

INTRODUCTION

The goal of the Washington West community is to have all students' progress from Preschool through Grade 12 meeting certain expectations along the learning continuum. The Art Curriculum Committee has developed a set of expectations as set forth in the Vermont Framework. The curriculum articulates what kinds of experience students should have to develop their artistic talents, and to know and appreciate works of art and art forms. It is divided into grade level clusters. Each cluster includes a set of student expectations, a set of best practices and activities for teachers, and a guide for assessing how students demonstrate their understanding and application of skills and knowledge in a variety of contexts.

Student proficiencies are directly linked to their exposures to the arts. Our successful programs in the district are contingent upon the diverse course offerings that build upon a common curriculum. Once the curriculum and assessment are adopted, it is the responsibility of each school to develop a plan for implementing this curriculum. The school's plan will articulate the school's vision for ensuring that its students meet the expectations listed in this curriculum.

Art Curriculum Committee

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Philosophy

Art is a vehicle for students to perceive the world about them. It is best taught in an environment that respects and challenges every student. The Washington West art teachers believe that art is an area that can empower students by heightening their sensory and visual awareness.

An art education enables students to better make the aesthetic decisions in their lives and understand the different cultures of the world.

The art curriculum from the elementary and middle years through high school focuses on developing students' artistic talents as well as their ability to appreciate a variety of art forms and evaluate their own art and the works of other artists. The skills needed are clearly defined, and teachers have the creative freedom to choose appropriate activities through which to teach these skills.

An art program is one avenue for students to interpret their needs, hopes, and dreams; to work through fears and failures and to realize success; and to become whole persons. Thus, the purpose of the art curriculum is to instruct students in the following: enjoyment, exploration, and appreciation of the arts; communication, investigation, and creation through art; the development of abstract, analytical, and expressive thinking; integration of technology as another art medium. To this end, the following student goals and best practices for teachers have been articulated.

Goals

The student will:

1. Use the fine arts to communicate, investigate and create. (Standard 5.22, 5.24)
 - * Use and understand language appropriate to the arts.
 - * Produce an original piece in the fine art. (Standard 5.29)
2. Think abstractly and creatively and use the arts to develop thinking skills. (Standard 5.24, 5.25)
 - * Develop and demonstrate aesthetic judgment. (Standard 1.16)
 - * Generate and visualize new ideas. (Standard 5.28)
3. Students use a variety of visual arts media (e.g., clay, tempera, watercolor, paper mache, animation, computer-aided design, video) to show an understanding of the different properties each possesses. (Standard 5.30)
4. Develop self-esteem through the arts. (Standards 3.3, 3.1)

Best Practices for Teachers

Teachers will be expected to:

- Make students aware of their creativity and enable them to take their ideas and “bring them to life.” (Standard 5.28)
- Be an advocate and consultant for the integration of art into other curriculum areas. (Standard 5.26)
- Develop students’ artistic vocabulary. (Standard 5.28)
- Provide opportunities for students to communicate their knowledge of art and explain their work. (Standard 5.22, 5.23)
- Give students experiences using multiple processes, and techniques within a variety of art media. (Standards 5.29, 5.30)
- Ensure that experiences have a clear purpose. (Standard 5.22)
- Diversify curriculum in content and in implementation.
- Generate respect for peers, teachers and classroom environment. (Standard 3.3)
- Create quality displays that exhibit students’ work.
- Provide information about various careers in the arts and about continued arts education. (Standards 3.15, 3.16)
- Use arts resources, such as galleries, studios, museums, guest artists, and technology.
- Know and incorporate the National Standards for the Arts.

Conceptual Framework

Appropriate art vocabulary is introduced and incorporated as used in each area of instruction.

Drawing

Grades PreK-3			Grades 4-6		
Concepts/Topics Students Will be Able to	Processes Sample Activities/Strategies	Materials	Concepts/Topics Students Will be Able to	Processes Sample Activities/Strategies	Materials
<ul style="list-style-type: none"> • Draw Shapes - geometric/organic • Sketch from life/observation • Illustrate from one's imagination • Draw different size scales • Draw lines – line types, personality, line as texture and pattern • Identify patterns in nature and animals • Recognize and draw balance: radial, symmetrical, asymmetrical 	<ul style="list-style-type: none"> • Wire manipulation in lesson as a 3D line • Drawings of self, people, landscapes, animals • Contour line drawing of a shoe or plant • Sketching ellipses in cylindrical objects such as vase • Still life of instruments or harvest squash • India ink drawings • "Shape Detective" (tracing art tools to make design) • Illustrate children's literature • Family & self portraits • Home scenes • Nature objects from observation 	<ul style="list-style-type: none"> • Pencils, colored pencils, pens, markers, crayons, chalk, oil pastels, papers – white, colored, and textured 	<ul style="list-style-type: none"> • Sketch portraits • Illustrate from life • Draw from observation / imagination • Show rang of scales • Simulate textures / illustrate variety of perspective • Draw 1 and 2 point perspective • Produce illusion of depth • Demonstrate proficiency in value studies 	<ul style="list-style-type: none"> • "Partner portraits" • Self portraits • 3D block sculpture still life • Critique drawings • Animal portraits • Paper bag perspective still life • "View Finder" drawings • Architectural drawings – homes, local buildings • Art tool still life • Drawing outside – school yard • Illustrating children's literature • Sketching ellipses in cylindrical objects such as vase 	<ul style="list-style-type: none"> • Pencils, markers, pen/ink, charcoal sticks, crayons, colored pencils, oil pastels, colored inks, variety of papers

Sample Artists: Durer and Degas

Standards: 5.22, 5.23, 5.24, 5.25, 5.29, 5.30, 5.4, 5.5

Painting

Grades PreK-3			Grades 4-6		
Concepts/Topics Students Will be Able to	Processes Sample Activities/Strategies	Materials	Concepts/Topics Students Will be Able to	Processes Sample Activities/Strategies	Materials
<ul style="list-style-type: none"> • Identify colors – warm, cool, primary, secondary • Mix colors – secondary tint, shade • Recognize / produce color contrasts • Apply paint on different surfaces – papers, wood, etc • Use with variety of tools – Q'tips, sponges, squeegees, brayers, etc • Demonstrate safety in proper use of materials 	<ul style="list-style-type: none"> • Finger painting • Painting cake slices using tint and shade – Wayne Thieband • Paint self portrait, human face & figure, landscapes, still life, animals • Scribble paintings inspired by Jackson Pollack • "Block" paintings • "Puzzle" paintings • Children's literature illustrations • "Shape Detective" paintings • Painting to express multi-sensory perception 	<ul style="list-style-type: none"> • Water color, payon crayons, oil pastels, acrylic, tempera 	<ul style="list-style-type: none"> • Identify colors – warm, cool, primary, secondary • Mix colors – secondary tint, shade • Recognize properties of painting materials & when/how to use them • Work with variety of tools – Q'tips, sponges, squeegees, brayers, etc. • Prepare surfaces – taping w/c paper 	<ul style="list-style-type: none"> • Color wheels • Monochromatic value paintings • Salt and watercolor paintings • Fall leaf paintings • Crayon resistant and watercolor paintings • Children's literature illustrations • African style fabric paintings • Painting to express multi-sensory perception • Paint in style of a famous artist • "Mona Lisa's" (variations of) • Japanese Sumi paintings 	<ul style="list-style-type: none"> • Water color, tempera, acrylic, oil pastel, fabric crayons, non-toxic dyes, water based inks

Sample Artists: Picasso, Van Gogh, Miro, Jacob Lawrence, Grandma Moses, Rivera, Pollack, O'Keefe, Monet, Multicultural representatives

Standards: 5.22, 5.23, 5.24, 5.25, 5.28, 5.29, 5.30, 5.4, 5.5

Sculpture

Grades PreK-3 Concepts/Topics Students Will be Able to	Processes Sample Activities/Strategies	Materials	Grades 4-6 Concepts/Topics Students Will be Able to	Processes Sample Activities/Strategies	Materials
<ul style="list-style-type: none"> • Create 3-D forms • Identify 3-D works • Know difference between 2-D and 3-D forms • Recognize/use variety of textures/balances • Construct/use additive & subtractive methods 	<ul style="list-style-type: none"> • Masks in clay or paper maché • Mobiles out of wire, wood, found objects • Sculptures from recycled materials • Clay sculptures of people, abstract • Clay: pinch, coil, slab, bowls, wall hangings • Wood: found piece, additive, sculpture • Figures in plasticine clay (preK – 2) • Figures in kiln clay (gr 3) • Paper maché – bowls, animals 	<ul style="list-style-type: none"> • Clay – plasticine, self-hardening, kiln fired • Man-made materials (i.e. “found” objects) • Natural objects • Plaster • Paper/cardboard • Wood • Craft straws • Twistee wire • Paper maché 	<ul style="list-style-type: none"> • Create 3-D sculpture • Create Bas Relief • Recognize/use variety of textures/balances • Construct/use additive & subtractive methods 	<ul style="list-style-type: none"> • Clay: pinch, coil, slab, bowls, wall hangings • Sculpture: chairs, animals, etc • Wood: found piece, additive, sculpture • Figures in play/all types – humans, animals • Paper maché – hats, shoes, animals • Architectural Mobiles • Twistee wire forms 	<ul style="list-style-type: none"> • Clay – plasticine, self-hardening, kiln fired • Wood • Aluminum foil • Paper(s) • Cardboard • Wires • Plaster • Plaster craft • Chicken wire • Paper maché • Fiber

Sample Artists: Calder, Moore, Nevelson, Multicultural representatives

Standards: 5.22, 5.23, 5.24, 5.25, 5.28, 5.29, 5.3, 5.4, 5.5

Printmaking

Grades PreK-3			Grades 4-6		
Concepts/Topics Students Will be Able to	Processes Sample Activities/Strategies	Materials	Concepts/Topics Students Will be Able to	Processes Sample Activities/Strategies	Materials
<ul style="list-style-type: none"> • Use printmaking to make mono-prints and/or multiple copies of an image • Create patterns using stamps or tools 	<ul style="list-style-type: none"> • African textile painting using stamps and tools to create pattern • Potato printing • Styrofoam printing with brayers • Prints created by moving painted objects on paper, such as: string, marbles • Japanese fish printing • Color mixing monoprints • Line/pattern monoprints • Texture rubbings of classroom • Stamping designs with pre made stamps & paint 	<ul style="list-style-type: none"> • Styrofoam, stencils, cardboard/string, natural objects, found objects, solargrams, tempera paint, water-based ink, acrylics 	<ul style="list-style-type: none"> • Use printmaking to do multiple copies of a subject • Experiment with a variety of printing methods • Print off different surfaces/materials 	<ul style="list-style-type: none"> • Styrofoam: Inuit prints, seasonal theme prints • Found objects: pattern prints on paper, pattern prints on fabric • Stamping designs with pre made stamps, paint, & ink • Embossing • Utilization of printing templates 	<ul style="list-style-type: none"> • Styrofoam, stencils, cardboard, string, linoleum, silkscreen, wood, natural; found objects

Sample Artists: Hokusai, Warhol, Sabra Field, Eric Carle

Standards: 5.22, 5.23, 5.24, 5.25, 5.28, 5.29, 5.3, 5.4, 5.5

Crafts / Mixed Media

Grades PreK-3 Concepts/Topics Students Will be Able to	Processes Sample Activities/Strategies	Materials	Grades 4-6 Concepts/Topics Students Will be Able to	Processes Sample Activities/Strategies	Materials
<ul style="list-style-type: none"> • Create a product that is functional or decorative using traditional or non-traditional methods • Use a variety of traditional and non-traditional art media to create compositions 	<ul style="list-style-type: none"> • Emboss metal ornaments • Ceramic: pinch and coil bowls, cups; slab picture frames, hand prints, sun faces, wall pockets • Sew and decorate a bag or pouch • Color/decorate fabric for a quilt, skirt, tunic • Weaving on cardboard loom – paper, yarn • Marbleizing paper • Burlap & yarn stitching: Drawn scenes, hands, initials 	<ul style="list-style-type: none"> • Fabric crayons, clay, yarn, beads, natural/found objects, fibers/textiles, wood, metal foil 	<ul style="list-style-type: none"> • Create a product that is functional or decorative using traditional or non-traditional methods • Use a variety of traditional and non-traditional art media to create compositions 	<ul style="list-style-type: none"> • Coil & yarn baskets • Yarn weavings • Felt fabric sewn & glued designs • Fabric design – acrylic on muslin, crayon & water color • Clay – pinch bowl, coil vase, combined method containers, slab • Sculpture – chairs, animals, human figures 	<ul style="list-style-type: none"> • Clay-plasticine, self hardening, kiln fired • Fabric, yarn, beads, fibers, wood, found objects, natural objects, plaster, glass

Sample Artists: Rauschenberg, Faith Ringgold, Maria Martinez, Folk, Multicultural representatives

Standards: 5.22, 5.23, 5.24, 5.25, 5.28, 5.29, 5.30, 5.4, 5.5

Paper Manipulation

Grades PreK-3 Concepts/Topics Students Will be Able to	Processes Sample Activities/Strategies	Materials	Grades 4-6 Concepts/Topics Students Will be Able to	Processes Sample Activities/Strategies	Materials
<ul style="list-style-type: none"> • Change paper by: cutting, tearing, folding, crumpling, fastening • Create collage 	<ul style="list-style-type: none"> • Mixed-media collage • Masks • Papermaking • Paper weaving • Cardboard hats decorated with manipulated paper • Paper folded city • Origami • Mondrian style balance collage • Tissue paper collage • Oak tag paper 3D constructions • Cut on fold symmetry designs • Stencils • Paper mobiles • Book arts • "Spilt Milk" cutouts • Pattern design with precut shapes • Pattern design with cutting own shapes 	<ul style="list-style-type: none"> • Papers: drawing, construction, tag board, tissue, glossy, fadeless duet, cardboard (tubes, corrugated), magazines 	<ul style="list-style-type: none"> • Change paper by: cutting, tearing, folding, crumpling, fastening 	<ul style="list-style-type: none"> • Oak tag 3D stabiles • Paper hats • Origami forms • Book arts – various book forms, accordion, star, etc • Symmetry cutout designs • Black & white / negative cutouts • Accordion folded paintings • Papermaking • Collage • Masks • Stenciling 	<ul style="list-style-type: none"> • Papers: drawing, construction, tag board, tissue, glossy, fadeless duet, cardboard (tubes, corrugated), magazines

Sample Artist: Matisse, Elhert, Fleming

Standards: 5.22, 5.23, 5.24, 5.25, 5.28, 5.29, 5.30, 5.4, 5.5

Art History / Appreciation/Cultural

Grades PreK-3 Concepts/Topics Students Will be Able to	Processes Sample Activities/Strategies	Materials	Grades 4-6 Concepts/Topics Students Will be Able to	Processes Sample Activities/Strategies	Materials
<ul style="list-style-type: none"> • Develop an awareness of a variety of artworks, media and styles (abstract / realistic) & cultures • Begin to recognize the various elements of design • Begin to verbalize emotions, thoughts, and opinions about art works of various times and cultures • Begin study of American art history including: Native American, African American, Women artists . . . 	<ul style="list-style-type: none"> • Historical works of art about sports and draw people in action • Inuit art before a lesson on drawing animals • Native American Styles of pinch, coil, and glazing techniques before creating ceramic pots • Study of Jacob Lawrence, paintings of African American struggles for freedom • Female artists Cassatt, O'Keefe • Monet's garden – scenes: water lilies, hay stacks • VanGogh's sunflowers • Grandma Moses' Landscapes 	<ul style="list-style-type: none"> • Prints, slides, videos, local artists • Crafts people as visitors • Artist in residence • Field trips 	<ul style="list-style-type: none"> • Learn to look critically at work of various cultures • Analyze and discuss the work • Develop and use language skills and art terms 	<ul style="list-style-type: none"> • "Egyptian" style self portraits • Mona Lisa's (with variations) • Native Americans Tipi designs – 3D in Oak tag • Impressionist style landscapes • Ancient Greek architecture • Clay candleholders in column styles • Design contemporary buildings with traditional Greek motifs • Ancient roman mosaics – cut paper designs • Frank Lloyd Wright buildings • Georgia O'Keefe style paintings • Alexander Calder style stabiles 	<ul style="list-style-type: none"> • Prints, slides, videos in the classroom • Invite local artists/crafts people and artists in residence as sources • Visit museum/gallery shows

Sample Artists: Rivera, Jacob Lawrence, Native American representatives

Standards: 5.22, 5.23, 5.24, 5.25, 5.28, 5.29, 5.30, 5.4, 5.5

Conceptual Framework

Grades 7-8 Concepts/Topics	Processes
<ul style="list-style-type: none"> Drawing & Painting 	<ul style="list-style-type: none"> Experience the process through drawing and painting through observation of images creating an aesthetic appreciation
<ul style="list-style-type: none"> Sculpture 	<ul style="list-style-type: none"> Variety of 3-D sculptural processes
<ul style="list-style-type: none"> Printmaking 	<ul style="list-style-type: none"> Various printmaking techniques
<ul style="list-style-type: none"> Use of Art to Communicate, Investigate, and Create 	<ul style="list-style-type: none"> Developing an art vocabulary Making judgments about art Verbalizing about art
<ul style="list-style-type: none"> Recognition and Articulation of the Visual Elements with Design, Space, Form, Mass 	<ul style="list-style-type: none"> Creating a variety of thick and thin lines Using line to control the visual shape, text path Using line to create rhythm and harmony Indicating distance by relative size Rendering shallow space through overlapping space Rendering space between solids in 2-D – positive and negative Controlling real space in three dimensions Creating the illusion of form in black and white with light and shadow on a 2-D surface Varying sizes and contours of shapes to create interest Creating tactile variations to enrich a surface Simulating tactile variations Repeating art elements to create a pattern Developing a sensitivity to the proportional relationships
<ul style="list-style-type: none"> Self Expression Through Appropriate Use of Resource Material 	<ul style="list-style-type: none"> Fantasy, realism, expressionism, observation
<ul style="list-style-type: none"> Art History / Appreciation / Cultural 	<ul style="list-style-type: none"> Learning about the art of the past and the present Working in the style of a particular artist; fantasy, realism, expressionism, observation Identifying the style of a particular artist Identifying and comparing the art of various cultural groups Experience the integration of the visual arts with other art forms and other subjects

The conceptual foundation of the high school art curriculum begins in the middle school program. The intention is to strengthen and elaborate on those concepts incrementally through as wide as possible a variety of mediums and projects. They may include, but are not limited to, ceramics, basketry, book arts, papermaking, fabric printing, leatherwork, metals, printmaking, drawing, painting, sculpture, jewelry, photography, computer graphics, stain glass. These experiences provide a career focus to those interested.

Standards: 1.6, 5.22, 5.24, 5.28, 5.29, 5.30, 3.1, 3.3

Conceptual Framework

Grades 9-12 Concepts/Topics	Processes
<ul style="list-style-type: none"> • Use of Art to Communicate, Investigate, and Create 	<ul style="list-style-type: none"> • Developing an art vocabulary • Making judgments about art • Verbalizing about art • Writing about art
<ul style="list-style-type: none"> • Recognition and Articulation of the Visual Elements with Design, Space, Form, Mass 	<ul style="list-style-type: none"> • Using line to control the visual path • Rendering deep space • Controlling real space in 3-D • Creating the illusion of form in black and white with light and shadow on a 2-D surface • Transposing natural forms into geometric shapes • Varying sizes and contours of shapes to create interest • Juxatopsing shapes to create the illusion of 3-D form • Enhancing form with shape • Simulating tactile variations • Repeating art elements to create a pattern • Developing a sensitivity to the proportional relationships • Exploring digital imaging and manipulation
<ul style="list-style-type: none"> • Observing and Making Images 	<ul style="list-style-type: none"> • The Schools of Art Movement from physical world – natural forms • Developing film • Graphic manipulation • Digital imagery
<ul style="list-style-type: none"> • Has a Basic Understanding of Extensive Color Theory 	<ul style="list-style-type: none"> • Mixing colors to make palette • Discriminating color values in the real world (light contrasts) • Creating moods with color • Organizing colors to create the illusion of form
<ul style="list-style-type: none"> • Art History / Appreciation / Cultural 	<ul style="list-style-type: none"> • Learning about the art of the past and the present • Working in the style of a particular artist; fantasy, realism, expressionism, observation • Identifying the style of a particular artist • Identifying and comparing the art of various cultural groups • Experience the integration of the visual arts with other art forms and other subjects

Standards: 1.6, 5.22, 5.24, 5.28, 5.29, 5.30, 3.1, 3.3

ARTS ASSESSMENT

ASSESSMENT IS IMPORTANT FOR THREE REASONS:

1. Assessment gives students opportunities to demonstrate their understanding and application of skills and knowledge in a variety of contexts.
2. Assessment helps guide instruction. It happens through the use of a variety of tools and situations.
3. Assessment can be used to monitor the outcomes of arts instruction and help improve arts programs.

CHARACTERISTICS OF ASSESSMENTS:

- Assessments should match instruction and should be indistinguishable from good instructional tasks.
- Exercises should include performance tasks that allow students to demonstrate their skills and knowledge.
- Assessments should probe for depth of understanding and use of various techniques.
- The emphasis should be on both the process and the product.
- Assessments should include the use of formal and informal techniques, recorded observations, documentation of performance, and evaluations of learning over time.

A variety of assessments are currently in use in Washington West Supervisory Union schools. These include rubrics such as the one following and other methods such as narratives, testing, self-critiquing and analysis. Specific assessment tools will be developed as this curriculum is implemented.

VISUAL ARTS RUBRIC

The following is a framework for assessing and determining a student's use of elements and principles of design, medium, and expression. It is presented in a format known as a rubric. The rubric gives profiles describing a student's performance in using ingredients of visual expression as well as a standardized form of assessment across areas.

USE OF ELEMENTS AND PRINCIPLES OF DESIGN

The basic ingredients of visual expression are: line, shape, form, texture, space, value and color. These elements are used in conjunction with the principles of: unity, harmony, rhythm, balance, contrast, variation, emphasis, proportion, and transition. Not every principle and element is stressed in each work of art, nor are they usually seen in isolation. For this reason, the elements and principles of design have been grouped as a single category with no subsections, allowing the relevant aspects of a given work of art to come forth.

Minimal	Partial	Effective	Strong	Exceptional
<ul style="list-style-type: none">• Disorganized• Very little mastery of elements used• Weak use of fine motor principles/skills	<ul style="list-style-type: none">• Thought evident, but needs further development• Attempts to integrate elements & principles	<ul style="list-style-type: none">• Appropriate use of elements & principles of design• Shows thoughtful development	<ul style="list-style-type: none">• Original ideas• Skillful use of elements & principles	<ul style="list-style-type: none">• Goes beyond the criteria by stretching the possibilities while showing mastery of elements and principles

USE OF MEDIUM

Artists work with a variety of media to convey their ideas. It is important to understand the distinct qualities that each medium has to offer. When looking at use of medium, special attention should be given to mastery of craft.

Minimal	Partial	Effective	Strong	Exceptional
<ul style="list-style-type: none">• Lacks understanding of medium	<ul style="list-style-type: none">• Uses medium with some evidence of understanding• Attempts control of medium to shape an idea	<ul style="list-style-type: none">• Shows understanding of medium• Able to use medium to convey expressive ideas and experiment with ideas	<ul style="list-style-type: none">• Skillful control of medium• Takes care to bring product to a finished quality	<ul style="list-style-type: none">• Stretches the possibilities while controlling the medium in a

EXPRESSION

Experimentation of visual images to form a personal signature. Expression takes an emotional or visual effect and conveys intent from maker to viewer.

Minimal	Partial	Effective	Strong	Exceptional
<ul style="list-style-type: none">• Little involvement	<ul style="list-style-type: none">• Imitates the images of our culture without further development	<ul style="list-style-type: none">• Experiments with ideas to show personal interpretations	<ul style="list-style-type: none">• Conscious choices are evident for an emotional and/or visual effect	<ul style="list-style-type: none">• Creative originality with dynamic effect

Supporting Documents

Sample Reporting/Assessment Mechanisms PreK-8

- Report card example
- Class Narratives

Integrated Arts Report Card 2001-02

Student _____ Teacher _____ Grade _____

INTEGRATED ARTS PHILOSOPHY

Part of your child's work in the Integrated Arts has been assessed by observing their basic skill development through their participation in class. Another very important part of the educational process is the child's ability to express themselves through a variety of media: art materials, instruments, and/or equipment. Self-expression cannot be assessed traditionally. Self-expression depends not so much on skill, but on a willingness to explore, invite new challenges, and reflect on their experiences. We hope to provide a safe, enriching environment that nurtures all of these qualities in your child.

Criteria for Vermont Standards

Personal Achievement (3.6, 5.28 – 5.32)

1. Shows little interest and growth in skills and techniques in relation to his/her best personal ability.
2. Sometimes shows interest and growth in skills and techniques in relation to his/her best personal ability.
3. Consistently shows interest and growth in skills and techniques in relation to his/her best personal ability.
4. Consistently and capably shows growth in skills and techniques, invites new challenges.

Course of Study	Tri 1	Tri 2	Tri 3
Art			
Music			
Physical Education			

Use of tools and equipment (3.5)

1. Often needs reminders to use tools and equipment safely and appropriately.
2. Sometimes needs reminders to use tools and equipment safely and appropriately.
3. Uses tools and equipment safely and appropriately.

Course of Study	Tri 1	Tri 2	Tri 3
Art			
Music			
Physical Education			

Participation

1. Often needs reminders to participate and stay on task.
2. Sometimes needs reminders to participate and stay on task.
3. Makes good use of class time, participates and is well focused.
4. Uses class time well; and participates with independence, self-motivation, and focus.

Course of Study	Tri 1	Tri 2	Tri 3
Art			
Music			
Physical Education			

Respect (3.3)

1. Often shows lack of respect for others through distracting or negative behavior.
2. Sometimes shows lack of respect for others through distracting or negative behavior.
3. Respects the rights of others in class.

Course of Study	Tri 1	Tri 2	Tri 3
Art			
Music			
Physical Education			

Moretown Elementary School

Report of Student Progress Toward the Art Standards for Grades K-6

Name:
year

Grade:

Teacher: Lisa Brunini Harvey

2002-2003 school

1 = Little or no evidence of Achievement 4 = Achieved the Standards
 2 = Below the Standards 5 = Exceeds the Standards
 3 = Nearly Achieved the Standards NA = Not Assessed

Art Standards	1	2
Students use the elements and principles of two and three dimensional design in the visual arts, including line, color, shape, and texture in creating, viewing and critiquing.		
Students use a variety of visual arts media (e.g. clay, tempera, watercolor, paper mache) to show an understanding of the different properties each possesses.		

Approach to Learning		
Stays on task, completes work		
Organizes work and work space		
Shares ideas and listens respectfully		
Participates in activities		
Works independently		
Follows directions		

January

June

**CROSSETT BROOK MIDDLE SCHOOL
8TH GRADE ART REPORT CARD**

Student's Name _____

Grade _____

Our art program's activities deal with the development of perceptual awareness, technical skills, sensitivity, aesthetic awareness, creative self-expression, and humanistic attitudes, which include multicultural understanding. During this quarter, 8th grade students have participated in the following art projects and activities: drawing imagery while listening to different kinds of music, name design, portfolio illustration, video of a ten year old artist, a narrative painting based on a personal memory, quiz on color theory, creating a color wheel, learning light and shade in charcoal, life drawing in charcoal, designing and building snow and ice sculptures, mixed media collage on the theme of past, present, and future inspired by Romare Bearden in honor of Black History Month, portraits in pastel inspired by Elizabeth Sirani, Audrey Flack, and Mary Cassatt in honor of Women's History Month, a prevention advertisement or poster design focusing on the realities of nicotine, alcohol, or drug addiction, monoprinting using warm and cool colors, a clay container which included a 3D create or symbol, and independent projects. Each project concluded with a written self – evaluation.

Our work has been designed with a focus on technique, style, and subject matter of artist of the 17th, 19th, and 20th centuries. There is room for individual choice within the structure of the class. This freedom encourages personal self-expression and builds self-confidence and self-esteem.

Visual Arts Standards: Students will use the elements and principles of 2D and 3D design including line, color, texture, shape, space, form, rhythm, unity, balance and contract in creating, viewing, sharing, and critiquing art work. Students will use a variety of media including paint, pencil, charcoal, ink, clay, and paper mache to show an understanding of the different properties that each medium possesses. Students will demonstrate knowledge of exemplary works in the arts from a variety of cultures and historical periods.

Areas of Study:

- Drawing and Painting
- Clay
- Printmaking
- Collage/Mixed Media/Assemblage

1 = uses medium with some evidence of understand; attempts to use elements and principles of design.
2 = demonstrates understanding of medium; begins to use elements and principles of design.
3 = uses medium with skill; integrates elements and principles of design.
4 = stretches the possibilities while using the medium in a masterful way: skillfully uses elements and principles of design in new

Approach to Work

- Listens and follows directions
- Uses time well
- Respects others
- Observes class and school rules
- Develops increasing sense of artistic competence
- Demonstrates ability to select and use tools and media to express one's ideas
- Shares and evaluates process with others

1 = rarely; makes little or no attempt
2 = some of the time; needs reminders and assistance
3 = most of the time
4 = consistently takes initiative and accepts responsibility

Moretown Narrative Report

KINDERGARTEN ART

The Kindergarten students have been busy exploring line and shape. The first classes in Kindergarten art are opportunities for the children to show me what skills they are bringing to school. As the year progresses, our lessons will become more involved and challenging; building upon skills we attain.

1. Lines – We read the picture book “The Squiggle” by Carole Lexa Schaefer, a look at what a line can be in a child’s imagination. The children drew as many different types of lines as they know. They were asked to think about opposites in size, shape, and direction. The Standard 5.20 of the Vermont Frameworks is reflected here as the students were introduced to one of the elements of designs (Line, Shape, Color, Texture, Form).
2. Shapes – We reviewed and identified basic shapes such as circles, rectangles, squares, and triangles. We viewed the art shape books by Eugenia and Vladimir Radonsky. The children drew a variety of geometric and nature shapes on their pages. Standard 5.29 was addressed here.
3. Collages – We reviewed the art photography picture book, “Shapes, Shapes, Shapes” by Tana Hoban a New York City artist. The children cut their shapes without drawing and were asked to assemble the shapes on the page to create an all-new design. The children used the three primary colors, red, yellow, and blue to create their color and shape collages. This is also Standard 5.29 as it is an element of design activity.
4. Imagination Paper – This lesson involves the child’s cutting skills and imagination. The children were asked to change the shape of the rectangular paper. We talked about edges, cutting on the fold, and creating “fringe.” The children added color to their designs and chose a color background. The children used their imaginations to “see” objects in their cutouts (such as deer hooves in a garden, trains, animals, etc.) Standard 5.29 – Elements of Design is also reflected in this lesson.
5. 3-D Constructions – this lesson gave the children an introduction to the concept of a three-dimensional shape. All the shapes were created from folds and loops created from oak tag paper. The children enjoyed seeing the shapes created from the once flat papers. Standard 5.24 “Artistic Problem Solving” is reflected here as each shape created had to become three-dimensional in their papers.

Moretown Narrative Report

FIRST, SECOND, AND THIRD GRADE ART

The first, second, and third grade students have been doing wonderful work this fall. We have been integrating our lessons with the classroom studies focusing on the gardens. Our Studio Art times have also integrated with the classroom lessons.

1. Sunflower Paintings – We studied the sunflowers growing in our garden; looking for the shapes, lines, colors, and textures in the plants. We brought a few back into the classroom where we drew them from observation. We used a variety of materials, pencil, color pencil, marker, and watercolor paints. The children were asked to include a border with color and pattern. They were also asked to use the whole page creating a balanced composition. The standard 5.30, which addresses using a variety of visual arts media, is reflected in this lesson.
2. Paper Mache Vegetables – The children observed through viewing and feeling actual garden vegetables. Each child chose a vegetable of interest to recreate in paper mache. We crumpled newspaper into the basic shape and reinforced the shape with masking tape. A layer of paper mache was applied to create a smooth surface and to add strength to the shape. Watercolor paints added the finishing touch for color and texture. This was a challenging lesson, as there were many steps involved! Our vegetables were begun in Art Studio time and completed in art class time. Standard 5.30 is reflected here.
3. Foliage Trees – The children created trees from cut shapes in brown, gray, or black. The children were asked to cut the trunk first, and add the branches thinking about the various ways trees can grow. No drawing was involved before hand. The art term Mosaic was introduced through contrasting images of artwork created from glass mosaics (an ancient Roman image) and a more contemporary ceramic image from a train station. The children used precut mosaic color paper chips to represent the fall leaves on their trees. Some children created color patterns and others were more free form. Standard 5.29 is addressed here: using the elements of design line, shape, color, texture, form; and viewing artwork.
4. Self -Portraits – The children drew their self-portraits as integration with classroom studies. The portraits were begun in Studio Art time and completed in art class. We began with my demonstration of drawing faces in which I showed the children basic concepts of proportion. The results were wonderful with obvious thought and care involved. We used a variety of media to complete our faces (pencil, color pencil, crayon, and oil crayon for our backgrounds). Standards 5.29 and 5.30 were addressed here.

Moretown Narrative Report

THIRD & FOURTH GRADE ART

The third and fourth grade students have been working on a variety of lessons which relate to the classroom study on urban life. The children work hard and are very enthusiastic.

1. Bridge Paintings – The children viewed my slides of local valley bridges as an introduction. We also looked at art books and photos of bridges. The children were asked to create a scene that illustrated a bridge leading from the country to the city. They could create changes in the landscapes, changes in the water and sky, changes in the bridge, and so on. A variety of materials were used: pencil, marker, crayon, and watercolor. This lesson reflects Standard 5.24 – Artistic Problem Solving; Standard 5.29 – Use of the Elements of Design (line, shape, color, texture, form); Standard 5.30 – Use of a Variety of Media.
2. Car Drawings & Clay Cars – Begun in Studio Art time and completed in art class, we designed cars! The children viewed my slides of cars (all sorts – race, antique, comfort, utility, etc) and looked at art books and magazines for design ideas. We began also with a story “Night Driving” by John Coy. The children created very imaginative and fun cars. We also created small plasticine clay (does not harden and does not go in oven) car models. Standards 5.24 and 5.30 were addressed here.
3. Skyscraper Mobiles – We have just begun our mobiles created of one cloud and three skyscrapers! We viewed an art book on skyscrapers and a variety of books on architecture for ideas. Our buildings are two buildings in one – each side is different! A lesson in architecture and imagination. The children were asked to think of how the outside of the building related to the functions of the business carried on inside! Standard 5.29 is reflected here.

Moretown Narrative Report

WAYFARER ART

The fifth and sixth grade students have been absolutely wonderful this fall! The children have worked so hard and created excellent work. I am very proud of them!

1. Still Life Drawings – we started off the fall with still-life observation drawings. Looking at the fruit, vegetables, napkins, flowers, and baskets, the children were also seeing the relationships of one object with another – shapes, sizes, proportions, colors, textures, were all considered in the drawings. We used pencils, color pencils, and fine point black pens for finishing highlight touches. Excellent work! This lesson addresses Standard 5.29 (use of the elements of design: line, shape, color, texture, form); Standard 5.24 Artistic Problem Solving (drawing from observation is problem solving as you are recreating the three dimensional relationships onto a two dimensional spatial plane).
2. Navajo Textile Design Collages – Inspired by photos of Navajo textile designs from the turn of the century, we recreated the center focal point of the designs. Begun in Studio Art time as integration with classroom studies of America at the turn of the Century; we completed our designs in art class. The collages were created with color construction paper. The children were impressed with the powerful geometric designs. Standard 5.25 Exemplary Works (demonstrating knowledge of exemplary works from a variety of cultures and historical periods) was addressed here as the children studied the designs and gain appreciation for the work through recreating the designs.
3. Paper Weavings – As a follow up to the Navajo design collages, we created fanciful paper weavings with a variety of lines, shapes, and colors in the designs. The intent was to remind and impress upon the students the complexity of the Navajo woven textile designs. Standard 5.29 (elements of design) is reflected here.
4. Clay Pots – Looking at examples of Native American pottery, we created lovely miniature clay pots. Using the air-drying clay, we formed pinch pots and carved designs with Native American symbols in the surfaces. We will highlight the pots with touches of paint. Standards 5.29 and 5.30 are addressed here (elements of design and using a variety of media).
5. Georgia O'Keefe Paintings – Expanding upon the Studio Art theme of American art at the turn of the century, we recreated some of Georgia O'Keefe's early paintings, from her days in Texas (she was teaching art there). We worked from the paintings: Evening Star, Plains I, Light Coming on the Plains II, and the Palo Duro Canyon. The students were very intrigued with her work and were very engaged in their watercolor paintings. Standards 5.29 and 5.25 were addressed here.

Sample Course Outlines

Grades 7-12

Course Outline: Graphic Design

Teacher: Sam Krotinger
Harwood Union High School

Goals and Accomplishments:

This 9-week class is an introduction to graphic design at the high school level. While an introduction to design will cover critical technical aspects of the medium, the emphasis will be on personal expression and creativity using both drawing and desktop publishing programs. Students will learn about design concepts, color use, form, composition, text design, logo development, layout, and the importance of design in successful advertising. Students will also learn the importance of critique and presentation of their work to the public. Emphasis will be understanding and executing all the processes in various design projects. Each student will develop a design portfolio that can then be used in future college level classes, as well in resumes within the design field.

Key Components:

- Development of drawing and design skills to lay the groundwork for further work on the computers.
- Understanding of important design components that can then be integrated into logo and product design.
- Using, navigating within, and trouble shooting the Macintosh Operating System.
- Mastering and understanding scanning and color space requirements.
- Understanding bitmap files and mastering Photoshop.
- Understanding vector files and mastering Illustrator.
- Using InDesign to integrate specific text layouts to existing image and line art files.
- Editing and logo/design evolution based on client needs.

Course Assessment:

1. Participation and Effort
2. Behaviors and Attitude
3. Projects
4. Technical Ability and Growth
5. Critique
6. Cleanliness

Evaluation:

1. Student Self Evaluation
2. Individual Progress
3. Progress Report
4. Willingness to Take Creative Risk
5. Final Grade: 60% ~ Projects
 40% ~ Attitude/Work Habits

Final Exam: a final series, art show, and an evaluation.

Vermont Standards addressed are the Following:

5.22 Intent, 5.23 Critique, 5.24 Artistic Problem Solving, 5.25 Exemplary Works, 5.26 Analysis, 5.27 Perspective, 5.28 Artistic Proficiency, 5.29 Visual Arts

Course Outline: Introduction to Creative Photography

Teacher: Sam Krotinger
Harwood Union High School

Goals and Accomplishments:

This 9-week class is an introduction to creative photography at the high school level. While an introduction to photography will cover critical technical aspects of the medium, the emphasis will be on personal expression and creativity using the photographic process. Students will learn about early techniques, art history, camera use, film development, and printing in the darkroom. Students will also learn the importance of critique and presentation of their work to the public. A final project will introduce students to the importance of a series, and will demonstrate the learning and growth that each student has experienced in the quarter. Projects can be completed through the traditional silver based medium, or using our digital imaging lab with photo quality inkjet output.

- **Camera Contract . . . signed by Your Parents**

Course Assessment:

1. Participation and Effort
2. Behaviors and Attitude
3. Projects
4. Technical Ability and Growth
5. Critique
6. Cleanliness

Evaluation:

1. Student Self Evaluation
2. Individual Progress
3. Progress Report
4. Willingness to Take Creative Risk
5. Final Grade: 60% ~ Projects
 40% ~ Attitude/Work Habits

Final Exam: a final series, art show, and an evaluation.

Vermont Standards addressed are the Following:

5.22 Intent, 5.23 Critique, 5.24 Artistic Problem Solving, 5.25 Exemplary Works, 5.26 Analysis, 5.27 Perspective, 5.28 Artistic Proficiency, 5.29 Visual Arts

Course Outline: Photo II / Advanced Creative Photography

Teacher: Sam Krotinger
Harwood Union High School

Goals and Accomplishments:

This 9-week class is a continuation of photography from our introductory course work. Students will continue their exploration of traditional silver based imaging through development of a multi-image series of collage work. Students will also explore collage; alternative processes, the possibilities of digital imaging through collage work, and advanced image manipulation. Students are given more independence in their daily classroom activities, yet must complete more projects as compared to the introductory class. As in Intro Photo, emphasis is on participation and critique; excellence is measured solely by effort.

- **Camera Contract . . . signed by Your Parents**

Course Assessment:

7. Participation and Effort
8. Behaviors and Attitude
9. Projects
10. Technical Ability and Growth
11. Critique
12. Ability to work in an independent project based environment

Evaluation:

6. Student Self Evaluation
7. Individual Progress
8. Progress Report
9. Willingness to Take Creative Risk
10. Final Grade: 60% ~ Projects
 40% ~ Attitude/Work Habits

Final Exam: a final series, art show, and an evaluation.

Vermont Standards addressed are the Following:

5.22 Intent, 5.23 Critique, 5.24 Artistic Problem Solving, 5.25 Exemplary Works, 5.26 Analysis, 5.27 Perspective, 5.28 Artistic Proficiency, 5.29 Visual Arts

Course Outline: Crafts

Teacher: Wendy Peterson 244-5186 x 163

Lab Fee: \$30.00

Goals and Objectives:

Throughout this 9-week class, students will produce a variety of both traditional and explorative crafts. Projects and materials may include the following: basketry, jewelry, leather, decorative paintings – wood and glass, silk painting, clay, printing, paper making techniques, and bookbinding.

- Students will learn crafts as an art form through recognizing and understanding the elements and principles of art and design.
- Students will improve their ability to conceptualize and portray their ideas in 3-D.
- Students will model craftsmanship by demonstrating safety and the proper methods of using the supplied tools and materials.
- Students critique and discuss ones own craft as well as others through the process and exposure.
- Students will gain appreciation for cultural diversity.
- Students' work will remain at school until the end of the quarter when it will be displayed in a final art show.
- The final exam is the scheduled art show and a written evaluation.

Course Assessment:

- | | |
|-----------------------------------|------------------|
| 1. Class participation and effort | 5. Craftsmanship |
| 2. Behavior and attitude | 6. Homework |
| 3. Projects | 7. Critiques |
| 4. Evaluations | 8. Art show |

Evaluation:

- | | |
|--|---|
| 1. Individual progress demonstrated during the quarter | 5. Final Grade: |
| 2. Progress reports | 50% projects |
| 3. Willingness to take artistic risks in order to grow | 25% attitude, work habits, homework, and responsibilities |
| 4. Written self-evaluations | 25% final exam – art show and self evaluation |

Vermont Standards Addressed Are the Following:

5.22 Intent, 5.23 Critique, 5.24 Artistic Problem Solving, 5.25 Exemplary Works, 5.26 Analysis, 5.27 Perspective, 5.28 Artistic Proficiency, 5.29 and 5.30 Visual Arts

Course Outline: Ceramics

Teacher: Wendy Peterson 244-5186 x 163

Lab Fee: \$25.00

Goals and Objectives:

This 9-week course focuses on ceramics with an in depth study into this medium. The course will concentrate on hand building for the first half of the quarter. Students will learn about glazes and under glazes, loading and unloading the kiln, and firing the kiln. The end result will be a variety of hand built and wheel thrown projects, an understanding of glazes, under glazing, and firing the kiln. Students will conduct research in and outside of class on a ceramic artist and write a paper due at the end of the quarter. The class will end with a mandatory art show of all of our work and a written evaluation.

Course Assessment:

1. Class participation and behavior/effort
2. Projects/quality of work/craftsmanship
3. Ceramic vocabulary
4. Homework
5. Quizzes
6. Critique – group and individual
7. Ceramic artist paper
8. Evaluations
9. Art show

Evaluation:

1. Student self-evaluation
2. Individual progress during the quarter
3. Progress reports
4. Willingness to take artistic risk in order to grow
5. Final Grade:
 - 50% projects
 - 25% attitude, work habits, homework, and responsibilities
 - 25% final exam – art show and self evaluation

Vermont Standards Addressed Are the Following:

5.22 Intent, 5.23 Critique, 5.24 Artistic Problem Solving, 5.25 Exemplary Works, 5.26 Analysis, 5.27 Perspective, 5.28 Artistic Proficiency, 5.29 and 5.30 Visual Arts

Course Outline: Ceramics II

Teacher: Wendy Peterson 244-5186 x 163

Lab Fee: \$20.00

Goals and Outcomes:

This 9-week course is for students who love to work in clay (and have taken Ceramics I)! We will add upon the skills learned in Ceramics I, which include hand building and throwing on the potters wheel, glazing and under glazing. The course will be a balance between throwing and hand building with a large hand building project and weekly throwing assignments. Students will be in charge of loading and unloading the kiln, recycling clay and daily class clean up. Students will keep a sketchbook, which will include sketches of project ideas, shapes of pots, class handouts, Xeroxes, and collected photos and clippings from magazines and the Internet. The class will end with a mandatory art show of all of our work and a written evaluation.

Course Assessment:

- | | |
|--|---------------|
| 1. Class participation and behavior/effort | 5. Critique |
| 2. Attitude and work habits | 6. Evaluation |
| 3. Projects, quality of work and craftsmanship | 7. Art show |
| 4. Sketchbook | |

Evaluation:

- | | |
|---|---|
| 1. Student self-evaluation | 5. Final Grade: |
| 2. Individual progress during the quarter | 50% projects |
| 3. Progress reports | 25% attitude, work habits, homework, and responsibilities |
| 4. Willingness to take artistic risk in order to grow | 25% final exam – art show and self evaluation |

Vermont Standards Addressed Are the Following:

5.22 Intent, 5.23 Critique, 5.24 Artistic Problem Solving, 5.25 Exemplary Works, 5.26 Analysis, 5.27 Perspective, 5.28 Artistic Proficiency, 5.29 and 5.30 Visual Arts

Welcome to Art Introduction

Teacher: Gar

Telephone: 882-1164

For the next semester you will be in art class with me, Gar. We will be working on many projects that will be fun and relate to Art Concepts with hands on learning experiences. These projects will be created through observation, imagination, and investigation. You will be able to talk about your work and other works by learning the basic skills and knowledge necessary to communicate in each art form. Studio projects and activities will give you the opportunity to create works of art and use various media and techniques, including computers. Our semester course is only 45 minutes long and will go very quick, so we have to work very hard to get all our work finished by following these rules:

1. Come on time.
2. Come prepared to class. Homework done!
3. Always have a pencil.
4. Pay attention and follow directions in class.
5. Be respectful of all artwork all around you as well as your fellow students and me.
6. No food allowed in the room.
7. Be responsible – clean up after yourself. Many other students use the art room. Make sure you put your artwork away as well as your supplies.
8. Use you time wisely in class!

You will be graded on the following: (Averaged)

1. How hard did you work on your project and did you complete it?
2. What effort did you take?
3. Did you participate in class discussion?
4. Was your behavior appropriate? Attendance?
5. Did you complete all the written assignments?
6. Did you attend the Quarter Art Shows?

Vermont Standards: (5.22, 5.23, 5.24, 5.25, 5.26, 5.27, 5.28, 5.29)

Art Introduction

Art Introduction is a comprehensive art course that is designed for the beginning High School Art Student. This comprehensive art program will allow for discovery and creative problem solving. It will provide students with a broader perception of their environment and a greater understanding of historical and cultural perspective.

This class is based on several assumptions, which include:

1. In order for students to comprehend art concepts, it is important to provide meaningful, hands on learning experiences that will allow for personal growth and creative expression.
2. Art Introduction will integrate the areas of aesthetics, art criticism, art history, and studio production.
3. These student experiences are sequentially planned, building on previous concepts and providing learning opportunities that incorporate a variety of media, artistic styles, and historical periods.
4. This course will integrate the following four components: Artistic Perception, Creative Expression, Historical and Cultural Context, and Aesthetic Valuing.

At the very center of this course is the process of being able to talk about works of art and learning the basic skills and knowledge necessary to communicate in each art form. By learning the elements and principles of art, working with various media, and evaluating master artists works, students will develop an appreciation for the presence of art both within the classroom and in their everyday experiences.

Studio projects and activities will give the students the opportunity to create works of art and use various media and techniques, including computers. Throughout the program, works of art from various periods, styles, and cultural diversity and understand various global views.

Students will explore, theorize, and apply the principles of aesthetics and art criticism to their own art works and the art works of others. They will formulate a lifelong appreciation and satisfying experience in the arts.

The Vermont Framework as well as the National Standards for art Education provides guidelines that set benchmark standards that are incorporated into this curriculum.

The following will be the inclusive curricula:

- Art and You:
Exploring Art
Understanding Art
- Developing a Visual Vocabulary:
The Elements of Art
The Principles of Art
Studio Lesson: Project emphasizing line, shape, and color
- Creating Art: Media and Processes
Drawing and Painting
Printmaking, Photography
Sculpture
Architecture
Studio Lesson: Sculpture and Painting
- Art Criticism; Aesthetic Criticism:
A Search for Aesthetic Qualities
Using Aesthetics and Art Criticism
Studio Lesson: Representational Painting
- Art History:
Art History: A Search for Information
Using Art History
Studio Lesson: Abstraction and Expressive Collage

Welcome to 8th Grade: "Many Ways of Seeing"

Teacher: Gar

Telephone: 882-1164

For this semester, you will be in art class with me, Gar. We will be working on many projects that will be fun. For one quarter, we will investigate themes and issues that relate to the Elements of Art and the Principles of Design. The second quarter we will be creating crafts. These projects will be created through observation, imagination, and investigation. We will be using a wide range of materials such as pencils, markers, ink, paint and clay, leather, and jewelry materials. We will work both in two dimension as well as three using processes in drawing, color theory, and many forms of sculpturing to create our projects.

The semester has very shortened periods, so we have to work very hard to get all our projects finished by these rules:

1. Come on time.
2. Come prepared to class. Homework done!
3. Always have a pencil.
4. Pay attention and follow directions in class.
5. Be respectful of all artwork all around you as well as your fellow students and me.
6. If you have your lunch in the art room, you are to be responsible – clean up after yourself.
7. Many other students use the art room. Make sure you put your artwork away as well as your supplies.
8. Use your time wisely in class!
You will be graded on the following: (Averaged)
How hard did you work on your project?
What effort did you take?
Did you participate in class discussion?
Was your behavior appropriate? Did you help clean up?
How did you do in you quizzes?
Did you attend the Art Show?

Vermont Standards: (5.22, 5.23, 5.24, 5.25, 5.26, 5.27, 5.28, 5.29)

Many Ways of Seeing

Many ways of seeing is a comprehensive art course that is designed for the eighth grade art student as a pilot art program that will introduce them to the array of program courses that we offer at the high school. This pilot program allows for discovery and creative problem solving. Eighth grade students will investigate themes and issues in art such as: originality, interpretation, visual language, and symbolism. It will provide students with a broader perception of their environment and a greater understanding of historical and cultural perspective. There will be a quarter for crafts. These students' experiences are sequentially planned, building on previous concepts and providing learning opportunities that incorporate a variety of media, artistic styles, and historical perspective.

Studio projects and activities will give the students the opportunity to create works of art and use various media and techniques, including technology. Throughout the program, works of art from various periods, styles, and cultural diversity will be discussed as well as understanding various global views.

These students' experiences are sequentially planned, building on previous concepts and providing learning opportunities that incorporate a variety of media, artistic styles, and historical periods.

The Vermont Framework as well as the National Standards for art education provides guidelines that set benchmark standards that are incorporated into this curriculum.

The following will be the inclusive curricula:

- Developing a Visual Vocabulary:
The Elements of Art
The Principles of Art
Studio Lesson: developing and creating a drawing
Sketchbooks, painting (pastels, watercolor, and acrylic)
Photography, Sculpture
- Art Criticism: Aesthetic Criticism:
Becoming familiar with critique assessment and comfortable with the language.
- Crafts and Folk Arts:
Exposure to different cultures through their art works, and crafts.
Studio Lessons: basketry, leather, gourd (vessels), ceramics, and jewelry

Course Outline: Advanced Drawing/Portfolio Development

This is an intensive quarter class; students will be using a variety of mediums to emphasize techniques on drawing, painting, sculpture, and technology. Students are encouraged to investigate their sight and imaginative sensitivity through their acquired basic design as well as drawing and painting concepts. They are encouraged to create a precollege portfolio during this class. Artwork will be documented through technology.

Course Goals, Objectives:

1. To demonstrate basic drawing and painting techniques.
2. Become proficient in many mediums.
3. To be aware of the elements of design and principles of art.
4. Maintain and care for ones artwork to be exhibited for the department show.
5. Identify artist, be able to critique, and discuss all art through process and exposure.
6. Be comfortable using a variety of materials and practice safety.

Course Assessment/Evaluation:

1. Individual progress demonstrated through assignments, projects, and sketchbooks. Proficiency in the mediums demonstrated.
2. Self-evaluations, written as well as portfolio reviews.
3. Willingness to take an artistic risk in order to grow as an artist.
4. To participate in the quarter art show.

Vermont Standards Addressed are: (5.22, 5.23, 5.24, 5.25, 5.26, 5.27, 5.28, 5.29)

Advanced Drawing

As an artist, your sketchbooks/journal needs to be a compelling daily ritual rather than an instrument to complete weekly sketches in. Approaching these visual connections will help develop a higher level of imagery that is your purpose of keeping your sketchbooks.

Visual Journal Possibilities

Cut holes or opening

Glue pages together, paint pages

Juxtapose images

Create secret compartments

Attach objects

Creatively bind, hold together

Create flaps that lift to view information

Insert new text, try out different

Create a secret language

Manipulate existing text.

Gesso over pages

Use sheets of color

Incorporate transparency

Draw, paint, etc, write, create a clasp, collage, sew, create a new text, try out different materials

Advanced Drawing Sketches:

1. Tell the viewer about yourself using the above possibilities in some type of collage form.
2. Draw a part of you face realistically the other half abstract.
3. Illustrate a sentence from a story or quote that means something to you.
4. Draw one of you possessions and finish with another medium.
5. Paint with oil pastels a household item.
6. With paint, illustrate a landscape on a map.
7. Use words to create a picture.
8. Combine photos and drawings.
9. Draw an enlargement of a section of an object of something that interests you.