology. The following course descriptions are generalized. Please see the Art department head for each high school for detailed course descriptions currently offered at each school.

Introduction to Art

Students will be introduced to a variety of basic techniques in both 2D and 3D art. The study of elements and principles of art will be a basic component of this course. Students will be involved in creating art, exploring art history, making judgments through art criticism and developing their own sense of aesthetics.

Exploring Arts Connections

Exploring Arts Connections will explore the visual arts and their connections to the performing and language arts throughout history and in various cultures. Students will develop critical thinking skills through observation, discussion, writing, and hands-on studio experiences. This course was designed to give students the opportunity to gain confidence in their creative abilities and to provide them with an appreciation of the arts in a manner other than the studio art courses currently being offered.

Art Appreciation Courses

It is well known that art is a universal language. Students will discover aspects of civilizations by examining works from prehistoric to contemporary cultures. Through guided looking, students will learn to make interpretations of subject matter and make informed judgments about art and its importance in their lives. Some experiences in creating art will be explored.

Drawing/Painting Courses

All levels of skill (beginning, intermediate and advanced) are taught. Students will experience the use of a variety of tool and be familiarized with drawing and painting surfaces. Students will learn the basics in representational, imaginary, and symbolic drawing and painting by use of perspective, proportion, light and shade, and principles of good composition. Advanced students are given the opportunity to further skills by expanding their comprehension of media potential while being confronted with problems of increased complexity.

Ceramics Courses

All levels of skill (beginning, intermediate and advanced) are taught. Students will learn the basic characteristics of clay and how to form objects by using hand techniques such as pinch, coil, and slab. Wheel throwing skills will also be explored. Students will learn how clay surfaces are finished, including the mixing and application of glazes and

various firing methods. Advanced students will concentrate on more complex and innovative concepts.

Jewelry Courses

Students will learn the basic techniques necessary to create jewelry as sculpture. Processes to be learned are piercing, soldering, etching, casting and wire working. Students will work with various materials with an emphasis on metal and found objects. Advanced students will learn to extend their skills and knowledge by exploring new techniques. Each student will have the opportunity to create individual forms after developing an advanced skill level.

Commercial Art Courses

Students will learn basic tools and techniques of the commercial artist while learning about career possibilities. Basic 2D layout assignments will be produced working to client deadlines. Advanced students will increase their skill and knowledge by being confronted with problems of increased complexity. All students will have the opportunity to use computers to solve the problems presented.

Sculpture Courses

Students will experience various 3D sculpture processes. Methods will include additive, reductive and casting. Students will learn the basic characteristics of paper, wood, plaster, metal, and other sculptural materials. Students will be encouraged to explore realistic, abstract and non-objective concepts. Advanced students will be given challenges of greater complexity.

Photography Courses

Students will be provided with the basic fundamental skills necessary to take photos and process black and white film. Proper darkroom techniques will be introduced and practiced for the printing process. Advanced students will explore more specific types of photographic manipulation and processing.

Advanced Placement Course

Students will be provided with organizational procedures necessary in creating a portfolio of artworks including 2-D and/or 3-D work for a successful portfolio which meet the requirements regulated by The College Board. Advanced juniors and seniors will also complete work necessary for a successful portfolio for entrance into an art school, college or university program. All of these portfolios will include matting, photographing and labeling pieces of artwork. An inventory of work, written recommendations and interview procedures will also be included.

High School Course Offerings

Dearborn High School

| <u>Grade 9</u> | <u>Grades 10,11,12</u> | <u>Grades 11, 12</u> |
|--------------------------|--------------------------|----------------------|
| Intro Sculpture/Printing | Intro Sculpture/Printing | Drawing/Painting 2 |
| Intro Drawing/Painting | Intro Drawing/Painting | Sculpture/Design 2 |
| Commercial Art 1 | Commercial Art 1 | Advanced Placement |
| Ceramics 1 | Commercial Art 2 | Art Appreciation |
| | Ceramics 1 | |
| | Ceramics 2 | |
| | Drawing/Painting 1 | |
| | Sculpture/Design 1 | |

Edsel Ford High School

Exploring Arts Connections

2-D Design

3-D Design

Draw/Paint 1/2/3/4

Ceramics 1/2/3/4

Commercial Art 1/2/3/4

Jewelry 1/2/3/4

Photography 1/2/3/4

Sculpture 1/2/3/4

Advanced Placement Art
Independent Study

Fordson High School

Exploring Arts Connections

Studio F

Fine Arts

Draw/Paint 1/2/3/4

Jewelry 1/2/3/4

Ceramics 1/2/3/4

3-D Art 1/2/3/4

Commercial Art 1/2/3/4

Clara B. Ford

| | | |
|--------------------------|---------------------------------------------------------|-----------------------------|
| <u>Grade 9</u> | <u>Grades 10,11,12</u> | <u>Grades 11, 12</u> |
| Art Experience (10 wks.) | Art Experience (10 wks.) Intro to Art Art History | Advanced Art Art History |

School to Work Academy

| | | |
|----------------|--------------------------|----------------------|
| <u>Grade 9</u> | <u>Grades 10, 11, 12</u> | <u>Grades 11, 12</u> |
| Studio Art | Studio Art | |

Introductory Course, 2-D Emphasis

Example Classes: 2-D Design, Studio F, Intro art, etc.

At the end of this course, the student will be able to do the following:

A. Art History

Discuss and evaluate the following:

1. What is art?
2. When is something considered art?
3. Context of art in society and culture.
4. Relevant artists
5. Art movements and styles.
6. Timelines, role and function of art throughout time.

B. Art Production

MEDIA:

The student will have experience with the following: pencil, charcoal, pen and ink, conte, colored pencil, tempera, watercolor, mixed media, collage, basic computer graphic work.

TECHNICAL SKILLS

1. Draw from sight reference (3-D objects to the 2-D plane: drawing what you see)
2. Define and use the Elements/Principles of Design within an artwork
3. Determine a strong composition and how it is made
4. Use basic media and materials in the art studio safely and successfully
5. Use a variety of art processes through the course of the semester
6. Improve on basic drawing and observation skills
7. Use art history as reference for personal work
8. Present work professionally by mounting and/or matting
9. Show strong craftsmanship within work
10. Identify and use the creative process
11. Draw thumbnails to work out ideas before final work

C. Art Criticism

1. The student will be able to: describe components of an artwork including the elements of design, subject and subject treatment, media; analyze compositional concepts such as principles of design and arrangement of components; evaluate design and craftsmanship based on personal judgment; interpret artist's intention and meaning of work.
2. The student will participate in group critique sessions of personal work.

D. Aesthetics

The student will develop a response to artwork where ideas, feelings, and perceptual awareness are all considered.

E. Terms and Concepts:
elements and principles of design, scale and proportion, rendering

Introductory Course, 3-D Emphasis

Example Classes: 3-D Design, Studio F, Intro art, etc.

At the end of this course, the student will be able to:

A. Art History

Discuss and evaluate the following:

1. What is art?
2. When is something considered art?
3. Context of art in society and culture.
4. Relevant artists
5. Art movements and styles.
6. Timelines, role and function of art throughout time.

B. Art Production

MEDIA

The student will have experience with the following: clay, plaster, wood, wire, paper mache, found object, metal, recycled materials, natural objects, mixed media, paper, foam core, mat board, and fabric .

TECHNICAL SKILLS

1. Define and use the Elements/Principles of Design within a 3-D artwork
2. Determine a strong composition and how it is made
3. Draw thumbnails to work out ideas before final work
4. Be able to use basic media and materials of the art studio safely / successfully
5. Be able to use a variety of art processes through the course of the semester
6. Discuss artists and processes involved in the three dimensional realm
7. Create 3-D paper objects and sculptures (origami)
8. Create relief sculpture
9. Create mobiles and stabiles
10. Create additive sculpture
11. Create subtractive sculpture
12. Create constructive sculpture
13. Experience simple casting methods
14. Experience an introductory level jewelry project
15. Become familiar with a variety of tools including specialized and power tools

C. Art Criticism

1. The student will be able to: describe components of an artwork including the elements of design, subject and subject treatment, media; analyze compositional concepts such as principles of design and arrangement of components; evaluate design and craftsmanship based on personal judgment; interpret artist's intention and meaning of work.
2. The student will participate in group critique sessions of personal work.

D. Aesthetics

The student will develop a response to artwork where ideas, feelings, and perceptual awareness are all considered.

E. Terms and Concepts:

tabs, cube, sphere, cylinder, cone, stacking, armature, found object, kinesthetic, additive, subtractive, constructive, casting, mobile, mallet, maquette, scale, model

Sculpture Course

Example Classes: Sculpture 2/3/4

At the end of this course, the student will be able to:

A. Art History

Discuss and evaluate the following:

1. What is art?
2. When is something considered art?
3. Context of art in society and culture.
4. Relevant artists
5. Art movements and styles.
6. Timelines, role and function of sculpture throughout time.

B. Art Production

MEDIA

The student will have experience with the following: clay, plaster, wood, wire, paper mache, found object, metal, recycled materials, natural objects, mixed media, paper, foam core, mat board, fabric

TECHNICAL SKILLS

1. Define and use the Elements/Principles of Design within a 3-D artwork
2. Determine a strong composition and how it is made
3. Draw thumbnails to work out ideas before final work
4. Be able to use advanced media and materials in the art studio safely and successfully
5. Be able to use a variety of art processes through the course of the semester
6. Discuss artists and processes involved in the 3-D realm
7. Create a sculpture using metal casting
8. Create a metal sculpture using soldering
9. Create a large scale work or installation
Develop a thematic approach within a series of work
10. Develop concentrated realistic modeling skills
11. Research the work of a historical 3-D artist and use as a resource
12. Create a multiple piece sculpture

C. Art Criticism

1. The student will be able to: describe components of an artwork including the elements of design, subject and subject treatment, media; analyze compositional concepts such as principles of design and arrangement of components; evaluate design and craftsmanship based on personal judgment; interpret artist's intention and meaning of work.
2. The student will participate in group critique sessions of personal work.

D. Aesthetics

The student will develop a response to artwork where ideas, feelings, and perceptual awareness are all considered.

E. Terms and Concepts:

tabs, cube, sphere, cylinder, cone, stacking, armature, found object, kinesthetic, additive, subtractive, constructive, casting, mobile, mallet, maquette, scale, model

Intro Level Drawing and Painting

Example Classes: Draw 1

At the end of this course, the student will be able to:

A. Art History

Discuss and evaluate the following:

1. What is art?
2. When is something considered art?
3. Context of art in society and culture.
4. Relevant artists
5. Art movements and styles.
6. Timelines, role and function of drawing and painting throughout time.

B. Art Production

MEDIA

The student will have experience with the following: pencil, conte, charcoal, ink, brush pen, watercolor, tempera, acrylic, oil pastel, soft pastel, collage, mixed media

TECHNICAL SKILLS

1. Define and use the Elements/Principles of Design within an artwork
2. Determine a strong composition and how it is made
3. Draw thumbnails to work out ideas before final work
4. Be able to use basic media and materials in the art studio safely and successfully
5. Be able to use a variety of art processes through the course of the semester
6. Experiment with a variety of materials and marks
7. Create an automatic drawing
8. Enhance and develop realistic rendering from direct observation
9. Understand foreshortening and scale within drawing
10. Create work using realistic color rendering
11. Create work using expressive color or line
12. Develop basic techniques for watercolor and opaque painting
13. Prepare drawing and painting surfaces
14. Create work based on the human figure
15. Create portraits and self portraits in more than one medium

C. Art Criticism

1. The student will be able to: describe components of an artwork including the elements of design, subject and subject treatment, media; analyze compositional concepts such as principles of design and arrangement of components; evaluate design and craftsmanship based on personal judgment; interpret artist's intention and meaning of work.
2. The student will participate in group critique sessions of personal work.

D. Aesthetics

The student will develop a response to artwork where ideas, feelings, and perceptual

awareness are all considered.

E. Terms and Concepts:

golden section, monumental triangle, symmetry, vertical, diagonal composition, cropping, foreshortening, scale, reducing, subtractive, color-tone relationship, scumbling, wash, analogous colors, triads, gestures, chiaroscuro, portrait, rendering, dry brush, opaque, translucent, cast shadow, foreshortening

Advanced Level Drawing and Painting

Example Classes: Draw 2/3/4

At the end of this course, the student will be able to:

A. Art History

Discuss and evaluate the following:

1. What is art?
2. When is something considered art?
3. Context of art in society and culture.
4. Relevant artists
5. Art movements and styles.
6. Timelines, role and function of drawing and painting throughout time.

B. Art Production

MEDIA

The student will have experience with the following: pencil, conte, charcoal, ink, brush pen, watercolor, tempera, acrylic, oil pastel, soft pastel, collage, mixed media, oil paint

TECHNICAL SKILLS

1. Define and use the Elements/Principles of Design within an artwork
2. Determine a strong composition and how it is made, as well as advanced compositional structures
3. Draw thumbnails to work out ideas before final work
4. Be able to use advanced media and materials in the art studio safely and successfully
5. Be able to use a variety of art processes through the course of the semester
6. Experiment with a variety of materials and marks
7. Create work using advanced rendering skills
8. Create a work from memory and imagination
9. Develop abstraction skills for self expression
10. Create non-objective work
11. Create a series of thematic work representing a personal theme
12. Explore a variety of stylistic movements
13. Create expressive works that illustrate ideas, feelings or that conveys a mood
14. Create a collaborative work
15. Explore advanced painting processes such as oil paint
16. Develop a personal style or direction within the work

C. Art Criticism

1. The student will be able to: describe components of an artwork including the elements of design, subject and subject treatment, media; analyze compositional concepts such as principles of design and arrangement of components; evaluate design and craftsmanship based on personal judgment; interpret artist's intention and meaning of work.
2. The student will participate in group critique sessions of personal work.

D. Aesthetics

The student will develop a response to artwork where ideas, feelings, and perceptual awareness are all considered.

E. Terms and Concepts:

gesso, glazes, impasto

Intro Level Commercial Based Art

Example Classes: Commercial Design, Commercial Art

At the end of this course, the student will be able to:

A. Art History

Discuss and evaluate the following:

1. What is art?
2. When is something considered art?
3. Context of art in society and culture.
4. Relevant artists
5. Art movements and styles.
6. Timelines, role and function of commercial art throughout time.

B. Art Production

MEDIA

The student will experience the following: computer art, pen and ink, marker, pencil, various paints, technical pen, computer programs: Photoshop, Illustrator, Premiere

TECHNICAL SKILLS

1. Define and use the Elements/Principles of Design within an artwork
2. Determine a strong composition and how it is made
3. Draw thumbnails to work out ideas before final work
4. Be able to use basic media and materials in the art studio safely and successfully
5. Be able to use a variety of art processes through the course of the semester
6. Create a strong page layout
7. Recognize and use a variety of type styles
8. Connect idea and appropriate image for advertising design
9. Define and use trademarks and logos
10. Construct effective aesthetic choices for proposed design problems
11. Be aware of a variety of career opportunities within commercial art fields
12. Become proficient in computer applications that are prerequisite for job placement
13. Create graphic design packages (newsletters, business cards, letterheads, etc.)
14. Create a basic illustration (scientific, story, comic, political, etc.)
15. Create a model of a product
16. Create a packaging group for a specific product
17. Create a simple book

C. Art Criticism

1. The student will be able to: describe components of an artwork including the elements of design, subject and subject treatment, media; analyze compositional concepts such as principles of design and arrangement of components; evaluate design and craftsmanship based on personal judgment; interpret artist's intention and meaning of work.
2. The student will participate in group critique sessions of personal work.

D. Aesthetics

The student will develop a response to artwork where ideas, feelings, and perceptual awareness are all considered.

E. Terms and Concepts:

symbol, trademark, logo, object design, type styles, monogram, layout, ligatures, type family, collage, packaging

Advanced Level Commercial Based Art

Example Classes: Commercial Design 2/3/4

At the end of this course, the student will be able to:

A. Art History

Discuss and evaluate the following:

1. What is art?
2. When is something considered art?
3. Context of art in society and culture.
4. Relevant artists
5. Art movements and styles.
6. Timelines, role and function of commercial art throughout time.

B. Art Production

MEDIA

The student will have experience with the following: computer art, pen and ink, marker, pencil, various paints, technical pen, computer programs: Photoshop, Illustrator, Premiere

TECHNICAL SKILLS

1. Define and use the Elements/Principles of Design within an artwork
2. Determine a strong composition and how it is made
3. Draw thumbnails to work out ideas before final work
4. Be able to use advanced media and materials of the art studio safely and successfully
5. Be able to use a variety of art processes through the course of the semester
6. Create a strong page layout
7. Develop advanced computer skills within editing, animation, video, and graphics
8. Create a basic web page using web design programs
9. Understand and explore special effects within the industry
10. Develop more specific proficiency within individual computer applications
11. Understand cross-platform design issues within computer applications
12. Plan and present a design problem from idea to final presentation
13. Create a portfolio of work specific to the student's area of interests
14. Criticize and evaluate effective design presentations
15. Research commercial art professions

C. Art Criticism

1. The student will be able to: describe components of an artwork including the elements of design, subject and subject treatment, media; analyze compositional concepts such as principles of design and arrangement of components; evaluate design and craftsmanship based on personal judgment; interpret artist's intention and meaning of work.
2. The student will participate in group critique sessions of personal work.

D. Aesthetics

The student will develop a response to artwork where ideas, feelings, and perceptual awareness are all considered.

E. Terms and Concepts:

symbol, trademark, logo, object design, type styles, monogram, layout, ligatures, type family, collage, packaging, specific computer program terms in Photoshop, Illustrator and Premiere

Introductory Ceramics Course

Example Classes: Ceramics 1

At the end of this course, the student will be able to do the following:

A. Art History

Discuss and evaluate the following:

1. What is art?
2. When is something considered art?
3. Context of art in society and culture.
4. Relevant artists
5. Art movements and styles.
6. Timelines, role and function of functional art throughout time.

B. Art Production

MEDIA

The student will have experience with the following: various types of clay, plaster, porcelain, terra cotta and glazes.

TECHNICAL SKILLS

1. Define and use the Elements/Principles of Design within an artwork
2. Determine a strong composition and how it is made
3. Draw thumbnails to work out ideas before final work
4. Be able to use basic media and materials of the art studio safely and successfully
5. Be able to use a variety of art processes through the course of the semester
6. Discuss artists and processes used within the field of ceramics
7. Be able to identify and use all tools successfully
8. Demonstrate knowledge of basic skill and technique of pinch, coil and slab
9. Define basic ceramic vocabulary
10. Properly center a small amount of clay on the wheel (3-5 lbs.)
11. Lift a minimum of a 6 inch form on the wheel
12. Understand and properly load the kiln for firing
13. Pug clay or use a reclaiming process
14. Be aware of the variety of ceramic tools such as: a slab roller or extruder
15. Create work using molds
16. Demonstrate strong, clean craftsmanship within work

C. Art Criticism

1. The student will be able to: describe components of an artwork including the elements of design, subject and subject treatment, media; analyze compositional concepts such as principles of design and arrangement of components; evaluate design and craftsmanship based on personal judgment; interpret artist's intention and meaning of work.
2. The student will participate in group critique sessions of personal work.

D. Aesthetics

06/16/05

Dearborn Schools Art Curriculum

page 149

The student will develop a response to artwork where ideas, feelings, and perceptual awareness are all considered.

E. Terms and Concepts:

pinch, coil, slab, kiln, greenware, bisque, glaze, slip, score, leather hard, pin tool, loop tool, form, mold, throw, surface texture, lip, foot, spout, handle, functional, form vs. function, grog, viscosity

Advanced Ceramics Course

Example Classes: Ceramics 2/3/4

At the end of this course, the student will be able to do the following:

A. Art History

Discuss and evaluate the following:

1. What is art?
2. When is something considered art?
3. Context of art in society and culture.
4. Relevant artists
5. Art movements and styles.
6. Timelines, role and function of functional art throughout time.

B. Art Production

MEDIA

The student will have experience with the following: various types of clay, plaster, porcelain, terra cotta, and glazes.

TECHNICAL SKILLS

1. Define and use the Elements/Principles of Design within an artwork
2. Determine a strong composition and how it is made
3. Draw thumbnails to work out ideas before final work
4. Use advanced media and materials of the art studio safely and successfully
5. Be able to use a variety of art processes through the course of the semester
6. Discuss artists and processes used within the field of ceramics
7. Use found objects as tools
8. Develop techniques in hand and wheel building
9. Demonstrate growth of knowledge beyond basic skills by combining techniques
10. Center a large amount of clay on the wheel
11. Lift a minimum of a 12 inch form on the wheel
12. Create a form on the wheel of a desired shape using specific techniques
13. Mix glazes for specific techniques (underglaze, majolica, etc.)
14. Keep a log of specific glaze results
15. Load and unload a kiln for greenware and glaze firing
16. Create a series of thematic work
17. Create larger work or installation pieces
18. Create a variety of surface textures
19. Participate in some form of outdoor firing process

C. Art Criticism

1. The student will be able to: describe components of an artwork including the elements of design, subject and subject treatment, media; analyze compositional concepts such as principles of design and arrangement of components; evaluate design and craftsmanship based on personal judgment; interpret artist's intention and meaning of work.

2. The student will actively participate in group critique sessions of personal work.

D. Aesthetics

The student will develop a response to artwork where ideas, feelings, and perceptual awareness are all considered.

E. Terms and Concepts:

installation, raku, assemblage

Introductory Jewelry Course

Example Classes: Jewelry 1

At the end of this course, the student will be able to:

A. Art History

Discuss and evaluate the following:

1. What is art?
2. When is something considered art?
3. Context of art in society and culture.
4. Relevant artists
5. Art movements and styles.
6. Timelines, role and function of wearable art throughout time.

B. Art Production

MEDIA

The student will have experience with the following: clay, found objects, copper, brass, silver, faux metals, beads, fimo, wood, and other natural materials

TECHNICAL SKILLS

1. Define and use the Elements/Principles of Design within an artwork
2. Determine a strong composition and how it is made
3. Draw thumbnails to work out ideas before final work
4. Be able to use basic media and materials of the art studio safely and successfully
5. Be able to use a variety of art processes through the course of the semester
6. Discuss artists and processes used within the field of jewelry
7. Be able to identify and use all tools successfully
8. Define basic jewelry vocabulary
9. Bend wire successfully without marring
10. Cut cold metal with a jeweler's saw
11. Successfully file and smooth metal
12. Complete a cold joining of metal (ie: riveting)
13. Use large machines successfully and safely
14. Buff a piece of work to a desired finish
15. Be introduced to the process of soldering metals together
16. Soften metal using heat
17. Enhance surface treatment of materials using a variety of techniques
18. Create wearable artwork
19. Create a small scale metal sculpture or functional form

C. Art Criticism

1. The student will be able to: describe components of an artwork including the elements of design, media, subject and subject treatment; analyze compositional concepts such as principles of design and arrangement of components; evaluate design and craftsmanship based on personal judgment; interpret artist's intention and meaning of

work.

2. The student will actively participate in group critique sessions of personal work.

D. Aesthetics

The student will develop a response to artwork where ideas, feelings, and perceptual awareness are all considered.

E. Terms and Concepts:

solder, anneal, saw, bench pin, flux, findings, jump rings, c-block, vise, polishing compounds, rivet

Advanced Jewelry Course

Example Classes: Jewelry 2/3/4

At the end of this course, the student will be able to:

A. Art History

Discuss and evaluate the following:

1. What is art?
2. When is something considered art?
3. Context of art in society and culture.
4. Relevant artists
5. Art movements and styles.
6. Timelines, role and function of wearable art throughout time.

B. Art Production

MEDIA

The student will have experience with the following: clay, found objects, copper, brass, silver, faux metals, beads, fimo, wood, natural materials

TECHNICAL SKILLS

1. Define and use the Elements/Principles of Design within an artwork
2. Discuss artists and processes used within the field of jewelry
3. Be able to use a variety of art processes through the course of the semester
4. Determine a strong composition and how it is made
5. Draw thumbnails to work out ideas before final work
6. Be able to use advanced media and materials of the art studio safely and successfully
7. Cut metal with precision and control
8. Create multiple layer works
9. Create work using soldering techniques
10. Create a work using stone setting techniques
11. Create a work using a casting method
12. Demonstrate techniques for beginning level students
13. Create work using advanced fabricating methods
14. Demonstrate growth of knowledge beyond basic skills by combining techniques

C. Art Criticism

1. The student will be able to: describe components of an artwork including the elements of design, subject and subject treatment, media; analyze compositional concepts such as principles of design and arrangement of components; evaluate design and craftsmanship based on personal judgment; interpret artist's intention and meaning of work.
2. The student will actively participate in group critique sessions of personal work.

D. Aesthetics

The student will develop a response to artwork where ideas, feelings, and perceptual awareness are all considered.

E. Terms and Concepts:

channel, setting, enameling, caning, bezel, pickling, chasing, forging, patina

Intro Level Printmaking

Example Classes: Printmaking 1

At the end of this course, the student will be able to:

A. Art History

Discuss and evaluate the following:

1. What is art?
2. When is something considered art?
3. Context of art in society and culture.
4. Relevant artists.
5. Art movements and styles.
6. Timelines, role and function of printmaking throughout time.

B. Art Production

MEDIA

The student will have experience with the following: various printmaking processes.

TECHNICAL SKILLS

1. Define and use the Elements/Principles of Design within an artwork
2. Determine a strong composition and how it is made
3. Draw thumbnails to work out ideas before final work
4. Identify, use, and care for all tools appropriately
5. Define basic printmaking vocabulary
6. Differentiate additive and subtractive methods
7. Transfer a drawing to a plate
8. Create a relief print
9. Create monoprints
10. Create a basic silkscreen
11. Properly “pull” a print using a variety of processes
12. Understand and discuss the entire printing process
13. Identify the printmaking process: preplan, layers, transfer of visual image to plate format, pulling, evaluating, final print
14. Be aware of safety issues within the materials and methods
15. Be able to use basic media and materials of the art studio safely and successfully
16. Be able to use a variety of art processes through the course of the semester

C. Art Criticism

1. The student will be able to: describe components of an artwork including the elements of design, subject and subject treatment, media; analyze compositional concepts such as principles of design and arrangement of components; evaluate design and craftsmanship based on personal judgment; interpret artist’s intention and meaning of work.
2. The student will actively participate in group critique sessions of personal work.

D. Aesthetics

1. The student will develop a response to artwork where ideas, feelings, and perceptual awareness are all considered.
2. The student will understand the aesthetic choices in the medium of printmaking.

E. Terms and Concepts:

plate, relief, press, pull, brayer, silkscreen, monoprint, editions, proof, additive and subtractive methods

Advanced Level Printmaking

Example Classes: Printmaking 2/3/4

At the end of this course, the student will be able to:

A. Art History

Discuss and evaluate the following:

1. What is art?
2. When is something considered art?
3. Context of art in society and culture.
4. Relevant artists
5. Art movements and styles.
6. Timelines, role and function of printmaking throughout time.

B. Art Production

MEDIA

The student will have experience with the following: various printmaking processes

TECHNICAL SKILLS

1. Define and use the Elements/Principles of Design within an artwork
2. Determine a strong composition and how it is made
3. Draw thumbnails to work out ideas before final work
4. Combine words and images within a given work
5. Combine previously learned printmaking techniques
6. Complete a multi colored print using more than one plate
7. Complete a series of thematic prints
8. Be introduced to lithography and various intaglio processes
9. Plan, execute a suite of narrative prints with a theme.
10. Create a book
11. Be able to use advanced media and materials of the art studio safely and successfully
12. Be able to use a variety of art processes through the course of the semester

C. Art Criticism

1. The student will be able to: describe components of an artwork including the elements of design, subject and subject treatment, media; analyze compositional concepts such as principles of design and arrangement of components; evaluate design and craftsmanship based on personal judgment; interpret artist's intention and meaning of work.
2. The student will actively participate in group critique sessions of personal work.

D. Aesthetics

The student will develop a response to artwork where ideas, feelings, and perceptual awareness are all considered.

E. Terms and Concepts:

registering, lithography, intaglio

Intro Level Photography

Example Classes: Photo 1

At the end of this course, the student will be able to:

A. Art History

Discuss and evaluate the following:

1. What is art?
2. When is something considered art?
3. Context of art in society and culture.
4. Relevant artists
5. Art movements and styles.
6. Timelines, role and function of photography throughout time.

B. Art Production

MEDIA

The student will have experience with the following: various photographic processes.

TECHNICAL SKILLS

1. Define and use the Elements/Principles of Design within an artwork
2. Determine a strong composition and how it is made
3. Draw thumbnails to work out ideas before final work
4. Make and use a pinhole camera
5. Properly identify the basic parts of a camera
6. Demonstrate how to properly load a camera with film
7. Understand the process and develop film
8. Create contact prints
9. Recognize value and contrast within photographs
10. Be able to use basic media and materials of the art studio safely and successfully

C. Art Criticism

1. The student will be able to: describe components of an artwork including the elements of design, subject and subject treatment, media; analyze compositional concepts such as principles of design and arrangement of components; evaluate design and craftsmanship based on personal judgment; interpret artist's intention and meaning of work.
2. The student will actively participate in group critique sessions of personal work.

D. Aesthetics

The student will develop a response to artwork where ideas, feelings, and perceptual awareness are all considered.

E. Terms and Concepts:

print, shutter, exposure, negative, slide, darkroom, chemicals, emulsion, contact sheet, canister, lens, aperture, shutter speed, dodging, burning

Advanced Level Photography

Example Classes: Photo 2/3/4

At the end of this course, the student will be able to:

A. Art History

Discuss and evaluate the following:

1. What is art?
2. When is something considered art?
3. Context of art in society and culture.
4. Relevant artists
5. Art movements and styles.
6. Timelines, role and function of photography throughout time.

B. Art Production

MEDIA

The student will have experience with the following: various photographic processes

TECHNICAL SKILLS

1. Define and use the Elements/Principles of Design within an artwork
2. Determine a strong composition and how it is made
3. Draw thumbnails to work out ideas before final work
4. Create a series of narrative images
5. Create work using tinting techniques
6. Create collage, weaving, etc. of images
7. Create thematic work in a series
8. Be able to use advanced media and materials of the art studio safely and successfully

C. Art Criticism

1. The student will be able to: describe components of an artwork including the elements of design, subject and subject treatment, media; analyze compositional concepts such as principles of design and arrangement of components; evaluate design and craftsmanship based on personal judgment; interpret artist's intention and meaning of work.
2. The student will actively participate in group critique sessions of personal work.

D. Aesthetics

1. The student will develop a response to artwork where ideas, feelings, and perceptual awareness are all considered.
2. The student will develop an understanding of the aesthetic choice of the medium of photography.

E. Terms and Concepts:

print, shutter, exposure, negative, slide, darkroom, chemicals, emulsion, contact sheet, canister, lens, aperture, shutter speed

Intro Level Fibers

Example Classes: Fibers 1

At the end of this course, the student will be able to:

A. Art History

Discuss and evaluate the following:

1. What is art?
2. When is something considered art?
3. Context of art in society and culture.
4. Relevant artists
5. Art movements and styles.
6. Timelines, role and function of fiber art throughout time.

B. Art Production

MEDIA

The student will have experience with the following: fabrics, yarn, string, thread, felt

TECHNICAL SKILLS

1. Define and use the Elements/Principles of Design within an artwork
2. Determine a strong composition and how it is made
3. Draw thumbnails to work out ideas before final work
4. Create a work using felt making
5. Identify, use and care for all tools appropriately
6. Define basic fiber vocabulary
7. Demonstrate knowledge of basic techniques such as card weaving
8. Properly identify different types of fibers
9. Complete a simple off-loom weaving
10. Finish a weaving for presentation
11. Create wearable art
12. Create a work using stamping for surface design
13. Be introduced to working on the loom
14. Be able to use basic media and materials of the art studio correctly and successfully

C. Art Criticism

1. The student will be able to: describe components of an artwork including the elements of design, subject and subject treatment, media; analyze compositional concepts such as principles of design and arrangement of components; evaluate design and craftsmanship based on personal judgment; interpret artist's intention and meaning of work.
2. The student will actively participate in group critique sessions of personal work.

D. Aesthetics

The student will develop a response to artwork where ideas, feelings, and perceptual awareness are all considered.

E. Terms and Concepts:

warp, weft, loom, felting, stamping, surface design, cards, spinning, shuttle

Advanced Level Fibers

Example Classes: Fibers 2/3/4

At the end of this course, the student will be able to:

A. Art History

Discuss and evaluate the following:

1. What is art?
2. When is something considered art?
3. Context of art in society and culture.
4. Relevant artists
5. Art movements and styles.
6. Timelines, role and function of fiber art throughout time.

B. Art Production

MEDIA

The student will have experience with the following: fabrics, yarn, string, thread, felt

TECHNICAL SKILLS

1. Define and use the Elements/Principles of Design within an artwork
2. Determine a strong composition and how it is made
3. Draw thumbnails to work out ideas before final work
4. Identify, use and care for all tools appropriately
5. Use found objects within weavings
6. Develop techniques for hand and loom weaving to represent personal style
7. Demonstrate growth of knowledge beyond basic skills by combining techniques
8. Create a dimensional form using advanced techniques
9. Spin yarn using a drop spindle
10. Dye different fabrics and threads
11. Keep a journal of specific dyeing recipes
12. Warp a loom
13. Create a wall hanging
14. Create larger loom work
15. Research the commercial applications of textile design
16. Use computer programs for weaving and surface design
17. Be able to use basic media and materials of the art studio correctly and successfully

C. Art Criticism

1. The student will be able to: describe components of an artwork including the elements of design, subject and subject treatment, media; analyze compositional concepts such as principles of design and arrangement of components; evaluate design and craftsmanship based on personal judgment; interpret artist's intention and meaning of work.
2. The student will actively participate in group critique sessions of personal work.

D. Aesthetics

The student will develop a response to artwork where ideas, feelings, and perceptual awareness are all considered.

E. Terms and Concepts:

warp, weft, loom, felting, stamping, surface design, cards, spinning, shuttle

Elements and Principles of Design

The Elements of Design are the ingredients and the Principles of Design are the recipe.

Elements of Design

- Line- A mark with length and direction created by a point that moves across a surface.
- Shape- A flat figure created when actual or implied lines meet to surround a space.
- Form- Any three dimensional object such as a cube, sphere, pyramid or cylinder. It has height, width, and depth.
- Color- Another word for hue, which is the common name of a color, in or related to the spectrum, such as yellow, yellow-orange, blue, blue-violet, etc.
- Value- The darkness or lightness of a surface.
- Texture- The way a surface feels (actual texture) or how it may look (implied texture).
- Space- The empty or open area between, around, above, below, or within objects.

Principles of Design

- Balance- How parts of an artwork are arranged to create a sense of equal weight or interest.
- Contrast- The use of different line, shapes, textures, different colors and other elements of design to create interest in a work of art.
- Pattern- A choice of lines, colors, or shapes repeated over and over in a planned way. A pattern is also a model or guide for making something.
- Rhythm/Movement- A way of combining visual elements to produce a sense of action. This combination of elements helps the viewer's eye sweep over the work in a definite manner.
- Emphasis- Areas in a work of art that catch or hold the viewer's attention.
- Unity- A feeling that all parts of a design are working together as a team.
- Scale- The relation of one object to another in size, amount, number, or degree.

Secondary art vocabulary list

Special Needs Students

The Special Education Handbook by Susan Rodriguez

Special Education

Definitions and Characteristics of Major Handicapping Conditions and Exceptionalities

Mentally Impaired:

Mentally impairment causes a student to function below developmental level.

Severely and Profoundly Impaired:

The severely impaired student has limited experience with his or her environment. Art activities should focus on sensory interaction between the student and the materials. The student is generally responsive to the physical movement and textural qualities that are intrinsic to art experiences.

Student may lack:

Ability to understand directions. Attention span is short.

Student may require:

One step directions. Student needs steps broken down. S/he cannot understand more than one thing at a time. When instructing turn student's head in the direction of the task. Student will need lots of time on any activity. Keep it simple. Give physical and verbal prompting. reinforce repeatedly.

Student may lack:

Basic concepts. May not understand simple concepts like in/out, up/down, etc.

Student may require:

Demonstrate with concrete objects and movement; i.e. produce both a big object and small object when showing size differences.

Student may lack:

Sensory development and discrimination. May be tactile defensive.

Student may require:

Concrete experience to point out differences, as in rough/smooth, (i.e. providing a sample of sandpaper and one of satin.) Use desensitizing techniques for tactile aversions to paint, clay, etc. For example, introduce clay to students in small amounts, and allow student to get acquainted with the material. If student appears to be repelled by the clay don't force him or her to continue. remove the material and present it again at a later time.

Student may lack:

Mobility and kinesthetic sense. Poor coordination, not able to move one or more parts of the body in a functional way. Has difficulty walking, running, jumping, etc.

Student may require:

Use functional body parts over non-functional body parts. Projects should be adapted so that student can carry them out. Teacher can get student to physically understand a larger movement such as the kind that an art activity might require. Teacher actually gets behind the student and guides him/her through the motions much like a golf instructor. Teacher uses physical prompting and verbal cues. i.e. "We are pounding the clay" Teacher assist in the activity and fades out once the student learns the motion.

Student may lack:

Awareness of body parts, spatial relationships. May not have bilateral (movement of two hands together.) May be spastic or athetoid, or lack ability to cross arms past midline of body to opposite side.

Student may require:

Gently ease student into movement by hand over hand method. Place the students hands in the directions desired for activity, having the student use one hand.

Student may lack:

Fine grasping technique, fine motor skill. (pincer grasp)

Student may require:

Work into smaller movements progressively from larger movements.

Student may lack:

Appropriate group behaviors and self-awareness. May "rock", make noises and gestures that are incongruous in the classroom. May exhibit "blindisms" rocking, flicking fingers in front of face, banging, etc. May keep head down.

Student may require:

Use students name frequently; i.e., Mrs. Jones is helping Billy make a building." Use touch Use touch and eye contact to back up verbal communication. Limit socially unacceptable behavior by placing a hand on the student's shoulder, firmly reminding him or her not to rock, bang the desk, etc. Inappropriate behavior is often the result of lack of outside stimulation. Offer alternatives to unacceptable behavior. Bring students attention to the activity and praise positive behaviors.

Trainable Mentally Impaired

Generally should be able to do matching, sorting,, random brush and crayon work, clay pounding, paper tearing, building parts, and replication of simple form.

Student may lack:

Deductive reasoning, abstract thinking. Cannot usually draw own conclusions based on information given by the teacher.

Student may require:

No more than two to three steps at a time. Care should be taken not to overload with information, as it will overwhelm the student.

Student may lack:

Concepts development.

Student may require:

Concrete examples, i.e., stop/go, in/out, over/under, can be demonstrated to the students. these are useful concepts for daily living.

Student may lack:

Refined gross movement. May appear awkward, have difficulty navigating body spatially. May not handle art materials well.

Student may require:

Art lessons that involve gross movement will create greater body awareness. Offer simple art materials and techniques, (clay, paint, crayon) until student seems ready for more complex projects. Teach proper material usage.

Student may lack:

Socialization skills. Often unwilling to participate. May display [play stubbornness, refusal to join group. May be tactually defensive.

Student may require:

Group activities that allow for positive team work. Sharing experiences help to improve class interaction. Desensitizing should be used for tactile defensiveness.

Student may lack:

Independence, self-help.

Student may require:

Give student work s/he will succeed in because it is at his/her skill level. For example, if a student can sort objects well let him/her sort out the crayons. Give praise and support for a job well done.

Student may lack:

Ability to communicate ideas in a direct way.

Student may require:

Listen to students' ideas with interest. Give them a chance to express themselves without judging 'correctness' of expression.

Educable Mentally Impaired:

Often capable of some abstract thinking, and can sometimes do problem solving. Ability to follow and understand more complex directions varies with age levels and life experiences.

Student may lack:

Ability to follow compounded directions.

Student may require:

Break down multifaceted lessons into manageable chunks. Student can usually handle three or four steps at a time, but attending to instruction depends on how many variables exist. (motivation, interest, age, etc.) Repetition is often needed. Reminders and reinforcements are helpful.

Student may lack:

Self-esteem. Often more easily frustrated. E.M.I. students have a greater awareness of their shortcomings, which can make self acceptance difficult. Displays of anger is not uncommon.

Student may require:

Make sure student understands what a job requires in order to be done successfully. Goals should be clear and reasonable. Offer praise and encouragement whenever it is indicated.

Student may lack:

Life experiences. Information and enrichment gathered through travel, general participation. May have limited opportunities to learn about world of their immediate environment.

Student may require:

Bring in outside reference material frequently. Share travel slides, talk about events of interest. Neighborhood walks and **museum visits are helpful**. Use media, video, books, slides, to expand awareness. Holiday lessons complete student's own experiences and are pleasant to recall.

Socially and Emotionally Impaired:

Behavior disorder that interferes with learning. Inappropriate behaviors may range from withdrawal to aggression. The socially and emotionally impaired student can come from any socioeconomic background. Often the life events outside of school have contributed to the difficulties the student is undergoing.

Student may lack:

Ability to concentrate. May not be able to focus on the task. May be restless or appear uninterested. May refuse to work, often getting out of seat and wandering around the room.

Student may require:

High interest material. Projects that elicit personal involvement. Learning new techniques can provide challenges and force students to get involved with their work. Students need accomplishments and appreciate using their skills. Students should be encouraged to carry out all steps in an activity and complete it.

Student may lack:

Self-esteem. May be withdrawn into own world and be isolated, with lack of interest in self and others. On the other side may be attention seeking, overactive and ill-tempered. Mood swings are common.

Student may require:

Building a better self image. Projects that accent the positives help. Studio experiences often create opportunities to for self-expression and self exploration without placing rigid expectations on the students. Reassurance and praise should be given when ever indicated.

Student may lack:

Normal interpersonal relationships. May be distrustful, negative, and rebellious. Often unresponsive or hostile towards authority. Poor attitudes may range from uncooperative to malicious.

Student may require:

Providing opportunities for productive interaction. Group activities and “buddy” projects are excellent. Encourage group discussion. Sharing of ideas and thoughts in a nonjudgmental atmosphere are ideal. Teacher needs to be accessible and approachable. It is not necessary to be the ultimate disciplinarian at all times.

Student may lack:

Self control. Unable to manage own behavior. May be poorly motivate with no confidence in own ability to make decisions. May disregard classroom order with disruptive, challenging behaviors.

Student may require:

Firm guidelines are necessary. Make expectations clear and stick to them. Avoid confrontations that go nowhere. i.e. let reactions to unacceptable behaviors be known, but leave the student room to change it and improve. Must be consistent.

Student may lack

Positive life experiences. May be cynical and lack a working philosophy. Personal values may be confused or deficient.

Student may require:

Widening student's world. Discussions, presentations, classroom guests, and trips can help. Teacher can affect student's life with own experiences. Share your experiences with your students.

Learning Disabled:

Dysfunction in the students ability to process information, which affect basic learning skills. The student may be very successful in,one academic area but very deficient in another. Learning disabled students should have normal or above normal intelligence.

Student may lack:

Normal perception. Can't seem to make sense out of information and directions. Has difficulty interpreting material. Because of difficulties with thought processes, ability to organize and plan may be affected.

Student may require:

Use simple strait forward language. Make sure that the student understands one step before proceeding to the next. D o not bombard student with information it tends to be overwhelming. review requirements and directions whenever necessary.

Student may lack:

Directionality. May have spatial orientation problems, be poorly coordinated. May confuse up/down, left/right.

Student may require:

A starting point or reference point. This can be a line, a mark, or a physical demonstration. Teacher may need to guide student at certain times. Questions like: "Where does it start." or "What comes first?"

Student may lack:

Basic skills. Very common problem is dyslexia. Words appear scrambled or in reverse. (“d” for “b”, “saw” becomes “was”.)

Student may require:

Demonstrate steps in lesson or process. Teacher can not assume that the student can read directions from chalkboard or print material.

Student may lack:

Memory. (visual, auditory) May lack short or long term recall.

Student may require:

Reinforce. Ask students to feed back information. Repeat whenever necessary.

Physically Handicapped:

Orthopedic or central nervous system impairment that interferes with learning. When a function is diminished or absent, other more functional physical parts must be engaged to compensate. Adaptive aids can be especially useful to the physical handicapped student.

Student may lack:

Mobility and kinesthetic awareness. May not be able to get around without braces, wheelchair, crutches, etc. Movement is restricted.

Student may require:

Activities and materials that are tailored to the student’s needs. For example if the activity asks for gross motor skills and the student is wheelchair bound, activity will need modification. Engage the kinesthetic sense whenever feasible.

Student may lack:

Positive self-image. If the disability is new (trauma, accident), there may be more emotional difficulty in accepting it. Orthopedically handicapped student with congenital difficulties may or may not be self accepting. Depending on the attitudes of family, friends, and school.

Student may require:

Offer activities through which student can acquire a sense of accomplishment. Projects should be adapted so that the student can function as independently as possible. Provide opportunities for achievement and success.

Student may lack:

Stamina, physical strength. Many physical disabilities are energy draining. Students condition may often weaken him/her, leaving student low on physical drive.

Student may require:

Assistance from the teacher but student should avoid becoming over reliant. Teacher should be sensitive to signs of strain, yet motivate and encourage

whenever possible. Frequently offer activities that student can manage alone, to build independence.

Student may lack:

Control of body. Student may lack the full use of hands, arms, legs, upper or lower torso, etc. May not have normal head movement. May be spastic, athetoid, or contracted. May have partial or complete paralysis of body.

Student may require:

Activities that engage and exercise the body. Many art activities do this: manipulative; skills (tear paper, pounding clay), kinesthetic (large drawing movement), etc. If hand/arm movement is absent, head movement can be substituted. Adaptive aids are very useful.

Hearing Impaired:

Partial to complete deafness. Communication, speech, and language disorders may be involved. Hearing aids may or may not be of assistance. The hearing impaired student is physically and intellectually capable of having positive experiences through art, but must be aware of what is being communicated and the requirements.

Art is an important avenue of self-expression. It is a visual language for those who may have limited skills in the spoken language; a form of pictorial or dimensional communication for those who otherwise have difficulty communicating.

Student may lack:

Language skills. May have difficulty in communicating cannot always understand others express self clearly. Lacks vocabulary.

Student may require:

Greater teacher awareness that student has real communication problems. More movement should be tolerated in the classroom so that the student can get proper attention and can “read” facial expressions, etc.

Student may lack:

Ability to focus attention. Not always sure of what is expected. Does not always understand what is happening.

Student may require:

Make sure student sees teacher’s face and can read teacher’s lips. Light should be on teacher’s face. Do not exaggerate or shout. Flick lights on and off to get student’s attention. Turn student’s face toward speaker. Eye contact is important. Avoid gesturing, it can confuse the student. Use concrete examples when giving explanations.

Student may lack:

Self-assurance. Diminished confidence in self and decisions.

Student may require:

More freedom in making own choices. Hearing impaired students are constantly being “directed” because of their lack of communication skill. Accept the physical nature of the hearing impaired. i.e. touching, moving around, etc. That is how they can get their messages across.

Student may lack:

A sense of belonging. there is a feeling of isolation attached to hearing loss.

Student may require:

Offer opportunities for positive interplay. Group and “buddy” activities are recommended.

Visually Handicapped/Blind:

A partial to complete sight loss that interferes with learning. Visual deficiencies may involve varying degrees of acuity and or field loss.

The visually handicapped student will often respond to bright and highly contrasted colors illuminated and fluorescent materials with great enthusiasm. the visually handicapped can create dynamic artworks of all kinds. Severely visually impaired or blind students can develop visual images. Although development is slower and adaptive aids are often required, visually handicapped students enjoy all kinds of art materials, regardless of their sight losses.

Student may lack:

Concepts. Real world objects and ideas may not be understood. May have poor comprehension[of “parts to whole” relationship, particularly when student is unable to see the complete “picture”.

Student may require:

Basic information. Simple pointers, like where facial features are located, may need to be taught. Provide 3-d models and tactile reference material whenever possible, particularly for blind students.

Student may lack:

Ability to understand visual cues. May not be able to read regular print, see from a distance or from all angles. If blind cannot see facial expressions or body language.

Student may require:

Be extra verbal with the student. Describe what you are doing for a blind student. If you want his/her attention rap on the desk; this is especially helpful when seating a student. Use touch, i.e. hand on student's shoulder, to communicate your presence. Visually handicapped student with some vision requires adjustment for visual materials, bringing it closer to the student, allowing the student to find the right position. Feel free to ask if the student needs to change seats, can see material.

Student may lack:

Awareness of self in physical environment. Unsure of placement of objects and special boundaries. May be awkward, physically weak and exhibit poor body postures. Blind students often lack a sense of mobility. Some students may be tactilely defensive towards some art materials, (clay, paste, etc.), and display "blindisms". (rocking, flicking fingers, etc.)

Student may require:

Guidance. Help student to become more self aware through activities that emphasize self. Provide concrete experiences for the student, using tactile references. Allow student to become familiar with the classroom; don not surprise him/her by moving furniture without informing him/her. For tactually defensive student, use desensitization techniques. Discourage "blindisms", they only separate him/her from their peers; substitute them with positive behaviors. To help students understand where materials are located and to recognize the perimeters of the working space, guide students hand. Student uses free hand as a "marker" to establish where work is taking place.

Special Education Adaptive Aides

Solving Manual Grasp Difficulties:

Many handicapped students have a hard time gripping narrow tools. The following are some suggested solutions for the physically handicapped student. All of the following can be found in Special Education and Adaptive Aid catalogs.

- Foam hair curlers. To be slipped over brushes and pencils.
- Dowels. Can be cut to form "T" bar that tools such as paint brushes can be taped to or holes can be drilled in and used as a holder to drawing and painting tools.
- Velcro. To prevent slippage and as an extra hand.
- Shaving brushes. Easier to grasp than narrow paint tools.
- Deodorant roll on applicators. Alternative to brush painting.
- Squeeze bottles. Fill with paint.
- Chalk holders.
- Trim brushes from hardware store, long handled sponge brushes
- Tool handled shapes and triangular crayons. Crayons and markers come in flat, wide shapes.
- Foams.
- Flexible rubber tubing.
- Stick on tapes. Keeps materials in place.
- No skid materials. Keeps papers and materials in place.

Learning to use scissors will help students inside and outside of school. Scissors can be used for more than devices that simply cut paper and cloth. Scissors can be used much like paintbrushes and pencils.....sensitively and expressively. French painter Henri Matisse, when physically weakened by illness, turned his attention from easel; painting to paper cutting. His choice of scissors appeared to be Matisse's adaptive alternative to the more strenuous act of painting.

- Spring scissors
- Double handled scissors.

Painting and Drawing without Arm Movement:

Renoir, when physically limited by arthritis in his later years, strapped his brushes to his arms. He once remarked during an interview that he could continue painting his canvases because he did not paint with his hands.

- Mouth held tools.
- Headbands.
- Feet as primary tool manipulator.

NOTE: Occupational therapy departments such as the one at Lowrey Junior High School, are often stocked with various materials that can give you some help and ideas in adapting tools. Foams, flexible rubber tubing, stick on tapes, no skid materials, etc. are part of their stock and trade. If you want some extra suggestions on developing and ordering tools and aids for the physically impaired students an occupational therapist is an added resource.

Adaptive Aids for Visually Handicapped and Blind Students in Art:

- Screen board. A window of cardboard with screen taped to it aids the visually handicapped student when drawing. It gives them a better understanding of their work.
- Tracing wheels. These are sewing notions and can be used by visually handicapped students by rolling along on thin paper that has been placed on top of a pad of newspaper.
- Magnifiers.
- Yarn. By gluing yarn to paper students develop linear configurations. When dry students develop areas within the yarn lines in any way they want using crayons, paint, etc.
- Repousse Methods. Particular appeal to the visually handicapped because of the embossed lines and textures that it offers.

When student have sensory losses, it becomes important to provide activities and materials that engage their senses. The addition of scents to materials helps may special students to learn color through association of fragrance. Blueberry = blue; banana or lemon = yellow; cherry or strawberry = red.....

Gifted Education

Level of intellectual functioning that exceeds the norm. The gifted student has the ability to understand complex and abstract problems. The gifted have deductive reasoning powers and can hypothesize. Gifted students often display the empirical, scientific approach to problem solving.

Student may lack:

Social skills. May be set apart from peers by his or her exceptional knowledge or intelligence. May not be well accepted by the group.

Student may require:

Group activities. Opportunities created for positive exchange between students help socialization process.

Students may lack:

Concentration. Might be distracted by mental preoccupations. Daydreaming and fantasizing are recognized characteristics of creative thinkers.

Student may require:

Bringing attention back to task. Whenever possible provide lessons that utilize imagination.

Student may lack:

Interest. Straightforward or predictable assignments may be boring for the gifted student.

Student may require:

Challenges. Provide activities that have a problem solving element built into them.

Characteristic Behaviors of Gifted Students

Gifted students may exhibit many but not all of these characteristics. When you observe students consistently exhibiting these behaviors, the possibility that they are gifted is very strong.

General Characteristics:

- Advanced vocabulary for chronological age.
- Outstanding memory, possesses lots of information.
- Curious, asks endless questions. (“Why?” “and then what?”)
- Has many interests, hobbies, and collections.
- May have a passionate interest that has lasted for many years.
- Intense, gets totally absorbed in activities and thoughts.
- Strongly motivated in things that interest him/her. may be unwilling to work on other activities.
- May be reluctant to move from one subject to another.
- Operates on higher level of thinking than his/her peers; is comfortable with abstract thinking.

- Perceives subtle cause/effect relationships.
- Prefers complex and challenging tasks to “basic” work.
- May be able to track two or more things simultaneously.
- Catches on quickly then resist doing work, or works in sloppy careless manner.
- Comes up with better ways of doing things, suggest them to peers, teachers, and other adults.
- Sensitive to beauty and other people’s feelings and emotions.
- Advanced sense of justice and fairness.
- Aware of global issues many of peers are uninterested in.
- Sophisticated sense of humor, may be “class clown”
- Transfers concepts and information to new learning situations.
- Sees connections to apparently unconnected ideas and activities.
- May prefer the company of older children or adults.
- May prefer to work alone; resists cooperative learning.
- Bossy in groups.
- Needs to constantly share all s/he knows. Impatient when not called on.
- May be “street smart” while not doing well on school tasks.

Creative Thinking:

- Displays original ideas.
- Sees endless possibilities for various situations or uses for objects.
- Says what s/he thinks without regard for consequences.
- Brilliant thinker, but absent minded about details or where his/her work might be found.
- Outstanding sense of humor. Loves to play with words and ideas.
- Passionately interested in some topic or field of endeavor.
- May be talented in the fine arts.
- Fluent in idea generation and development.
- Able to elaborate on ideas.
- Experiments with ideas and hunches.
- Great imagination; frequent daydreamer.
- Values nonconformity in appearance, thought, etc.
- Standardized test scores may be significantly better than class performance.

Perfectionism:

- Believes s/he is valued for what s/he can do rather than who s/he is.
- Has been praised consistently for his/her “greatness and exceptional ability.”
- Fears s/he will lose the regard of others if he loses that exceptionability.
- May cry easily in frustration that his/her work at school can never be perfect.
- Discovers a mistake in his/her work; erases until there is a hole in the paper or crumples up paper and throws it away.
- Works very slowly in hopes that his/her product will be perfect.
- Asks for lots of help and reassurance from teacher.
- Cannot take any criticism or suggestions for improvement without being defensive.

- Expects other people to be perfect too.
- Resists challenging work for fear his/her struggle will be seen by others.
- Procrastinates to the point that work never even gets started.



Dearborn Public Schools

IDENTIFICATION FOR GIFTED/TALENTED ART STUDENTS

ELEMENTARY AND MIDDLE SCHOOL

NAME _____

GRADE _____ AGE _____ SCHOOL _____

Check all that apply. Four out of five should be checked for gifted/talented consideration.

- _____ 1. Independently motivated, productive, and spends time creating art.
- _____ 2. Observant, curious, and pays attention to detail and organization.
- _____ 3. Conceptualizes and strives for content, message, and meaning in their work.
- _____ 4. Divergent thinker who shows evidence of inventiveness, intuitive reasoning, originality, imagination, and uniqueness.
- _____ 5. Responds to art by demonstrating and articulating an emotional, sensory, or intellectual response to art.

SPECIAL STRENGTHS

- | | |
|--------------------|-------------------|
| _____ Drawing | _____ Clay |
| _____ Painting | _____ Sculpture |
| _____ Mixed Media | _____ Photography |
| _____ Print Making | _____ Technology |

Recommendations:

This form may be duplicated. It should be completed by the art teacher to identify gifted/talented students. Please contact the art resource teacher to determine how this

student may benefit from gifted/talented programs and resources.

Dearborn Public Schools

IDENTIFICATION FOR GIFTED/TALENTED ART STUDENTS

SECONDARY

NAME _____

GRADE _____ AGE _____ SCHOOL _____

Check all that apply. Four out of five should be checked for gifted/talented consideration.

- _____ 1. Independently motivated, productive, and spends time creating art.
- _____ 2. Observant, curious, and pays attention to detail and organization.
- _____ 3. Conceptualizes and strives for content, message, and meaning in their work.
- _____ 4. Divergent thinker who shows evidence of inventiveness, intuitive reasoning, originality, imagination, and uniqueness.
- _____ 5. Responds to art by demonstrating and articulating an emotional, sensory, or intellectual response to art.

In Addition:

Presentation of portfolio to be reviewed.

Statement expressing personal interests and/or ambitions in art.

Recommendations:

This form may be duplicated. It should be completed by the art teacher to identify gifted/talented students. Please contact the art resource teacher to determine how this

student may benefit from gifted/talented programs and resources.

v