

Students will be able to: METHODS, MATERIALS, AND TECHNIQUES

- Expand the repertoire of two-dimensional and three-dimensional art processes, techniques, and materials with a focus on exploring the effects possible within each medium. (*two-dimensional: blending, shading; three-dimensional: stabile forms, constructed forms*)
- Create artwork that demonstrates experimentation, careful use, care, and purpose of awareness of the range and purpose of tools. (*pens, brushes, colored pencils, sculpting tools, and computers*)
- Use the appropriate vocabulary related to the methods, materials and techniques students use in grades pre-K to 8.
- Maintain the workspace, materials, and tools responsibly and safely.

Students will be able to: ELEMENTS AND PRINCIPLES OF DESIGN

- Create a color wheel using primary and secondary colors.
- Use and describe the terms hue, value, shade, tint, and complementary, analogous, and monochromatic colors; create a tinted or shaded value scale of a given color; use color schemes to decorate object surfaces; be able to use color schemes in their own work.
- Use and be able to identify various types of lines. (*straight line family, curved line family, angle lined family, contour line drawings, freehand studies from observation and imagination*)
- Use and be able to differentiate between actual surface texture and the illusion of texture; use textures in their work.
- Identify an expanding and increasingly array of organic, geometric, positive and negative shapes.
- Create unified two-dimensional compositions that demonstrate a developing understanding of balance, repetition, scale, proportion, unity, and emphasis; begin to develop two-dimensional compositions that give the illusion of three-dimensional space.
- Be able to create the illusion of depth and space by using foreground, mid-ground and background in their work.

Students will be able to: OBSERVATION, ABSTRACTION, INVENTION, AND EXPRESSION,

- Begin to develop skills of perception, discrimination, physical coordination, and memory of detail necessary to create realistic two-dimensional and three-dimensional representational artwork from direct observation. (*gesture drawing, three-dimensional houses*)
- Create symbolic artwork by substituting symbols for objects, relationships, and ideas in their self-portrait.
- Introduce the concept that artists often use free form symbolic imagery that demonstrates personal invention, and/or conveys ideas and emotions.
- Observe the ways in which designers develop designs which they incorporate into clothing, advertising, and other everyday items.

Students will be able to: DRAFTING, REVISING, AND EXHIBITING

- Produce work that shows an understanding of the concept of craftsmanship.
- Set project goals, organize steps and follow an art project through to completion.
- Evaluate the quality of artwork based on criteria developed in the classroom and in a given rubric. Be able to reflect on work orally and in writing and revise work based on the criteria developed in the classroom.
- Maintain a portfolio of sketches and finished work.
- Create and prepare artwork for group or individual public exhibitions.

Students will be able to: CRITICAL RESPONSE

- Demonstrate the ability to recognize and describe the visual, spatial, and tactile characteristics of their own work and that of others. (*self-critiques and class critiques*)
- Demonstrate the ability to describe the kinds of imagery used to represent subject matter and ideas. (*literal representation, simplification, abstraction, symbolism*)
- Explore different architectural styles and observe how the influence of perspective can be found in paintings and in sculpture.

Students will be able to: PURPOSES AND MEANINGS IN THE ARTS

- Interpret the meanings of artistic works by explaining how the subject matter and/or form reflect the events, ideas, religions, and customs of a people living at a particular time in history.
- Describe how artistic production can shape and be influenced by the aesthetic preferences of a society.

Students will be able to: ROLES OF ARTISTS IN COMMUNITIES

- Describe the roles of artists in specific cultures and periods, and compare similarities and differences in these roles, considering aspects such as the sources of support for the arts.
- Identify and describe careers in at least one art form.
- Describe the function of cultural organizations and arts institutions. (*museums, historical preservation organizations*)

Students will be able to: CONCEPTS OF STYLE, STYLISTIC INFLUENCE, AND STYLISTIC CHANGE

- Begin to identify American styles of visual arts and cite well-known artists associated with these styles. (*Norman Rockwell, Maurice Sendak, Dr. Seuss*)
- Identify and describe characteristic features of genres and styles from a wide variety of world cultures and cite well-known artists associated with those styles (*French Impressionism; Monet, Van Gogh*)

*Students will be able to:* INVENTIONS, TECHNOLOGIES, AND THE ARTS

- 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 period and cultures. (*use of the camera and painting with Norman Rockwell, use of Printing presses and how art was made compared to today's computer generated art, digital cameras vs. film development*)
- Identify and describe examples of how contemporary artists use computer technology in their work. (*use of the digital camera, scanner*)
- Operate technology tools independently. (*digital camera, scanner, and printer*)
- Identify and use a variety of storage media.
- Demonstrate the use of features in word processing.
- Create, save, open, and import a word processing document in different file formats.
- Use a variety of technology tools.
- Collect and organize digital information from a variety of sources.

*Students will be able to:* INTERDISCIPLINARY CONNECTIONS

- Apply knowledge of other disciplines in learning in and about the arts. (*use number sense in mathematics as aid to understanding proportion and scale; use writing skills in their personal critiques and write compositions with clear focus, logically related ideas, and adequate details*)