

Hingham Public Schools

Fine Arts Program Review



October 17, 2016

**HINGHAM PUBLIC SCHOOLS
FINE ARTS DEPARTMENT
CURRICULUM REVIEW**

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Statement of Philosophy

The Fine Arts Program in the Hingham Public Schools meets the diverse needs of all students by helping them develop better skills, knowledge, and appreciation of art. Students progress through production and develop aesthetics with the use of varied mediums. They experiment with creative visual expression and cultivate an ability to evaluate formal properties in works of art.

Departmental Goals

The visual arts are a critical and dynamic part of an education, and occupy an important role in culture and the community. The goals of the art department include building a solid foundation of art principles and skills.

Students will:

- experience traditional and contemporary perspectives in the approach to art
- acquire knowledge of the fundamentals of art
- gain experience with the appropriate tools, materials and techniques for making art
- master specific concepts and skills in line with the State and National frameworks
- be encouraged to continue involvement in the arts as a vocation or as a lifelong appreciation

Teachers will:

- support students to produce two and three-dimensional art with confidence while taking pride in their accomplishments

Fine Arts Education is an integral part of the educational process. According to Arne Duncan, Former U.S. Secretary of Education, “The arts significantly boost student achievement, reduce discipline problems, and increase the odds students will go on to graduate from college.”

STAFFING

Elementary

Cynthia McKeon

Gregory Bliss

Holly Kelfer

Shevawn Rollins

Foster Elementary

East Elementary

Plymouth River Elementary

South Elementary

Middle School

Barbara Kahane

Lauren LaPointe

High School

Michael Doherty

Rose Papuga

DESCRIPTIVE INFORMATION

ELEMENTARY FINE ARTS PROGRAM OVERVIEW

- The content of every lesson is constructed around multiple *Learning Standards* described in the Massachusetts Arts Curriculum Framework.
- Students in every grade use the materials and techniques of drawing, painting, malleable media such as ceramics, printmaking, collage, 3-D assemblage, and textile projects with increasing sophistication, building on knowledge and skills gained in previous years.
- Lesson themes could be based on seasonal interests or designed to integrate with current academic classroom curriculum. In addition, at least one master artist and/or the arts of a specific culture is studied in each grade level. Students are granted access to art from other cultures for inspiration, fostering a sense of the global community.
- Students are encouraged to respond to artwork, including their own, using criteria and vocabulary appropriate to the lesson. They are frequently asked to evaluate their projects, and reflect on what they would want to change if they were to do it again.
- Teachers and students use diverse technology to facilitate projects. Lessons are varied in content, materials, themes, and the levels of challenge in order to appeal to all learning styles and to provide each student with a sense of accomplishment and pleasure in making art.
- Samples of exemplary work are mounted and displayed throughout the schools and community.

Grade Level Projects

Kindergarten

Aztec Clay Suns

Skateboard Designs (inspired by Aaron Draplin)

Plantzilla Illustrations

Andy Warhol Flowers

Paul Klee Castles

Clay Pinch Pot Bats

Eric Carle Insects Under Magnifying Glasses

3D Spider Color Mixing

Patterned Spring

1st grade:

Insect jars (using artist Charley Harper)

Pinch Pot Monsters

Textured Clay Fish

Collaged Paper Suns (inspired by Alma Woodsey Thomas)

3D Paper Flowers (inspired by Ave Studio Artists)

Day of the Dead Skulls

Patterned Landscapes (using artist Wayne Thiebaud)

Buildings with emotions (inspired by James Rizzi)

Cray-Pas Flowers (using VanGogh)

Artist are Inspired! Masks (using insects and birds as inspiration)

iPad Symmetry! (inspired by classroom theme of butterflies)

Second Grade

Paper Landscapes (inspired by Lawren Harris)

Chalk Pastel Cactus Drawings (inspired by Joshua Wiley)

Clay Cacti

Clay Birds in Nests

City Collages in teams (inspired by Romare Bearden)

Guitar Painting (inspired by Pablo Picasso)

Cave Drawings in teams (inspired by Lascaux Caves)

Oil Pastel Sunset (inspired by Georgia O'Keefe)

Pop Art Crayon Sculptures using Recycled Materials (inspired by Claes Oldenburg)

Family Portraits (using artist Mary Cassatt)

In the Style of.....(using illustrator Tomie dePaola)

Winter Greetings! (a multimedia project using drawings, the iPads, and text)

Third Grade:

Cake Paintings (inspired by Wayne Thiebaud)

Paper Poppies

Paper masks (inspired by AJ Fosik)

Oaxacan Clay Chameleons

Animal Printmaking

Lego Self Portraits

Collaged Quilts (inspired by Gee's Bend Quilts)

Dream Machines (inspired by Souther Salazar)

Monoprinting Layers

Cray-Pas Ice Cream Cones (using artist Wayne Thiebaud)

Chalk Pastel Snowmen (using illustrator Mark Buehner)

Superheroes! iPad animations (small-group art project)

Fourth Grade:

Clay Dragons (in collaboration with China Unit)

Guardian Figure Sculptures (inspired by the arts of China)

Recycled Robots

Views from above (inspired by Astronaut Scott Kelly's Instagram and Daily Overview Website)

iPad Art (inspired by Romero Britto)

Day of the dead Printmaking Skulls

Natural Sculptures (inspired by Andy Goldsworthy)

Paper Self Portraits

Pencil vs Camera sketches (inspired by Ben Heine)

Gyotaku Fish Printing

Paper Web Group Project (inspired by Suzanne Shutan)

Tints and Shades Citrus Fruits

Overlapping skylines (inspired by Yoni Alter)

Graphic heART! (small group iPad project on graphics)

Fifth Grade

Dragon eyes

Clay Masks (inspired by Kimmy Cantrell)

IPad Landscapes (inspired by David Hockney)

One-point Perspective Cities

Symbol Self Portraits (inspired by Giuseppe Arcimboldo)

Pop Art Ice Cream Cones (recycled materials and paper mache)

Stop Motion Animation

Color Wheels

APPRAISAL SECTION – ELEMENTARY LEVEL

Program Strengths

- Increasing integration with other specialists and classroom curriculum.
- Continued refinement of art curriculum reflecting national and state standards.
- The overall quality and quantity of work displayed at the new HPS Art Showcase at Town Hall.
- All teachers have participated in professional development workshops at the following art museums: Institute of Contemporary Art Boston, Isabella Stewart Gardner Museum, and the deCordova Sculpture Park and Museum
- With funding from a HEF grant, South School, PRS, and East School invited artist Bren Bataclan to collaborate and make unique murals with students.
- Continued use of Smart Boards and document cameras to benefit all learners. Students have been enjoying and benefiting from the use of the Smart Boards/document cameras. Drawing directly on the board on top of art, creating art, seeing their own art enlarged, using the board for assessment, interacting with arts web sites, and viewing artists create work are all very useful and appreciated. Most students learn more quickly with the use of the Smart Board. Time is saved during lesson introductions, and teachers can actually be in two places at once; teachers can make a short “how to” video that runs while placing supplies on tables. Teachers can also cue a second part to a lesson for those students who learn quickly while they are helping students who need reinforcement.
- Foster implemented an online portfolio of student art using Artsonia. This demonstrates student growth in art over time and serves as an excellent home-school connection. Over 14,200 pieces of art have been photographed, edited and uploaded for display since November, 2013. We have had over 31,500 visitors in 2 1/2 years to the Foster School Artsonia Page (<http://www.artsonia.com/schools/school.asp?id=104097>). Foster was the #1 elementary school in Massachusetts that posted art on Artsonia last year. This is a free service to the District.
- Foster received a grant from the HEF for 5 iPads for classroom use in the art room. Students have used them to create animations in cooperative learning situations. The iPads have been used at other levels as well.
- Foster collaborated with the Math Specialist for a STEAM Night (Science, Technology, Engineering, Art & Mathematics.) This was very well received with around 200 participants, and will continue in the future.
- Plymouth River School continuously updates website prart.weebly.com, participated in the Second Parish Art Show, plans and implements STEAM week projects, coordinated the art scavenger hunt at the Town Hall art showcase, and corresponded with artist Souther Salazar (sent images of student artwork to the artists and he sent us prints)!

- South School has accomplished additional murals around the school, has a strong Get Smart About Art Program, and extensive cross curricular China Trade Culmination (4th grade), and currently teaches an adaptive art class to severe special needs students

Areas of Concern

Currently, elementary art specialists have a few additional blocks in their schedule. They are assigned "areas of support" in their schedules by aiding in other academic subjects instead of art. Instead, art teachers would love the opportunity to teach additional classes in the area in which they are certified: art. Such content could include enrichment groups for students who are gifted in art. Other possible areas of need is to build upon adaptive art classes for students with various challenges or create a class that focuses on the visual displays/bulletin boards around the buildings.

MIDDLE SCHOOL PROGRAM OVERVIEW

6th Grade Art

- The sixth grade program consists of varied curriculum based on the Massachusetts frameworks
- Students are exposed to a number of different media including, but not limited to, watercolor, Cray-Pas, acrylics, and printmaking. The exposure will enable them to choose the media which best suits their expression or voice at any given time
- Experimentation with a variety of media also helps develop coordination and self-confidence
- Students learn the basics of perspective and drawing from life
- Students will learn skills that will equip them for the seventh and eighth grade art programs

7th & 8th Grade Art

- Further develop students' understanding of the elements and principles of art
- Continue to work with a wide variety of materials
- Develop an individual's sensitivity to aesthetic values in works of art, in human relations, and in one's environment
- Emphasize building confidence using basic drawing techniques that can help them be more capable artists
- Stress craftsmanship and attention to detail in order to promote self-critique and discipline
- Students know the art making process through generating ideas, doing sketches, transferring their work, and seeing it through to a high level of quality
- Students leave middle school prepared to go on to high school level art classes having been exposed to many art making materials and techniques; and they are comfortable with the artistic process

Middle School Projects

Sixth Grade:

Zentangle Architecture

Aboriginal Art

Klimt Trees

Watercolor Birch trees

Scratch Art Castles

Seurat Pointillist Landscapes

Sea Turtles

Watercolor Hot Air Balloons

Seventh Grade:

Name Mola (out of cut paper)
Calligraphy with Color Gradation
Thematic Perspective Drawings
Ceramics
Cut Paper Landscape
Weaving
Accordion Books using Watercolor Pencils
Shoe Drawings
Pastel Landscapes
Cray-Pas Abstract Design

Eighth Grade:

Black and White Radial Design
Animal Pattern Projects (color pencil)
Cut Paper Musicians (collage)
Silhouette Painting (acrylic on canvas)
Clay Shoes
Georgia O'Keefe Flowers (chalk pastel)
Clock Project (depending on class size)
Scratch Art Animals
1 Point Perspective Rooms

APPRAISAL SECTION – MIDDLE SCHOOL

Program Strengths

- All members of the sixth grade class in Hingham take Art
- The program is designed for students of all levels of abilities
- Teachers foster students with minimal skills and interests while developing the technical skills and sensitivity of more advanced students
- Sixth graders have an opportunity to learn and create at a personal level while benefiting from a challenging and productive environment
- Curriculum stresses individual accomplishment
- Students become sensitive to understanding and appreciating everyone's art including famous works and peers
- Over one hundred middle school students had their work on display at the HPS Showcase at Town Hall
- Participation in Second Parish Art show
- Student work is displayed on the classroom website at <http://hinghammiddleart.weebly.com>

Areas of Concern

With the opening of the new school, many of the issues from the last report have been rectified. The additional dedicated room and the new storage have negated classroom sharing problems. An additional .2 FTE art position in the 16-17 budget will help alleviate the issue of class sizes. As of the last report, student enrollment has increased from 517 students to 665, an increase of 148 students (over 25%).

HIGH SCHOOL PROGRAM OVERVIEW

- All courses are aligned with the Mass State Curriculum Frameworks and also with the National Core Arts Standards
- The secondary art curriculum exists on two tracks separated by two dimensional and three dimensional works. Students may elect an entry-level course in either two-dimensional or three-dimensional art at any time in his/her high school career
- The curriculum is designed as a sequence of offerings that cultivate a student's technical skills while emphasizing creativity
- At the completion of Intro to Drawing, Wheel Throwing or Ceramics & Sculpture I, the student may continue in either of these disciplines
- Students experience a program that develops sensitivity, knowledge, and the ability to control two or three-dimensional mediums to the point where they enjoy and take pride in their accomplishments
- Students are also exposed to Contemporary art at all levels at the high school
- Successful completion of Drawing and Painting I and II, Ceramics and Sculpture II, and Portfolio Class will produce a collection of pieces that represent a student's technical, creative, and academic skills. This portfolio of artwork is essential for college entrance if the student wishes to pursue a career in art

Introduction to Drawing (Semester)

In Introduction to Drawing, students focus on developing technical drawing skills and craftsmanship through an appreciation of nature and man-made objects. This class expands the principles explored in Art 7 and 8 at the middle school level. Students develop a greater capacity for personal expression as they gain knowledge of equipment and materials. The course strives to improve a student's self-confidence by developing a logical approach to problem solving. Furthermore, peer critiques and a discussion of contemporary art are incorporated into the class to create a critical but supportive environment that fosters self-reflection and revision.

Drawing and Painting I, II (Semester)

Drawing and Painting I and II are consecutive courses offered to students who have completed Introduction to Drawing with a grade of a B or higher. These two classes provide a platform for problem solving through the development of technical skills. These skills are necessary to perceive and execute several two dimensional art forms. Drawing and Painting I focuses on observational drawing, while Drawing and Painting II focuses on the human figure. Students strive to develop the emotional content of design and color, observe the effects of light and learn to express personal observation as they hone their observational skills. Peer critique is used to analyze a finished product to see if it makes the intended statement, to further increase their vocabulary of visual arts, and to progress with guidance and confidence.

Ceramics and Sculpture I (Semester)

Ceramics and Sculpture I is the foundation class for students to investigate the three-dimensional form in clay as well as build good studio art practices. Students create work by using basic methods of coil, slab, additive, and subtractive sculpting along with glazing and under glazing techniques. Weekly sketchbook assignments of ideas, brainstorming, reference imagery, and class notes aid in artistic development. Emphasis is placed on making meaningful, personal work, learning about the

contemporary art world and constructive class critiques. Some projects include sculptural mug, sculpting the human face, and ancient Greek vessels.

Ceramics and Sculpture II (Semester)

Ceramics and Sculpture II continues the investigation of three-dimensional media as a means of expression. With basic skills mastered in Ceramics I, students spend more time designing their own projects as well as developing their artistic style and voice through the use of an extended conversation about contemporary artists and journaling exercises. Craftsmanship and surface treatment are emphasized in order to develop sophistication. Students are required to continue to use their sketchbook for brainstorming and reference material. Some projects are inspired by Islamic art, Felix Gonzalez-Torres, Kehinde Wiley, and NPR's This I Believe essays.

Wheel Throwing (Semester)

In Wheel Throwing, students pursue the investigation of the three-dimensional form on the potter's wheel as well as develop good studio practices. Students learn basic methods of centering, pulling up the walls, tooling, and glazing. The study of form is explored through throwing a series of functional or decorative shapes for each project including mugs, nesting bowls and vases. In addition, students are required to keep a sketchbook of ideas and brainstorms, learn about contemporary artists through class slide lectures, and participate in informal critiques. Students who take wheel-throwing classes gain a sense of accomplishment through hard work and practice. Students also gain a great amount of self-reliance, problem solving ability and confidence while developing this very difficult skill.

Advanced Wheel Throwing (Semester)

In Advanced Wheel Throwing, students expand their knowledge and sensitivity to clay through advanced wheel throwing techniques and intensive independent investigation. Focus is placed on strengthening the artistic voice and providing wider exposure to the professional art world. Students are challenged to create labor intensive works such as tea pots and face jugs. The artist's sketchbook continues to play a large role in their development where students draw many brainstorms as well as complete artist research assignments for homework. Furthermore, students take on more responsibilities around the art room including loading the kiln, mixing glazes and recycling clay.

AP Studio Art: 3-D Design (Year-long)

AP Studio Art: 3-D Design is a rigorous course where students create a portfolio that contains three sections: breadth, concentration, and quality. Students build on the knowledge gained in past courses to go beyond the basics and focus on developing mastery in concept, composition and execution of 3-D design. In the portfolio, students demonstrate their understanding of design principles as they relate to the integration of depth, space, volume and surface. This course also focuses on finding artistic voice and making work meaningful. The class culminates in a portfolio of 16 works submitted to the College Board.

Portfolio Class (Year-long)

Portfolio is a class for students applying to art school or interested in creating an art supplement for college applications in their senior year. Specific assignments are given in conjunction with individual help and consultation. To enter Portfolio class, a student must have successfully completed Introduction to Drawing, Drawing and Painting I, and Drawing and Painting II, or obtain the consent of the instructor.

Portfolio students become acquainted with different art schools and the programs varied philosophical approaches to art making. They are introduced to the requirements for entrance into a college art program, produce a portfolio of art works to be used for the college entrance application, and establish work habits comparable with those expected at a college level. Students create work in a peer driven environment where the instructor and the students work in collaboration to create a body of cohesive work based on the skills and understanding from previous classes. Some assignments include technical bike drawing, plein air, observational self-portrait, and other student driven assignments. Research, reflection, and critique are a consistent part of class.

APPRAISAL SECTION – SECONDARY

Program Strengths

- The success of Hingham’s art students stems from a well-designed, multi-purpose curriculum
- The teachers create an environment that is conducive to learning, production, and enjoyment that develops confidence and pride in one’s accomplishments
- Fine arts students are active in the local arts community. They participate in many art shows around the South Shore including Empty Bowls, the Second Parrish Arts festival, the South shore YMCA High school art show, Scholastic Art and Writing Awards, South Shore Art Center Arts Festival, and our own Art Showcase at Town Hall
- In addition to local shows, student work can be seen through Instagram at Hingham_pottery or online galleries at <http://hinghampottery.weebly.com/>
- The strength of the Art Program at the high school level is its focus on individualizing instruction to meet all students
- In every course, students produce pieces that represent a range of technical skills as well as artistic voice. This results in a variety of original artwork that is aesthetically pleasing
- It is evident the students are creating sophisticated works by the numerous awards and the praise the students receive from the many art shows they participate in every year. Over the past years, Hingham Public School students have won awards at the Scholastic Art and Writing awards including awards at the national level
- The Art Department at Hingham High School rivals many colleges in its facilities. This allows for greater course offerings and an environment conducive to the production of fine art in both two and three-dimensional displays
- Portfolio students who return from college to speak with the current art classes. These students display a confidence in technical as well as creative problem solving skills, a work ethic needed to survive at the college level, and ability to work and function with both classmates and instructors. These characteristics have their roots in the Hingham Public School program
- The high school teachers meet regularly to coordinate and plan for art shows around Hingham and professional development workshops at local art museums including: Institute of Contemporary Art Boston, Isabella Stewart Gardner Museum, and the deCordova Sculpture Park and Museum

Areas of Concern

Prior to the 16-17 school year, budget was a major concern. Technology remains an ongoing concern. This year, the drawing room received eight iMac desktop computers that were being replaced in the graphics department as part of the five year rotation.

STATISTICAL DATA

	2006-07	2010-11	2015-16	2016-17
Supply budget	\$18,700	\$19,500	\$17,800	\$21,200
Total students	2577	2776	2940	c.2940
Student expenditure	\$7.26	\$7.02	\$6.05	c.\$7.21

ELEMENTARY LEVEL

<u>2011 Report</u>	<u>2016 Report</u>
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	# of Classes	# of Students	# of Classes	# of Students
South	25	516	25	530
PRS	20	458	23	485
Foster	22	484	24	470
East	25	55	24	579
Total	92	2008	96	1994

STATISTICAL SECTION – SECONDARY LEVEL

<u>2011 Report</u>	<u>2016 Report</u>
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Middle School	# of Students	# of Students
6th Grade Art	325	374
7th Grade Art	75	141
8th Grade Art	120	150
Total	517	665

<u>2011 Report</u>	<u>2016 Report</u>
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High School	# of Students	# of Students
Introduction to Drawing	47	53
Drawing & Painting I	29	32
Drawing & Painting II	14	14
Portfolio	9	10
Directed Study	3	4
Ceramics & Sculpture I	70	57
Ceramics & Sculpture II	18	34
Wheel Throwing	56	56
Adv. Wheel Throwing	N/A	14
AP 3D Studio Art	N/A	8
Total	246	282

Changes Since the Last Report

- Movement of the K-12 Art Showcase from the High School cafeteria to the Hingham Town Hall
- Expansion of the K-12 Art Showcase from one night to two weeks
- Increase in Middle School staffing
- Increase in High School staffing
- Additional dedicated art room with increased storage at the Middle School
- Access to computers in the High School art room
- Regularly scheduled professional development as a department
- HHS received grants for iPad Pros, a pug mill, and several new throwing wheels from the HEF and the PTO's
- Foster has several iPads' for classroom use
- Rose Papuga has received her Master's Degree from Boston University

Suggested Actions for the Future

- Increase staffing at the high school and the middle school to accommodate higher numbers of requests for classes
- High school teachers would benefit from common planning time
- Updated technology in the high school classrooms
- More consistent scheduling at Elementary level
- Art enrichment for highly motivated students at Elementary level

APPENDIX A

MASSACHUSETTS ARTS CURRICULUM FRAMEWORKS

The Hingham Public Schools K-12 Fine Arts curriculum is designed to engage all students in a challenging, creative and supportive setting. The curriculum is aligned with the Massachusetts Arts Curriculum Frameworks and the National Core Arts Standards.

Standard 1

Methods, Materials, and Techniques

K-4 Standard 1: Methods, Materials, and Techniques:

By the end of 4th grade students will: Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects. Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood, or found objects for assemblage and construction. Learn and use appropriate vocabulary related to methods, materials, and techniques. Learn to take care of materials and tools and to use them safely.

5-8 Standard 1: Methods, Materials, and Techniques:

By the end of 8th grade students will: Expand the repertoire of 2D and 3D art processes, techniques, and materials with a focus on the range of effects possible within each medium, such as: 2D – transparent and opaque media, wet, dry, stippled, blended, wash effects; relief printmaking effects; 3D – mobile and stabile forms, carved, molded, and constructed forms. Create artwork that demonstrates an awareness of the range and purpose of tools such as pens, brushes, markers, cameras, tools and equipment for printmaking and sculpture, and computers. Use the appropriate vocabulary related to the methods, materials, and techniques students have learned and used in grades K–8. Maintain the workspace, materials, and tools responsibly and safely.

9-12 Basic Study Standard 1: Methods, Materials, and Techniques:

By the end of a basic study cycle students will: Demonstrate the ability to create 2D or 3D works that show knowledge of unique characteristics of particular media, materials, and tools. Use electronic technology for reference and for creating original work. Explore a single subject through a series of works, varying the medium or technique. For example, a student makes a drawing, woodcut, and painting of a still life, landscape, or figure. Describe and apply procedures to ensure safety and proper maintenance of the workspace, materials, and tools.

9-12 Extended Study Standard 1: Methods, Materials, and Techniques:

By the end of an extended study cycle students will: Make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects. For example, students select a medium for its expressive qualities or structural properties. Demonstrate a mastery of tools and techniques in one medium. Describe and apply procedures for the safe and proper maintenance of the workspace, materials, and tools; identify potential health hazards associated with materials.

Standard 2

Elements and Principles of Design

K-4 Standard 2: Elements and Principles of Design:

By the end of 4th grade students will: For color, explore and experiment with the use of color in dry and wet media. Identify primary and secondary colors and gradations of black, white and gray in the environment and artwork. Explore how color can convey mood and emotion, Create representations of textures in drawings, paintings, rubbings, or relief. For shape and form, explore the use of shapes and forms in 2D and 3D works. Identify simple shapes of different sizes in environment and in artwork. For pattern and symmetry, explore the use of patterns and symmetrical shapes in 2D and 3D works. Identify patterns and symmetrical forms and shapes in the environment and artwork. Explain and demonstrate ways in which patterns and symmetrical shapes may be made. For space and composition, explore composition by creating artwork with a center of interest, repetition, and/or balance Demonstrate an understanding of foreground, middleground, and background. Define and identify occurrences of balance, rhythm, repetition, variety, and emphasis.

5-8 Standard 2: Elements and Principles of Design:

By the end of 8th grade students will: For color, use and be able to identify hues, values, intermediate shades, tints, tones, complementary, analogous, and monochromatic colors. Demonstrate awareness of color by painting objective studies from life and freeform abstractions that employ relative properties of color. For line, use and be able to identify various types of line. For texture, use and be able to differentiate between surface texture and the illusion of texture (visual texture). For shape, form, and pattern, use and be able to identify an expanding and increasingly sophisticated array of shapes and forms, such as organic, geometric, positive and negative, or varieties of symmetry. Create complex patterns. For space and composition, create unified 2D and 3D compositions that demonstrate an understanding of balance, repetition, rhythm, scale, proportion, unity, harmony, and emphasis. Create 2D compositions that give the illusion of 3D space and volume.

9-12 Basic Study Standard 2: Elements and Principles of Design:

By the end of a basic study cycle students will: Apply knowledge of color theory to a project focusing on the use of complementary colors. Be able to use values of colors in wet and dry media to create the illusion of 3D form on a 2D surface. Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others. Review systems of visualizing information and depicting space and volume, for example, scale and vanishing point, linear, atmospheric, and isometric perspective; and create works using these systems. Create artwork that demonstrates understanding of the elements and principles of design in establishing a point of view, a sense of space, or a mood.

9-12 Extended Study Standard 2: Elements and Principles of Design:

By the end of an extended study cycle students will: Create artwork that demonstrates a purposeful use of the elements and principles of design to convey meaning and emotion. Create artwork that demonstrates facility in selective use of elements and principles of design to establish a personal style.

Standard 3

Observation, Abstraction, Invention, and Expression

K-4 Standard 3: Observation, Abstraction, Invention, and Expression:

By the end of 4th grade students will: Create 2D and 3D artwork from direct observation. Create 2D and 3D expressive artwork that explores abstraction. Create 2D and 3D artwork from memory or imagination to tell a story or embody an idea or fantasy.

5-8 Standard 3: Observation, Abstraction, Invention, and Expression:

By the end of 8th grade students will: Create 2D and 3D representational artwork from direct observation in order to develop skills of perception, discrimination, physical coordination, and memory of detail. Create symbolic artwork by substituting symbols for objects, relationships, or ideas. Create artwork that employs the use of free form symbolic imagery that demonstrates personal invention, and/or conveys ideas and emotions. Create artwork that shows knowledge of the ways in which architects, craftsmen, and designers develop abstract symbols by simplifying elements of the environment.

9-12 Basic Study Standard 3: Observation, Abstraction, Invention, and Expression:

By the end of a basic study cycle students will: Create representational 2D artwork from direct observation and from memory that convincingly portrays 3D space and the objects and people within that space. Create 2D or 3D artwork that explores the abstraction of ideas and representations. Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas.

9-12 Extended Study Standard 3: Observation, Abstraction, Invention, and Expression:

By the end of an extended study cycle students will: Demonstrate the ability to portray emotions and personality through the rendering of physical characteristics in 2D or 3D work. Demonstrate the ability to use representation, abstraction, or symbolism to create 2D or 3D artwork that conveys a personal point of view about issues and ideas.

Standard 4

Drafting, Revising, and Exhibiting

K-4 Standard 4: Drafting, Revising, and Exhibiting:

By the end of 4th grade students will: Select a work or works created during the year and discuss them with a parent, classmate, or teacher, explaining how the work was made, and why it was chosen for discussion. Select works for exhibition and work as a group to create a display. As a class, develop and use criteria for informal classroom discussions about art.

5-8 Standard 4: Drafting, Revising, and Exhibiting:

By the end of 8th grade students will: Produce work that shows an understanding of the concept of craftsmanship. Demonstrate the ability to describe preliminary concepts verbally; to visualize concepts in clear schematic layouts; and to organize and complete projects. Demonstrate the ability to articulate criteria for artistic work, describe personal style, assess and reflect on work orally and in writing, and to revise work based on criteria developed in the classroom. Maintain a portfolio of sketches and finished work. Create and prepare artwork for group or individual public exhibitions.

9-12 Standard 4: Drafting, Revising, and Exhibiting:

By the end of a basic study cycle students will: Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in-group settings. Conceptualize: plan, generate ideas, make preliminary sketches, participate in discussions, imagine outcomes, and set goals. Organize: choose materials and techniques to attain the desired look and feel; maintain work space and personal schedule; review progress of work with others; and revise work appropriately. Complete: prepare work for presentation or exhibition. Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment. Maintain a portfolio of artwork that demonstrates a progression of ideas and skills over time. Choose and prepare artwork for exhibition, and be able to discuss their choices.

9-12 Extended Study Standard 4: Drafting, Revising, and Exhibiting:

By the end of an extended study cycle students will: Create a presentation portfolio that includes work in several media and that demonstrates a progression of ideas and preliminary and finished work in each medium. Demonstrate an ability to see their own personal style and discriminate among historical and contemporary styles. Demonstrate the ability to draw from other disciplines in the creation of a body of work. Organize and present an exhibit of a body of their own work to others.

Standard 5

Critical Response

K-4 Standard 5: Critical Response:

By the end of 4th grade students will: In the course of making and viewing art, learn ways of discussing it, such as by making a list of all of the images seen in an artwork (visual inventory); and identifying kinds of color, line, texture, shapes, and forms in the work. Classify artworks into general categories, such as painting, printmaking, collage, sculpture, pottery, textiles, architecture, photography, and film. Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks. (Grades 3 and 4) Explain strengths and weaknesses in their own work, and share comments constructively and supportively within the group.

5-8 Standard 5: Critical Response:

By the end of 8th grade students will: Demonstrate the ability to recognize and describe the visual, spatial, and tactile characteristics of their own work and that of others. Demonstrate the ability to describe the kinds of imagery used to represent subject matter and ideas. Demonstrate a fundamental awareness of architectural styles and the ways that these have influenced painting and sculpture.

9-12 Critical Response:

By the end of a basic study cycle students will: Demonstrate the ability to compare and contrast two or more works of art, orally and in writing, using appropriate vocabulary. Use published sources, either traditional or electronic, to research a body of work or an artist, and present findings in written or oral form. Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work.

9-12 Extended Study Standard 5: Critical Response:

By the end of an extended study cycle students will: Analyze a body of work, or the work of one artist, explaining its meaning and impact on society, symbolism, and visual metaphor. Demonstrate an understanding how societal influences and prejudices may affect viewers' ways of perceiving works of art.

Standard 6

Elements and Principles of Design

K-4 Standard 6: Purposes and Meanings in the Arts:

By the end of 4th grade students will: When viewing or listening to examples of visual arts, architecture, music, dance, storytelling, and theatre, ask and answer questions such as, “What is the artist trying to say?” “Who made this, and why?” “How does this work make me feel?” Investigate uses and meanings of examples of the arts in children’s daily lives, homes, and communities.

5-8 Standard 6: Purposes and Meanings in the Arts:

By the end of 8th grade students will: Interpret the meanings of artistic works by explaining how the subject matter and/or form reflect the events, ideas, religions, and customs of people living at a particular time in history. What do these works reveal about attitudes toward artistry in 18th century America? Describe how artistic production can shape and be influenced by the aesthetic preferences of a society.

9-12 Basic Study Standard 6: Purposes and Meanings in the Arts:

By the end of a basic study cycle students will: Interpret the meanings of artistic works based on evidence from artists’ biographies, autobiographies, or videotaped or written interviews. Describe and analyze examples of art forms that integrate practical functions with aesthetic concerns.

9-12 Extended Study Standard 6: Purposes and Meanings in the Arts:

By the end of an extended study cycle students will: Compare examples of works from several periods or cultures and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events. Compare examples of works from several arts domains within a period or culture and explain the extent to which each reflects function, customs, religious beliefs, social philosophies, aesthetic theories, economic conditions, and/or historical or political events.

Standard 7

Roles of Artists in Communities

K-4 Standard 7: Roles of Artists in Communities:

By the end of 4th grade students will: Investigate how artists create their work; read about, view films about, or interview artists such as choreographers, dancers, composers, singers, instrumentalists, actors, storytellers, playwrights, illustrators, painters, sculptors, craftspeople, or architects.

5-8 Standard 7: Roles of Artists in Communities:

By the end of 8th grade students will: Describe the roles of artists in specific cultures and periods, and compare similarities and differences in these roles, considering aspects such as: The conditions under which artists created, performed, and/or exhibited work and the status of artists; the sources of support for the arts; and the ways, such as apprenticeship or training, in which students learned the skills and knowledge that qualified them to produce or perform artistic work. Identify and describe careers in at least one art form. Describe the function of cultural organizations and arts institutions such as museums, and historical preservation organizations.

9-12 Basic Study Standard 7: Roles of Artists in Communities:

By the end of a basic study cycle students will: Analyze how the arts and artists are portrayed in contemporary newspapers, magazines, films, and electronic media. Describe various roles that artists serve, cite representative individuals who have functioned in these roles, and describe their activities and achievements. Describe the roles of individual patrons, cultural organizations, and governments in commissioning and collecting works and presenting performances.

9-12 Extended Study Standard 7: Roles of Artists in Communities:

By the end of an extended study cycle students will: Analyze how the arts and artists were portrayed in the past by analyzing primary sources from historical periods. Identify artists who have been involved in social and political movements, and describe the significance of selected works. Describe the roles of government, philanthropy, arts institutions, critics, and the publishing, recording, and tourism industries in supporting the arts and historic preservation, and in creating markets for the arts.

Standard 8

Concepts of Style, Stylistic Influence, and Stylistic Change

K-4 Standard 8: Concepts of Style, Stylistic Influence, and Stylistic Change:

By the end of 4th grade students will: Identify characteristic features of the performing and visual arts of native populations and immigrant groups to America, such as:

- Styles of North American native cultures of the East Coast, Plains, Southwest, and Northwest;
- Styles of folk and fine arts of immigrant groups from European, African, and Latin American, Asian, and Middle Eastern countries.

Identify characteristic features of the visual arts of world civilizations such as styles of ancient Egypt and Africa, China, Mesopotamia, Greece, Rome, and the Medieval period in Europe. Perform or create works inspired by historical or cultural styles.

5-8 Standard 8: Concepts of Style, Stylistic Influence, and Stylistic Change:

By the end of 8th grade students will: Identify American styles and genres of visual art and architecture, describe their sources, trace their evolution, and cite well known artists associated with these styles. Identify and describe characteristic features of genres and styles from a variety of world cultures and cite well-known artists associated with these styles.

9-12 Basic Study Standard 8: Concepts of Style, Stylistic Influence, and Stylistic Change:

By the end of a basic study cycle students will: Classify works from the United States and world cultures by genre, style, and historical period; explain why the works exemplify a particular genre, style, or period. Identify works, genres, or styles that show the influence of two or more cultural traditions, and describe how the traditions are manifested in the work.

9-12 Extended Study Standard 8: Concepts of Style, Stylistic Influence, and Stylistic Change:

By the end of an extended study cycle students will: Identify the stylistic features of a given work and explain how they relate to aesthetic tradition and historical or cultural contexts. Identify examples of innovation and tradition in the arts, and explain the works in relation to historical and cultural contexts. Identify variants within the style of a particular time period, and describe the advantages and limitations of using the concept of style to describe and analyze the work of a particular period or culture. Identify and analyze examples of artistic and/or literary allusions in works of visual arts and architecture.

Standard 9

Inventions, Technologies, and the Arts

K-4 Standard 9: Inventions, Technologies, and the Arts:

By the end of 4th grade students will: When using art materials or handling and viewing artifacts, ask and answer questions such as

- “What is this made of?”
- “Would I design this differently?”
- “Who first thought of making something like this?”

5-8 Standard 9: Inventions, Technologies, and the Arts:

By the end of 8th grade students will: Identify and describe examples of how the discovery of new inventions and technologies, or the availability of new materials brought about changes in the arts in various time periods and cultures. Identify and describe examples of how artists make innovative uses of technologies and inventions. Identify and describe examples of how contemporary artists use computer technology in their work.

9-12 Basic Study Standard 9: Inventions, Technologies, and the Arts:

By the end of a basic study cycle students will: Identify and describe examples of how technological development in one artistic domain can influence work in other artistic domain. Compare the available materials, inventions, and technologies of two historical periods or cultures and explain their effect on the arts. Identify and describe the examples of the persistence of traditional historical materials and technologies in contemporary artworks.

9-12 Extended Study Standard 9: Inventions, Technologies, and the Arts:

By the end of an extended study cycle students will: Evaluate the effectiveness of the use of a particular technology to achieve an artistic effect. Identify and describe how some contemporary artists concentrate on the use of technologies and inventions of the past to achieve specific artistic effects.

Standard 10

Interdisciplinary Connections

K-4 Standard 10: Interdisciplinary Connections:

By the end of 4th grade students will: Integrate knowledge of visual arts and apply the arts to learning other disciplines.

5-8 Standard 10: Interdisciplinary Connections:

By the end of 8th grade students will: Continue the above and apply knowledge of other disciplines in learning in and about the arts.

9-12 Basic Study Standard 10: Interdisciplinary Connections:

By the end of a basic study cycle students will: Continue the above and apply knowledge of cultural institutions to learning in the arts and other disciplines.

9-12 Extended Study Standard 10: Interdisciplinary Connections:

By the end of an extended study cycle students will: Continue the above and integrate knowledge from various disciplines and cultural resources.

Appendix B

Fine Arts Curriculum Maps

Kindergarten

SUBJECT: Mapping Our Surroundings		LAST REVISED:		
TERM: 2-3 class periods		PAGE 1 OF		
INTRODUCTION / OVERARCHING OBJECTIVES In this lesson, students look at artists that create and use maps to illustrate their identity and community. The students discuss the diversity and universality of maps and their importance in our daily lives. The students create maps to show their favorite parts of their neighborhoods or somewhere they have visited. At least one road or path must go off of the page so that when put together, all the student's maps are connected.				
UNDERSTANDING <i>Students will understand that:</i>	ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	SKILLS <i>Students will be able to:</i>	STD.
-Being part of a community is an important part of every person's life. -Artists incorporate ideas about their communities in their work. -Maps are visual diagrams that can tell us a lot about a place and where a person comes from.	-What is a map? -Why are maps important? -How could one create a map of their neighborhood?	-about maps and how to read them -about different artists who use map imagery in their artwork	-Create a drawn map of their neighborhood from their memory and imagination -Share their map with others and learn about one another by looking at and discussing their maps	Standard #1 Media, materials, and techniques Standard #3 Observation, abstraction, invention, and expression
INSTRUCTION / LEARNING EXPERIENCES <ul style="list-style-type: none"> ● students will look at and discuss different types of maps ● students will look at maps by artists ● students will imagine their neighborhood and draw a map using symbols and a key ● students will share their maps with one another 				
ASSESSMENTS				

SUBJECT: Third Grade Pumpkin drawing			LAST REVISED: 2/3/16	
TERM: 1 WEEKS: 2			PAGE 1 OF	
INTRODUCTION / OVERARCHING OBJECTIVES This lesson is designed to strengthen students' observational drawing skills.				
UNDERSTANDING <i>Students will understand that:</i>	ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	SKILLS <i>Students will be able to:</i>	STD.
A Sphere is composed of many different parts (shadow, highlight, cast shadow)	Why is it important to draw from observation?	That an observational drawing is a drawing where artists use their eyes to observe their subject while drawing it.	Draw a spherical form using shadows and highlights appropriately.	3.1 2.4
INSTRUCTION / LEARNING EXPERIENCES Students will use a still life of strongly lighted pumpkins to draw from observation using chalk pastels. Students, with the help of the teacher, will learn to identify and draw a highlight, shadow, and cast shadow of the pumpkins. Students will also view a brief demonstration on blending colors to create a seamless transition between the highlights and shadows on the form.				
ASSESSMENTS pre-test/post-test assessment will be used to check for student understanding. Scoring; each indicator to be given 1 point in scoring. A total of 9 points is possible. 1) Student creates a careful circle 2) Student adds a cast shadow 3) Students adds a curved shadow on the sphere 4) The student creates a highlight 5) There is a dark value 6) There is a medium value 7) There is a light value 8) The light source direction is clear 9) There is a gradual transition between values				

Grade 6

SUBJECT: ART		LAST REVISED:		
TERM: 1-2 WEEKS 16		PAGE 1 OF		
INTRODUCTION / OVERARCHING OBJECTIVES Grade 6 Curriculum Objectives-				
<ul style="list-style-type: none"> • Introduction to various art making media, materials, and techniques • Build upon creative thinking, observation, invention, expression, and abstraction strategies • Utilize appropriate visual art vocabulary to discuss student work and the work of artists • Expose students to a variety of artists, styles, and purposes for art making throughout history to present day 				
PROJECTS	Learning Objective	ART MEDIA AND MATERIALS	ART MAKING TECHNIQUES	STD.
1.Zentangle Architecture 2.Aboriginal Art 3.Klimt Trees 4.Watercolor Birch trees 5.Scratch art Castles	1. Students will replicate a piece of architecture of their choosing and transform it using the zentangle style. 2.They will create a background that conveys an understanding of color theory and blending techniques. 3.Students will demonstrate an understanding of Aboriginal art by creating a piece of art that shares stylistic influences of this culture. 4.Students will explore the life and work of Gustave Klimt and create a TREE of LIFE using gold paint and oil crayon accents. 5.Students will use various watercolor techniques to create a birch tree landscape. 6.Students will gain understanding of the artistic process as they sketch, transfer, and create detailed scratch art castles.	1.Sharpie, chalk pastel, examples of architecture from around the world 2.marker, paint, art swabs, examples of Aboriginal art and video of Aboriginal artists working today 3.paint, oil crayon, abstraction, pattern, symbolism, 4.watercolor paint, masking tape, salt 5.scratch board, scratch knives, tracing paper	1. Line, contrast, pattern, repetition, visual texture, blending, observation, analogous color, contrast, perspective 2. repetition, cultural influence, repetition, rhythm, purposes for art making in the world, observation, abstraction 3. abstraction, pattern, symbolism, art history through the exploration of Gustave Klimt’s life and work 4. watercolor techniques including wet on wet, dry brush, salt, resist, analogous color, shading, perspective 5. line, pattern, contrast, texture, shading, invention, expression	

INSTRUCTION / LEARNING EXPERIENCES

Students will be exposed to a wide variety of art making techniques and materials while exploring different artists and cultures around the world. They will gain understanding of the artistic process as they see their work progress from sketches to final product. They will also gain understanding of the function and purposes of art making throughout the world and over time. At the conclusion of 6th grade art students will have a foundation of skills, vocabulary, and thinking strategies that will enable them to be successful in their future artistic endeavors.

ASSESSMENTS- GRADING RUBRIC, CRAFTSMANSHIP, EFFORT, DEMONSTRATION OF SKILL SET

High School Art

SUBJECT: Ceramics and Sculpture I (grades 9-12)		LAST REVISED: 11.1.15		
TERM: 2 WEEKS: 11-16		PAGE 3 OF 4		
Introduction / Overarching Objectives Students will use each other as models to create a realistic self-portrait bust.				
UNDERSTANDING <i>Students will understand that:</i>	ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	SKILLS <i>Students will be able to:</i>	STD.
<ul style="list-style-type: none"> · Reference material is important when sculpting · Understanding the human body and proper proportions allows us to make the choice to follow or bend the rules in nature · Drawing in general can be learned and will take some practice · Gesture drawing helps inform our gesture sculpting · Giacometti and Bourgeois do a great deal of drawing in order to inform their sculpture · Letting loose and taking risks is essential in an art class · “It’s only those who do nothing that make no mistakes” · Learning to draw and sculpt is a ‘seeing’ exercise 	<ul style="list-style-type: none"> · What artist work do I like/don’t like and why? · What are the correct proportions of the human face/head? · What drawing techniques work for me? · What sculpting practices do I find helpful? · What am I interested in portraying in my face? · What type of reference material do I need? 	<ul style="list-style-type: none"> · The correct proportions of the human face/head · Real faces are not FLAT! · Move from general to specific when drawing and sculpting · Score and slip when adding two pieces of clay together · Approach hair like large ribbons of clay. · Artists: Durer self portraits, Jeff Koons, Frida Kahlo, Botero, Dame Elisabeth Frink, California guy · Art 21: Cindy Sherman · Bust article from Ceramics Monthly 	<ol style="list-style-type: none"> 1. Create a 3D self portrait 2. Use tools to sculpt 3. Underglaze and glaze their work 4. Keep a sketchbook of drawing and homework 	Visual Arts: 1-5
Instruction / Learning Experiences Slide lecture, demonstrations, notes of correct proportions, drawing practice days				
Assessments Finished self-portrait bust, class drawings, homework in sketchbook				















