

**COLEGIO MAYA VISUAL ARTS CURRICULUM
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Colegio Maya Visual Arts Currículo
Revision completed by the Visual Arts Curriculum Committee
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Performing and Fine Arts Department Philosophy

Through the ages humans have used the arts to build and enrich their personal and shared environment. Performing and fine arts experiences should help us to understand the visual, theatrical, and musical qualities of these environments and should lead to the desire and the ability to improve them. An education that includes the arts consistently emphasizes the ability to make qualitative judgments and can help each citizen assume his/her share of responsibility for the improvement of the aesthetic dimension of personal and community living. Acceptance of this responsibility is particularly important during periods of rapid technological development and social change.

Beliefs

1. Each individual possesses innate creative potential in Art, Drama, and Music.
2. Participation in Performing and Fine Arts (PAFA) develops analytical and critical thinking skills while promoting self-esteem and a sense of accomplishment in completed works.
3. In order to explore and maximize human potential, each student should participate in Art, Music and Drama at the elementary and secondary levels of education.
4. While PAFA classes are offered as “specials” in Elementary School, “electives” in High School, and part of the Exploratory Program in Middle School, whenever possible, Art, Music, and Drama should be incorporated into core subject matter to facilitate, synthesize and culminate the learning process. They are important intelligences to be attended to (Multiple Intelligence Theory).
5. The Arts are products of world history, culture, and society and should be studied and celebrated through classroom works.

Organization

The base of the Visual Arts curriculum has come from the National Standards for Arts Education which was developed by the Consortium of National Arts Education Associations. The standards across the levels are:

ART PRODUCTION

- 1. Content Standard:** Understanding and applying media, techniques, and processes.

ART CRITICISM

- 2. Content Standard:** Using knowledge of structures and functions.
- 3. Content Standard:** Choosing and evaluating a wide range of subject matter, symbols and ideas.

ART HISTORY & CULTURE

- 4. Content Standard:** Understanding the visual arts in relation to history and cultures.

AESTHETICS

- 5. Content Standard:** Reflecting upon and assessing the characteristics and merits of their work and the work of others.

INTERDISCIPLINARY CONNECTIONS

- 6. Content Standard:** Making connections between visual arts and other disciplines.

These standards are further delineated within grade level.

Art Standards

PK/Kinder

Production

- Uses variety of materials to create original artworks, emphasizing select elements of art and principles of design, with various subject matter and themes
- Demonstrates proper care and safe use of materials and tools
- Applies ideas from another subject as a source of ideas for artworks
- Applies elements of art and principles of design in own artworks

Criticism

- Identifies and describes elements of art- line, shape, color, texture, and form (as not flat)
- Identifies and describes principles of design – balance & pattern
- Demonstrates an understanding of art terms in talking about artworks

History & Culture

- Describes and compares subjects and main ideas of artworks of master artists from diverse cultures
- Identifies and describes clues in artworks that help determine time and place

Aesthetics

- Offers ideas about What is art? Who is an artist?
- Interprets and sequences pictures to tell a story
- Expresses a preference for one artwork over another and offers a reason

Interdisciplinary Connections

- Applies subjects and topics from other disciplines to artworks

1st Grade

Production

- Uses a variety of materials to create and model original artworks, emphasizing select elements of art
- Demonstrate proper care and safe use of materials and tools
- Experiments with color, mixing and applying: secondary colors, lights & darks, tints & shades, neutrals, warm & cool colors
- Uses imagination, immediate environment, and ideas from other subjects as a source of ideas for artworks
- Demonstrates an understanding of art terms and vocabulary in talking about artworks

Criticism

- Identifies and describes principles of design in artworks- balance (symmetrical / asymmetrical), movement, and emphasis
- Compares and applies concepts of **pattern** in art to those of other disciplines, such as pattern in music, dance, mathematics, and poetry
- Examines how artists overlap shapes to create a sense of depth, and applies concepts in own work

History & Culture

- Recognizes ways that artists are involved in communities (architects, painters, photographers, window designers, educators, museum workers)
- Examines common subjects and themes in artworks from different cultures

Aesthetics

- Examines and discusses feelings about artworks, who makes it, and why people make art
- Identifies, describes, and applies detail in artwork as small and interesting parts of the artwork

Interdisciplinary Connections

- Applies subjects and topics from other disciplines to artworks
- Applies reading strategies to artworks as visual text: connects / visualizes / predicts / questions

2nd Grade

Production

- Creates artworks emphasizing one or more elements of art (tints & shades; directional line; positive & negative space; real & implied texture; forms- objects that take up space)
- Uses a variety of materials and techniques to model, construct, and compose 3-dimensional works of art with different subjects and themes
- Creates artworks based on close observation of familiar objects (realism / representationalism)
- Demonstrates proper care and safe use of materials and tools
- Applies principles of balance, movement and rhythm in selected artworks

Criticism

- Examines how artists use principles of design (such as formal, informal, and radial balance; movement, rhythm)
- Compare / contrast artworks that share similar subject matter, both real and imaginary
- Discusses expressive qualities of artworks

History & Culture

- Makes statements about the purpose of particular artworks and the cultures that produced them
- Explains the use of symbols and cultural icons (such as flags, jewelry, uniforms, products, logos, ect) in select art works
- Uses a timeline to categorize artworks of 2-3 major historical periods

Aesthetics

- Give personal opinion / interpretation of expressive artworks
- Speculates about aesthetics: Where do ideas for artworks come from? What is art? Why do people make art?

Interdisciplinary Connections

- Applies subjects and topics from other disciplines to artworks
- Uses pictures and words in writing about art
- Discusses importance of digitally produced images and creates images using appropriate computer software

3rd Grade

Production

- Produces art in a variety of media and techniques
- Creates artworks from direct observation, emphasizing one or more of the elements of art (such as intermediate colors; expressive lines; geometric shapes and forms; tints, shades and value scales; balance; emphasis; and proportion)
- Applies textures, both visual and real, in 2-dimensional shapes and 3-dimensional forms
- Creates artwork with foreground, middle ground, and background; applies concepts of space and depth: overlapping, scale, bright/dull color, more/less detail
- Demonstrates proper care and safe use of art materials and tools
- Compares features and applies modeling, additive, and subtractive sculpture methods

Criticism

- Compares and explains how qualities of **texture** in artworks can be visual (or implied) and real (or actual)
- Analyzes differences and similarities in original artworks, reproductions, and copies
- Discusses and identifies different concepts of sculpture, such as modeling, subtraction, and additive

History & Culture

- Discusses the purpose and functions of art in today's world
- Makes decisions and places artworks on a timeline based on information, or clues, within the artworks

- Explains a work of art as a result of the culture and period in which it was produced
- Discusses how technology has influenced art, like photography and posters

Aesthetics

- Examines other peoples' reasons for preferences in artworks
- Expresses ideas, experiences, stories, and information about art in sentence form

Interdisciplinary Connections

- Applies subjects and topics from other disciplines to artworks

4th Grade

Production

- Plans subject matter and media, selects materials and techniques to create artwork based on own ideas
- Creates an artwork of an object, subject, or theme from a particular point of view
- Explains and demonstrates how artists use color value, dimensional line, and shading techniques to achieve 3-D effects
- Compares various concepts that show depth in artworks and applies concepts in own artwork: overlapping, placement, scale, color intensity, and detail (atmospheric perspective)
- Demonstrates proper care and safe use of art materials and tools

Criticism

- Describes how an artist creates a point of view (close-up, below, above)
- Examines artists use of color properties (hue, intensity, and value), color schemes, Space-positive and negative), balance (a/symmetrical, in/formal, radial), and movement (gesture, action, mobiles)
- Develops criteria for sorting artworks into categories such as landscape, cityscape, still life, seascape, and portrait
- Examines artworks base on art theory questions:
 - ◆ Is the artwork meant to imitate (realism)
 - ◆ Is the artwork primarily concerned with design or composition (formalism)
 - ◆ Is the artwork trying to express an emotion (expressionism)

History & Culture

- Uses available technology (computers, camera, software, etc) to access any art history information and create artwork
- Makes opinions about the purpose of particular artworks and the culture that produces them based on visual clues in the artworks
- Explains relationship between art and the culture of the artist (geography, political, religious, & economic)

Aesthetics

- Develops and applies criteria for judging personal decisions about artworks
- Examines art for understanding, facts, and implied meanings; distinguishes between fact and opinion

Interdisciplinary Connections

- Writes about art and artworks and adjusts writing for purposes and audience

5th Grade

Production

- Organizes and creates artworks using form, color expressing emotion, linear perspective, proportion, and contrast
- Describes and selects **color schemes** and uses specific color groups in artworks
- Analyzes proportion as the relationship of one part to another, or to the whole
- Demonstrates how artists use linear **perspective** to show distance
- Demonstrates proper care and safe use of materials and tools
- Uses specific media to create a variety of artworks
- Creates multiple solutions to convey a message, using symbols and selected subject matter
- Creates separate artworks that demonstrate Realism (imitating nature), Formalism (design and composition), Expressionism (feeling or emotion)

- Uses the **elements of art** in combination to demonstrate/create the **principle of design: contrast**, in artworks

Criticism

- Examines and analyzes specific media used to create artworks
- Critiques artworks in order: 1) Description, 2) analysis of composition, 3) interpretation of meaning, 4) looking for context clues in artwork to support interpretations
- Examines how artists use symbols, ideas, and subject matter in artworks to communicate a message
- Uses appropriate vocabulary to communicate ideas about artworks

History & Culture

- References a variety of sources (internet, posters, books, encyclopedias, etc) to gain ideas for artworks
- Interprets artworks from specific periods of art based on historical facts and information available about that time period
- Explains how technology has influenced art (invention of steel and architecture; invention of paint tubes and painting; computers and digital art; cameras and photography)

Aesthetics

- Supports personal position on the “Big Questions” such as what makes some things art and others not?
- Makes personal decisions and judgments about artworks
- Distinguishes between fact and opinion about art and artworks; justifies decisions

Interdisciplinary Connections

- Uses technology to investigate various solutions to artworks
- Uses language arts to help further express ideas in artworks, such as poetry, similes, metaphors, etc.
- Applies subjects and topics from other disciplines to artworks.

6th Grade

Production

- Plans and creates artworks using principles of design to organize the elements of art for creating a composition.
- Creates artworks to depict a mood, emphasize the effects of light as reflected off surfaces and within the atmosphere, or demonstrate proportion
- Uses art materials and techniques
- Creates artwork that is concerned with design and composition.
- Demonstrates proper care and safe use of art materials and tools.

Criticism

- Describes the properties of color (hue, value, intensity) and color schemes (monochromatic, analogous, and complementary)
- Describes and analyzes artworks based on questions related to art theories:
 - a) Does the intent of the artwork seem to imitate? (Realism/Imitational)
 - b) Is the artwork primarily concerned with design or composition? (Structuralism/Formalism)
 - c) Is the work trying to express a feeling or emotion? (Expressivism/Emotionalism)
- Determines interrelationships of elements of art and principles of design in artworks.

Art History

- Locates, reads, and summarizes major points from historical accounts of artists and/or artworks indigenous to a specific culture.
- Reads and writes about art for various purposes and contexts.

Aesthetics

- Judges an artwork based on how successfully it expresses aspects of the society in which it was produced
- Discusses how media used to create artworks (e.g., sculpture, drawing, painting, pottery, fiber arts, photography, video, and computer production) affects artistic expression.
- Recognizes how artists use selected subject matter, including symbols or ideas, to communicate a message

Interdisciplinary/connections

- Applies concepts and ideas from another discipline and its topics as sources of ideas for own artworks.

7th and 8th Grade

Production

- Select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
- Intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

Criticism

- Generalize about the effects of visual structures and functions and reflect upon these effects in their own work
- Employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.
- Select and use the qualities of structures and functions of art to improve communication of their ideas
- Integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks
- Use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

History & Culture

- Know and compare the characteristics of artworks in various eras and cultures
- Describe and place a variety of art objects in historical and cultural contexts
- Analyze, describe and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art

Aesthetics

- Compare multiple purposes for creating works of art
- Analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry
- Describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures

Interdisciplinary/connections

- Compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context
- Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

High School Art I

Production

- The student will maintain a sketchbook of drawing exercises, preliminary sketches, finished drawings, writings and class notes to use as a resource and planning tool.
- Develops ideas, plans, and produces artworks (drawings, paintings, sculpture, printmaking, computer art and ceramics/pottery) using a variety of media, tools, and processes
- The students will use a variety of subject matter and symbols to express ideas in works of art.
- Applies higher order thinking skills (e.g., tolerance of ambiguity, nuanced judgment, complex thinking, and finding structure in apparent disorder) in the creation of multiple solutions of visual problems
- Develops skills in using elements and principles to produce aesthetically pleasing compositions and to communicate expressive content
- Develops ideas, plans, and produces artworks that serve specific functions (e.g., expressive, social, and utilitarian)
- Demonstrates proper care and safe use of tools and materials
- The student will demonstrate skill in preparing and displaying works of art.

Criticism

- The student will employ evaluation skills and use appropriate art vocabulary when evaluating and interpreting works of art.
- The student will differentiate between personal preference and informed judgment when discussing works of art.

- Identifies and analyzes the effects composition, technical skills and media, have on the concept and expressive / formal content of an artwork
- Analyzes artists' use of the art elements and principles of design to communicate expressive content or ideas
- Interprets the content of objective (representational), abstract, and nonobjective artworks and discusses why artists might choose to work in each style
- Critiques artwork using the processes of description, analysis, interpretation, and judgment based on evidence observed in artwork
- Evaluates, based on predetermined criteria, own performance and progress on skills and written and visual products

History & Culture

- Describes works of art using appropriate art vocabulary
- The students will identify and categorize major styles of art according to medium, period, style, distinguishing characteristics and artist.
- Identifies selected major artists and artworks (Western and Non-Western), analyzes their historical and/or cultural significance, and evaluates the influence of historical factors on their development
- Compares and contrasts purposes and functions of art in our society and other societies both past and present.
- Identifies and evaluates through verbal, expository or creative writing the role of arts and artifacts as
 - a) a visual record of humankind's cultural, political, scientific, and religious history
 - b) a vehicle for gaining knowledge and understanding of another culture.

Aesthetics

- The student will discuss ways that aesthetic responses to works of art differ from judgments.
- The student will demonstrate in writing the ability to support personal criteria for making visual aesthetic judgments.
- The student will discuss art from a variety of aesthetic stances, including formalism, expressionism, and imitational.
- Expands, enhances, and develops personal answers to aesthetic questions such as what is aesthetics? What is the purpose of art? Why is art important to society? Why is it important for non-artists to study art? Why do people have differing responses to art? Why is there value in listening to and responding to others' reactions to art? Can good art be about unpleasant topics?

Interdisciplinary/connections

- Discusses art as an avocation with its opportunities for lifelong learning and expression, such as visiting museums, making art, reading or writing about art and artists, buying art, and volunteering in the arts.
- Applies concepts and ideas from another discipline and its topics as sources of ideas for own artworks

High School Art II

Production

- The student will continue to use and expand a sketchbook for drawing exercises, preliminary sketches, finished drawing, writing and class notes.
- Drawing: Develops ideas, plans, and produces artworks that serve specific functions (e.g., expressive, social, utilitarian)
- Drawing: The student will use technology to create and manipulate images
- Applies higher order thinking skills (e.g. nuanced judgment, tolerance of ambiguity, complex thinking, finding structure in apparent disorder) in the creation of multiple solutions to drawing problems and discusses their transfer to real life and work force situations.
- Drawing & printmaking: The student will demonstrate proficiency in the use of an expanded range of art media.
- Drawing: Uses a wide variety of media, tools, and processes, and techniques to create drawings that imitate the real world (Realism/ Imitationalism), are concerned with design and composition (Formalism), express a feeling or emotion (Expressionism/Emotionalism).
- Drawing: Produces representational, abstract, and nonobjective drawings using a variety of techniques including gesture, contour, value to model form (rendering, hatching, wash), using traditional, and innovative drawing media.
- Drawing & printmaking: Demonstrates proper care and safe use of materials and tools
- Drawing: Identifies, describes, and applies techniques that portray three-dimensional space on a two-dimensional surface
- Printmaking: Uses a variety of media and techniques to create prints that either imitate the real world (Realism/imitationalism), are concerned with design and composition (Structuralism/Formalism), and/or express a feeling or emotion (Emotionalism/

Expressionism); and/ or explore new technology for printmaking, such as computers, scanners, digital photography and copy machines

- Printmaking: Develops ideas, plans, and produces editions of prints that serve specific functions (e.g. expressive, social, and functional)
- Printmaking: Produces prints from a variety of either objective, abstract, and nonobjective subjects and/or content.
- The student will select and prepare two-dimensional works of art for display.

Criticism

- The students will describe, analyze, interpret, and judge works of art using an expanded art vocabulary.
- Critiques drawings and prints using the processes of description, analysis, interpretation and judgment.
- Analysis drawings and/ or prints by significant artists and synthesizes information gained into the production of drawings/prints that express mood, motion, and energy.
- Evaluates, based on predetermined criteria, own performance and progress on skills, and written and visual products
- Analyzes the effect of subject matter, technique, and medium on the expressive quality of drawings and prints

History & Culture

- The students will discuss and write about art history using an expanded art vocabulary
- Identifies and describe distinguishing features in works by significant artists, from different historical periods, art styles, and world cultures.
- Explains the influences of historical and social factors on the development of selected drawings and prints
- Researches, analyzes and writes about various drawings/prints and artists through Internet, museums, exhibits, reviews and critiques and texts.
- Compares prints of contemporary and past societies to ascertain the differences in processes, tools, styles, and content and function.
- Identifies, compares, and contrasts significant printmakers from different historical periods and world cultures, such as Hokusai, Rembrandt, and Kollwitz.

Aesthetics

- The students will describe, refine, and organize personal ideas about the aesthetic qualities of a work of art.
- Makes informed responses by relating own drawings/prints to drawings /prints by major contemporary and traditional artists
- Develops and applies appropriate criteria for making aesthetic judgments about a wide range of objective, abstract, and nonobjective drawings/prints.
- Begins to develop and describe artistic voice (Own style, approach to art, and personal messages to communicate)
- Discusses aesthetic issues related to technology such as:
 - o Can digital drawings be fine art?
 - o Can the computer be used to produce "fine art" prints?
 - o What is the relationship between traditional printmaking and digital art?

Interdisciplinary/connections

- Recognizes the role of technology in art production and careers (e.g., the many roles for artists in emerging technology fields, technology as an artist's tool much like a brush or pencil, the technology industry's need for individuals who can combine art skills, computer skills and complex thinking skills needed in the work force, and the importance of visual imagery in emerging technology, such as Internet, CD applications, and computer training)
- The student will demonstrate an understanding of an art career through oral or written communication
- Identifies and discusses the role of drawing in developing life skills and educating for work force careers which require drawing skills, the role of art education in developing life skills and skills that businesses value, drawing as a communication tool.
- Relates art with social studies by reviewing history connected to and reflected in prints from different periods of history.

High School Art III

Production

- The student will maintain and expand the use of a sketchbook by adding journals that demonstrates research, fluency of ideas, concepts, media, and processes
- Develops ideas, plans, and produces original painting from these areas: Imitationalism (Observation experiences), Formalism, and emotionalism (expressionism)

- Uses a wide variety of painting media and techniques to create paintings that imitate the real world (Realism/ Imitationalism), are concerned with design and composition (Formalism), express a feeling or emotion (Expressionism/Emotionalism)
 - Experiments with tools, media and methods of paint application to create a variety of painting effects.
 - Demonstrates use of color theory (hue, intensity, value, color schemes) to create expressive qualities in paintings and to portray subjects in different lighting conditions
 - Uses spatial concepts to create the illusion of depth in paintings
 - Recognizes that painters use a problem-solving process to create (e.g., conceiving an idea, elaborating and refining it, giving form to the idea with paint media, evaluating the results, and then beginning the process again), and applies that process in own artwork
 - The student will use knowledge of art styles, movement, and cultures as inspiration to produce works of art.
 - The student will develop skill, confidence, and craftsmanship in the use of media, techniques, and processes to achieve desired intentions in works of art
 - The student will demonstrate initiative, fluency, commitment to tasks, and openness to new ideas in the creation of works of art.
 - Recognizes that works of art often use a problem solving process (conceiving an idea, elaborating and refining it, giving form to the idea with art media, evaluating the result, and then beginning the process again)
 - 3-D standards: ceramics, sculpture or crafts (basket-weaving/weaving or fabric design (Batik etc.) or jewelry)
 - Ceramics: Uses preparatory sketches, plans, and produces hand-built and/or wheel-thrown ceramic works inspired by personal experiences, social issues, observation of natural world, and research into selected cultures or ceramic artists.
-
- OR -
- Sculpture: Produces sculpture within constraints of selected problems, such as emphasis on –
 - Positive and negative space
 - Particular elements of art & principles of design
 - Sculpture which serves a specific function (expressive, social, utilitarian)
- OR-
- Crafts: Produces craft objects using knowledge of the elements of art and principles of design, characteristics of the medium, predetermine combinations of aesthetic and functional requirements.
- 3-D standards: ceramics, sculpture or crafts (basket-weaving/weaving or fabric design (batik etc.) or jewelry)
 - Demonstrates proficiency in techniques, such as wedging, pinching, molding, scoring, and joining.
- And-
- Demonstrates techniques of pottery formation such as pinch, coil, slab, molding, combination, and wheel throwing.
- And-
- Applies glazing / surface design or painting techniques, such as brushing, dipping, pouring, wax resist, stencil, painting, antique effects, rub n' buff etc.
- OR -
- Uses additive, subtractive and or modeling techniques to produce relief sculpture and or sculpture in the round.
- OR -
- Produces craft objects using knowledge of technical skills involved in good craftsmanship, a variety of construction and decoration techniques and processes
- The student will present and display works of art as part of the artistic process by
 - Selecting
 - Preparing for display
 - Presenting the exhibition

Criticism

- The student will use an expanded art vocabulary related to design, composition, aesthetic concepts, and art criticism when discussing works of art.
- Recognizes and describes the content of objective, abstract and non-objective paintings
- Describes how the elements of art and principles of design function to create selected expressive and/or visual qualities
- Compares and contrasts artworks that are similar and those that are different by major artists.
- Evaluates, based on predetermined criteria, own performances and progress on skills, written and visual products
- Critically analyzes artworks using the processes of description, analysis, interpretation, and judgment based on evidence observed in the work
- 3-D standards: ceramics, sculpture or crafts (basket-weaving/weaving or fabric design (Batik etc.) or jewelry)
 - Discusses the characteristics and origins of clay as an art material, its possibilities and its limitations.

- And-
- Discusses the relationship of form (design, technique, and media) and function in selected ceramic works.
- OR -
- Identifies and discusses specific media and techniques used in the creation of sculpture.

- And-
- Justifies personal emotional responses to a sculpture citing specific qualities within the work that elicit the response and differentiates between judgments based on personal preferences and those based on critical analysis
- OR -
- Identifies and discusses media, techniques, and processes used to create crafts.
- And-
- Examines the function of crafts from diverse cultures and times and evaluates their role in society.

History & Culture

- Recognizes and discusses selected major paintings, artists, and styles from various historical periods and or cultures
- Determines the influence of historical, social, and religious factors on the development of paintings
- Compares the roles of a painter in contemporary society with the historical roles of the painter in world societies
- Researches and analyzes diverse paintings through Internet, museums, exhibits, video, reviews and critiques and texts
 - And/OR-
 - Researches, studies, and writes about ceramics from diverse societies via Internet museums, exhibits, video, reviews and critiques, as well as from traditional texts.
 - OR-
 - Researches and analyzes diverse sculpture through Internet, museums, exhibits, video, reviews and critiques and texts.
 - OR-
 - Researches studies and writes about diverse fine crafts, folk crafts and arts using resources of the Internet, museums, exhibits, video, reviews and critiques and texts.
- 3-D standards: ceramics, sculpture or crafts (basket-weaving/weaving or fabric design (Batik etc.) or jewelry)
 - Identifies, compares, and contrasts selected major styles and periods of ceramic works, their function in that culture and their role as a visual record of history.
 - OR-
 - Identifies selected major sculptures (Western and non-Western), analyzes their historical and/or cultural significance, and evaluates the influence of historical factors on their development.
 - OR-
 - Identifies, compares and contrasts selected crafts from major cultural areas of the world such as Europe, Africa, Latin America, North America, and Asia and from selected time periods, their function in that culture.

Aesthetics

- The student will demonstrate in writing the ability to identify, analyze, and apply criteria for making visual aesthetic judgments
- Develops and supports judgments of artworks based on specific aesthetic stances (Formalism, Expressionism, Emotionalism, Imitationalism, and Functionalism)
- Makes informed aesthetic responses by relating his/her own artwork to work by major artists
- 3-D standards: ceramics, sculpture or crafts (basket-weaving/weaving or fabric design (Batik etc.) or jewelry)
 - Discusses aesthetic issues such as:
 - Why are hand-made objects sometimes more desirable than machine made objects?
 - Is form more important than function? Vice-Versa? Equally important?
 - How do Western pottery aesthetic systems differ from those of other societies (Japanese, selected Native American, selected African)?
 - Why have people historically decorated functional ceramics?
 - Is pottery an art form, craft, or both?
 - Why do humans have this innate need to add beauty and meaning to his/her world?
 - OR-
 - Compares the viewpoints of tribal and primitive societies for whom “sculpture” (art) is not separated from daily life with those of Western society in which sculpture is classified as art

- Explains the relationship of decorative and functional qualities in sculpture from multiple societies
-OR-
- Formulates ideas about crafts –related aesthetics issues such as
 - Form versus function;
 - Humankind’s pervasive need to decorate objects in the environment and for personal adornment;
 - The appeal of hand-made versus machine-made objects;
 - Ethical issues involved in the collection and exhibit of craft artifacts for museums;
 - The ‘lines’ between art and fine crafts; between home industry and mass production; and Placing monetary value on fine crafts, folks crafts, and folk art.

Interdisciplinary/connections

- Applies concepts and ideas from other disciplines as sources of ideas for their own artworks
- Evaluates through expository or creative writing the role of painting, sculpture, ceramics or crafts as a visual record of humankind’s cultural, political, scientific, and religious history
- Identifies and discusses careers opportunities related to painting, sculpture, ceramics or crafts (jewelry industry, fashion industry, textile industry, interior design, and studio art).
- Makes connections between other disciplines and art:
 - In painting, relates color theory to science and discusses difference between pigment and light color theories
 - Sculpture and the study of anatomy
 - The chemistry and physics in sculpture/ceramic processes
 - Textile pattern designs and geometry

High School Art IV

Production

- The student will maintain a sketchbook/journal and expand it to include self-directed journals that demonstrate independent research directly related to studio work and development of personal style and interests
- Develops, plans and produces artworks that serve functions (expressive, social, utilitarian)
- Uses a wide variety of media, tools and processes, and techniques to create drawings that imitate the real world (realism/imitationalism), are concerned with design and composition (Formalism), express a feeling or emotion (Expressionism/Emotionalism)
- The student will consistently demonstrate an advanced level of knowledge of the elements of art and principles of design in works of art
- The student will select and use appropriate technology and electronic media in the planning and/or production of works of art
- The student will demonstrate confidence, sensitivity, and advanced skill in applying media to communicate desired effects in a work of art
- The student will use experimental techniques to reflect a personal, creative, and original problem-solving approach
- 3-D standards: ceramics, sculpture or crafts (basket-weaving/weaving, or fabric design (batik etc.) or jewelry)
 - Ceramics: Uses preparatory sketches, plans, and produces hand-built and/or wheel-thrown ceramic works inspired by personal experiences, social issues, observation of natural world, and research into selected cultures or ceramic artists
-OR-
 - Sculpture: Produces sculpture within constraints of selected problems, such as emphasis on –
 1. Positive and negative space
 2. Particular elements of art & principles of design
 3. Sculpture which serves a specific function (expressive, social, utilitarian)
-OR-
 - Crafts: Produces craft objects using knowledge of the elements of art and principles of design, characteristics of the medium, predetermine combinations of aesthetic and functional requirements
- 3-D standards: ceramics, sculpture or crafts (basket-weaving/weaving, or fabric design (batik etc.) or jewelry)
 - Ceramics: Uses preparatory sketches, plans, and produces hand-built and/or wheel-thrown ceramic works inspired by personal experiences, social issues, observation of natural world, and research into selected cultures or ceramic artists

-OR-

- Sculpture: Produces sculpture within constraints of selected problems, such as emphasis on –
 1. Positive and negative space
 2. Particular elements of art & principles of design
 3. Sculpture which serves a specific function (expressive, social, utilitarian)
- Crafts: Produces craft objects using knowledge of the elements of art and principles of design, characteristics of the medium, predetermine combinations of aesthetic and functional requirements.
- 3-D standards: ceramics, sculpture or crafts (basket-weaving/weaving or fabric design (Batik etc.) or jewelry)
 - Recognizes that works of art often use a problem solving process* to create artworks and applies that process in own work
*(Conceiving an idea, elaborating and refining it, giving form to the idea with art media, evaluating the result, and then beginning the process again)
- The student will present and display works of art as part of the artistic process by
 - a. selecting works of art for display;
 - b. Preparing for display;
 - c. Publicizing the exhibition;
 - d. Presenting the exhibition; and
 - e. Completing a self-evaluation of the exhibition.
- The student will present and display works of art as part of the artistic process by
 - Selecting
 - Preparing for display
 - Presenting the exhibition

Criticism

- The students will consistently use an extensive, high-level art vocabulary related to design, composition, aesthetic concepts, and art criticism when discussing works of art
- Critically analysis artworks using the processes of description, analysis, interpretation and judgment based on evidence observed in the work.
- Analyzes the effect of subject matter, technique, and medium on the expressive quality of artworks.
- Evaluates, based on predetermined criteria, own performances and progress on skills, written and visual products
- The students will write a personal critique of a current art exhibition, or
- The students will write a personal critique of a modern artist
- The student will critically view the quality and expressive form of works of art as a source of inspiration and insight and potential contribution to personal works of art
- 3-D standards: ceramics, sculpture or crafts (basket-weaving/weaving or fabric design (Batik etc.) or jewelry)
 - Discusses the characteristics and origins of clay as an art material, its possibilities and its limitations.
-And-
 - Discusses the relationship of form (design, technique, and media) and function in selected ceramic works.
-OR-
 - Identifies and discusses specific media and techniques used in the creation of sculpture
-And-
 - Justifies personal emotional responses to a sculpture citing specific qualities within the work that elicit the response and differentiates between judgments based on personal preferences and those based on critical analysis
-OR-
 - Identifies and discusses media, techniques, and processes used to create crafts.
-OR-
 - Examines the function of crafts from diverse cultures and times and evaluates their role in society.

History & culture

- The student will select, research, and analyze artists and works of art related to studies and or personal areas of concentration in art
- Evaluates the influence of historical, political, economic, social, cultural, religious, and technological factors on the development of selected art from modern times.

- Researches and analyzes diverse drawings/paintings through Internet, museums, exhibits, video, reviews and critiques and texts

-And-

- Researches, studies, and writes about ceramics from diverse societies via Internet museums, exhibits, video, reviews and critiques, as well as from traditional texts

-OR-

- Researches and analyzes diverse sculpture through Internet, museums, exhibits, video, reviews and critiques and texts

-OR-

- Researches studies and writes about diverse fine crafts, folk crafts and arts using resources of the Internet, museums, exhibits, video, reviews and critiques and texts

-OR-

- 3-D standards: ceramics, sculpture or crafts (basket-weaving/weaving or fabric design (Batik etc.) or jewelry)

- Identifies, compares, and contrasts selected major styles and periods of ceramic works, their function in that culture and their role as a visual record of history.

-OR-

- Identifies selected major sculptures (Western and non-Western), analyzes their historical and/or cultural significance, and evaluates the influence of historical factors on their development.

-OR-

- Identifies, compares and contrasts selected crafts from major cultural areas of the world such as Europe, Africa, Latin America, North America, and Asia and from selected time periods, their function in that culture.

Aesthetics

- The student will explain how experiences and values affect aesthetic responses to works of art
- Develops and supports judgments of artworks based on specific aesthetic stances (Formalism, Expressionism, Emotionalism, Imitationalism, and Functionalism)
- Makes informed aesthetic responses by relating his/her own artwork to work by major artists.
- Discusses aesthetic issues such as: How is 20th Century art like or unlike art making or earlier eras? What makes an object art? Can good art have disturbing content? Must art be beautiful? What needs does art fill in out society? In other societies?
- 3-D standards: ceramics, sculpture or crafts (basket-weaving/weaving or fabric design (Batik etc.) or jewelry)
 - Discusses aesthetic issues such as:
 - Why are hand-made objects sometimes more desirable than machine made objects?
 - Is form more important than function? Vice-Versa? Equally important?
 - How do Western pottery aesthetic systems differ from those of other societies (Japanese, selected Native American, selected African)?
 - Why have people historically decorated functional ceramics?
 - Is pottery an art form, craft, or both?
 - Why do humans have this innate need to add beauty and meaning to his/her world?
 - OR-
 - Compares the viewpoints of tribal and primitive societies for whom "sculpture" (art) is not separated from daily life with those of Western society in which sculpture is classified as art
 - Explains the relationship of decorative and functional qualities in sculpture from multiple societies
 - And/or-
 - Formulates ideas about crafts –related aesthetics issues such as
 - Form versus function;
 - Humankind's pervasive need to decorate objects in the environment and for personal adornment;
 - The appeal of hand-made versus machine-made objects;
 - Ethical issues involved in the collection and exhibit of craft artifacts for museums;
 - The 'lines' between art and fine crafts; between home industry and mass production; and
 - Placing monetary value on fine crafts, folks crafts, and folk art.

Interdisciplinary connections

- Applies concepts and ideas from other disciplines as sources of ideas for their own artworks
- Evaluates through expository or creative writing the role of painting, sculpture, ceramics or crafts as a visual record of humankind's cultural, political, scientific, and religious history
- Identifies and discusses careers opportunities related to personal skills, art aptitudes, and interests
- Makes connections between other disciplines and art:
 - In painting, relates color theory to science and discusses difference between pigment and light color theories
 - Sculpture and the study of anatomy
 - The chemistry and physics in sculpture/ceramic processes
 - Textile pattern designs and geometry.