

HIGH SCHOOL ART EDUCATION

PROGRAM DESCRIPTION

The high school art curriculum extends and reinforces prior knowledge and skills learned at the elementary and middle school levels. As the high school student matures into early adulthood, manual dexterity, eye-hand coordination and visual acuity levels increase. Particularly heightened are skills involving replication and interpretation of what is seen, and the ability to become involved in projects requiring high levels of manual skill and patience. The high school student understands symbolism and metaphor at a higher level and processes an increased descriptive vocabulary. The unique learning experiences in art offer the student an environment to interact with reason, emotion, logic and inventiveness. The high school art curriculum challenges students to become personally involved with art materials and processes, develops their critical and creative abilities and hones them at a level which could not be reached at earlier stages of development.

High school art courses are designed to meet the needs of students with a casual interest in art as well as those who intend to pursue an art related career. The skills developed during a course of study in art will exercise the student's powers of observation, broaden problem-solving abilities and concentrate on creative imaginations.

The high school art education program provides the student with opportunities to find personal forms of expression while exercising problem-solving and critical thinking skills. High school art experiences provide the student with developmental skills to grow toward their individual, creative potential.

HIGH SCHOOL ART COURSE OFFERINGS

Community High School

The curriculum at Community High School empowers teachers to develop course outcomes based upon student and teacher interests consistent with graduation requirements for Ann Arbor Public Schools. In a spirit of cooperation, teachers and students plan courses to encourage learning through a broad range of studio experiences. Some courses are offered on a yearly basis, while others may be planned for a one year only experience, as long as there is sufficient student interest. Students work with the art teacher to determine the best four year plan to match their own needs and interests.

Open Studio is unique to Community High School. In this course students work according to an independent studio contract on projects of their own choosing. Courses in *Mixed Media* and *Design and Illustration* provide further studio experiences. *Drawing and Painting*, *Ceramics and Sculpture*, *Photography and Advanced Art Portfolio* are similar to courses offered in the programs at Huron and Pioneer. Courses such as *19th Century Architecture*, *Creative Problem-Solving or Art History* have been developed and offered to provide a more historical/analytical mode of study for Community High School students. Students may be dually enrolled to take classes at Huron or Pioneer High School.

Roberto Clemente Student Development Center

The “small, family atmosphere” at Clemente is conducive to the flexible structure of the art curriculum. A general course in *Art* is offered based on the individual student’s needs while attending this alternative school. Courses such as *Contemporary African-American Art* and *Arts and Technology* are offered as the need arises.

Huron and Pioneer High Schools

Huron and Pioneer High Schools feature a comprehensive art program offering general courses in addition to courses in specific studio areas. Students in the class of 1993 and subsequent classes are required to plan and complete a 2.5 credit program of study or area of emphasis. In preparation for further study beyond high school or for careers in the art and design field, students may wish to plan a program with an art emphasis. Art courses may also be combined with other areas of the curriculum to facilitate those students who wish to plan a combined area of emphasis. Courses at Community High are also available for those students who wish to be dually enrolled. The following courses are offered to students who attend Huron and Pioneer High Schools:

<u>Course#</u>	<u>Courses May be Offered in Grades</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Course#</u>	<u>Courses May be Offered in Grades</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	
758	Art and Design	•	•	•	•	765	Advertising Design			•	•	•
760	Drawing/Painting/Printmaking	•	•	•	•	766	Production Art/Vocational			•	•	•
761	Jewelry Design	•	•	•	•	767	Photography			•	•	
762	Jewelry Design II		•	•	•	768	Advanced Photography			•	•	
763	Ceramics and Sculpture	•	•	•	•	769	Advanced Art Portfolio			•	•	
764	Ceramics and Sculpture II		•	•	•							

RECOMMENDED COURSE SEQUENCE

Art education helps students develop the type of practical creativity needed to meet the challenges of a competitive world. Because the world is becoming increasingly oriented to visual communication and more reliant on solving problems in different ways, students should be involved in art courses throughout their K – 12 educational experience. It is also important that students explore creative ideas and learn about a variety of media areas prior to specializing in one media area. The high school art teachers will help students select an individualized course sequence that encourages experiences in a broad spectrum of media. Art and Design 758 is the general art course all students are required to take prior to electing further study in specialized media courses.

The following plans recommend a course sequence that allows students to take art throughout their 9 – 12 educational experience. Plan A is a general plan for students to experience art at least one semester each of their four years in high school. Plan B is a comprehensive plan that demonstrates a sequence for students pursuing a career in art or an art related field. A chart of careers that require skills related to the study of art is presented in the appendix.

GENERAL EDUCATION (PLAN A)

	One Semester Each Year
9th Grade	Art & Design
10th Grade	Choose from: Drawing/Painting/Printmaking Jewelry Design Ceramics & Sculpture Advertising Design
11th Grade	Choose from: Drawing/Painting/Printmaking Jewelry Design Ceramics & Sculpture Advertising Design Photography
12th Grade	Choose from: Drawing/Painting/Printmaking Jewelry Design Ceramics & Sculpture Advertising Design Photography

CAREER IN ART (PLAN B)

	First Semester	Second Semester
9th Grade	Art & Design	Choose from: Drawing/Painting/Printmaking Jewelry Design Ceramics & Sculpture
10th Grade	Choose from: Drawing/Painting/Printmaking Jewelry Design Ceramics & Sculpture Advertising Design Production Art and Design	Choose from: Drawing/Painting/Printmaking Jewelry Design/Jewelry Design II* Ceramics & Sculpture/ Ceramics & Sculpture II* Advertising Design Production Art and Design
11th Grade	Choose from: Drawing/Painting/Printmaking Jewelry Design/Jewelry Design II* Ceramics & Sculpture/Ceramics & Sculpture II* Advertising Design Production Art and Design Photography/Advanced Photography*	Choose from: Drawing/Painting/Printmaking Jewelry Design/Jewelry Design II* Ceramics & Sculpture/Ceramics & Sculpture II* Advertising Design Production Art and Design Photography/ Advanced Photography* Advanced Art Portfolio
12th Grade	Choose from: Drawing/Painting/Printmaking Jewelry Design/Jewelry Design II* Ceramics & Sculpture/Ceramics & Sculpture II* Advertising Design Production Art and Design Photography/ Advanced Photography* Advanced Art Portfolio	Choose from: Drawing/Painting/Printmaking Jewelry Design/Jewelry Design II* Ceramics & Sculpture/Ceramics & Sculpture II* Advertising Design Production Art and Design Photography/ Advanced Photography* Advanced Art Portfolio

HIGH SCHOOL ART COURSE OUTCOMES

Course Name: **758 Art and Design**

Length of Course: one semester

Grades Offered: 9 - 12

Students who elect this course examine the significance of the visual arts on our everyday lives. Design elements and compositional principles are studied while learning studio techniques. This course will help students appreciate the joy of creating art as well as understand the role of art and design in society. It is also intended for students who are considering professional study or a career in art. Students will be evaluated according to their studio participation, quality of work, critical thinking and class discussions.

I. COMPONENT: HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS

CONTENT AREA	<i>Art & Design</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
ARTISTS IN CULTURE AND SOCIETY		<ul style="list-style-type: none"> Point out significant contributions by artists/designers within societies. 	<ul style="list-style-type: none"> Identify examples of artwork and products that have influenced students' lives Examine and discuss contemporary and historical artworks. 	<ul style="list-style-type: none"> Explain orally or in writing the significant contributions by artists within societies. Prepare a historical photo montage to illustrate changes by designers of certain products.
	<ul style="list-style-type: none"> Give examples of varied art forms throughout the world that contribute to culture and society. 		<ul style="list-style-type: none"> Speculate about the different purposes of art, e.g., political, functional, social, philosophical, economical. Discuss concepts of art evident in objects, structures and products from all over the world. 	<ul style="list-style-type: none"> List things, people or institutions that contribute to art in culture and society.
INTER-DISCIPLINARY CONNECTIONS		<ul style="list-style-type: none"> Give examples of art related vocations and describe some of the skills and responsibilities required. 	<ul style="list-style-type: none"> Visit studios of local working artists Survey art vocations within the community citing the artist's major responsibility. Describe personal characteristics required for a specific career, e.g., technical skills, knowledge of materials, imagination, ability to work independently. 	<ul style="list-style-type: none"> Record observations of studio visitations in a journal Interview guest artists and report back to class. Prepare a report including drawings and photographs on a specific career for class presentation.
	<ul style="list-style-type: none"> Draw on knowledge and skills in other subjects to support creative activities. 		<ul style="list-style-type: none"> Acknowledge connections between science, mathematics, social studies, language and music when appropriate to the process or product. 	<ul style="list-style-type: none"> Use knowledge and skills in science, mathematics, social studies, language and/or music to support creative activities.

II. COMPONENT: CREATING AND PRODUCING ART

CONTENT AREA	<i>Art & Design</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
DESIGN CONCEPTS		<ul style="list-style-type: none"> Selectively use, combine and transform the elements of art and principles of organizations in the creation of personal works of art. 	<ul style="list-style-type: none"> Choose variations of the elements and principals of design to express an idea in visual form, e.g., thick lines vs. thin line, symmetry vs. asymmetry, organic design vs. geometric design. 	<ul style="list-style-type: none"> Maintain a working portfolio to document variations in using the elements of art and principles of organization to communicate ideas.
MEDIA SKILLS AND PROCESSES	<ul style="list-style-type: none"> Apply and expand upon knowledge of previous experience working with different art mediums and processes to effectively communicate ideas. 		<ul style="list-style-type: none"> Use media and processes to discover possibilities and limitations, e.g., designing, drawing, painting, clay work and sculpting. Experiment with different art tools and materials to gain control of the medium. 	<ul style="list-style-type: none"> Create a portfolio presenting works that exhibit a variety of individual or teacher assigned ideas. Document technical skill development and use of media in a sketch book or in digital format. Document individual progress and initial level of experience through demonstration or discussions.
		<ul style="list-style-type: none"> Use analytical and technical skills to illustrate desired visual effects. 	<ul style="list-style-type: none"> Differentiate between various media and processes to create a desired effect, e.g., use different media to illustrate “soft shadows” on a two-dimensional surface. 	<ul style="list-style-type: none"> Illustrate various effects (blending, stippling, hard edge, etc.) in different media/process.
IMAGINATIVE AND CREATIVE APPLICATIONS		<ul style="list-style-type: none"> Observe and use the natural environment as a source of inspiration in creative works of art. 	<ul style="list-style-type: none"> List a variety of sources for artistic inspirations. Gather objects from nature to use as subject matter in creating art. 	<ul style="list-style-type: none"> Create a portfolio presenting examples of imaginative and creative interpretations of the natural environment.
	<ul style="list-style-type: none"> Transform ideas from the environmental, human-made and spiritual world into works of art that convey a central thought. 		<ul style="list-style-type: none"> Record ideas in a sketch book or journal for further development into works of art. Use creative problem-solving steps to convey ideas. 	<ul style="list-style-type: none"> Display works that chronicle the transformation of an idea from beginning to the end product.

III. COMPONENT: CRITICAL ANALYSIS AND AESTHETIC RESPONSE

CONTENT AREA	<i>Art & Design</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
CRITICAL ANALYSIS AND AESTHETIC RESPONSE	<ul style="list-style-type: none"> Develop visual literacy and critical analysis skills in discussing artwork. 		<ul style="list-style-type: none"> Identify the media, subject and expressed idea evident when looking at originals or quality reproductions. Analyze how the elements of design “work together” as a unified composition in finished artwork. View slides, videos, reproductions and computer generated imagery to increase “storehouse of images”. 	<ul style="list-style-type: none"> Participate in group discussions to describe an artwork noting facts about subject, elements and medium.
		<ul style="list-style-type: none"> Apply critical thinking skills in the creation and evaluation of artworks. 	<ul style="list-style-type: none"> Access own work in progress, make revisions and improvements based upon critique. 	<ul style="list-style-type: none"> Explain and discuss with others what they intend to do in a work of art, Express and support ideas about art in written and oral form.
		<ul style="list-style-type: none"> Identify some conditions used to determine that an object is “art” rather than just a well-designed object. 	<ul style="list-style-type: none"> Participate in museum trips to see original art. Talk about the meaning of art and when an object is art. Discuss what is meant by aesthetic response, beauty, good design, artist intention and expert opinions. 	<ul style="list-style-type: none"> Bring an object from home to defend in writing or orally as art or determine it is not art. Participate in discussion about treasured, ordinary and discarded objects stating personal opinions.
	<ul style="list-style-type: none"> Convey pride and a sense of accomplishment in student’s own work. 		<ul style="list-style-type: none"> Describe a personal aesthetic experience and tell why it was meaningful. Follow through with work fulfilling own intentions. 	<ul style="list-style-type: none"> Display finished artwork in school/community exhibits. Identify orally or in writing aesthetic accomplishments that affirm personal pride.

HIGH SCHOOL ART COURSE OUTCOMES

Course Name: **760 Drawing, Painting, Printmaking**

Length of Course: one semester

Grades Offered: 9 - 12

Prerequisite: 758

The focus of this course is on the creation of two-dimensional artwork. Basic drawing and painting assignment in watercolor, pastels, pen and ink, charcoal and pencil will encourage students to discover ideas and their creative potential. Silk screening, etching and relief printing processes may also be included. Works from famous artist, both past and present, will be incorporated to learn how others have solved similar problems. Subject matter may range from creating landscapes and abstract designs to recording observations of figures and still lifes. This course may be repeated for additional credit.

I. COMPONENT: HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS

CONTENT AREA	<i>Drawing, Painting, Printmaking</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
ARTISTS IN CULTURE AND SOCIETY		<ul style="list-style-type: none"> Identify drawings, paintings and prints from different periods, cultures and places when looking at originals or quality reproductions. 	<ul style="list-style-type: none"> Observe and discuss various drawing, paintings and prints to note similarities and differences between periods, cultures and places. Observe and discuss original two-dimensional artwork in museums. 	<ul style="list-style-type: none"> Participate in group discussion to identify visual characteristics of artworks from different periods, cultures and places.
	<ul style="list-style-type: none"> Relate selected artworks to the cultural/social context of the student's life. 		<ul style="list-style-type: none"> Examine two-dimensional art relevant to student's own culture and society. Discuss artists' styles of the past that have influenced some 20th century art. 	<ul style="list-style-type: none"> Write about cultural/social context for artworks selected.
INTER-DISCIPLINARY CONNECTIONS	<ul style="list-style-type: none"> Cite characteristics of major art movements and relate to history, literature, science. 		<ul style="list-style-type: none"> Discuss the relationship between art and other disciplines. Create a time line of examples from major art movements. 	<ul style="list-style-type: none"> Cite characteristics of work created during the different art movements and parallel events in history, literature or science, e.g., Renaissance, Baroque and Impressionist periods.
		<ul style="list-style-type: none"> Identify art careers that require skills in drawing, painting or printmaking. 	<ul style="list-style-type: none"> Explore ways art skills can be used in a variety of careers. 	<ul style="list-style-type: none"> Research and report on careers in art. Use art in conjunction with other subjects.
	<ul style="list-style-type: none"> Articulate relationships between physical world and expressed world of two-dimensional art. 		<ul style="list-style-type: none"> Compare and contrast differences in color theory between light and pigment. Discuss illusion and perceptions of depth. 	<ul style="list-style-type: none"> Articulate relationships between physical world and expressed world of two-dimensional art, e.g., color theories, perspective, illusions, etc.

II. COMPONENT: CREATING AND PRODUCING ART

CONTENT AREA	<i>Drawing, Painting, Printmaking</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
DESIGN CONCEPTS		<ul style="list-style-type: none"> Selectively use and combine the elements of art and principles of organization in specific drawing, painting and printmaking assignments. 	<ul style="list-style-type: none"> Point out the elements of art and principles of organization used in paintings and drawings. Create work which shows understanding of color relationships based on hue, value, saturation, etc. 	<ul style="list-style-type: none"> Participate in group and individual critiques to point out the elements of art and principles of organization used in own work.
MEDIA SKILLS AND PROCESSES		<ul style="list-style-type: none"> Combine and utilize available media effectively in a work of art to convey ideas. 	<ul style="list-style-type: none"> Create expressive lines and spaces in several media, making combinations for different effects, i.e., pencil, ink, charcoal, pastel, tempera, acrylic and/or oil, collage. 	<ul style="list-style-type: none"> Produce 2-D works that combine different media and processes.
	<ul style="list-style-type: none"> Select and use appropriate media to achieve a desired effect. 		<ul style="list-style-type: none"> Use different media and techniques to produce desired effects, e.g., high lights and shadows. 	<ul style="list-style-type: none"> Create artwork that effectively communicates desired effects.
IMAGINATIVE AND CREATIVE APPLICATIONS	<ul style="list-style-type: none"> Use knowledge of past and present experiences to expand individual ideas beyond known limits. 		<ul style="list-style-type: none"> Create work which demonstrates self-expression and innovation. 	<ul style="list-style-type: none"> Create individual works of art which entail problem solving and risk taking.
		<ul style="list-style-type: none"> Create works of art that reveal own ideas, experiences and intentions. 	<ul style="list-style-type: none"> Integrate personal values into own work. 	<ul style="list-style-type: none"> Maintain journal/portfolio to record ideas and thoughts about work.
		<ul style="list-style-type: none"> Use drawings from imagination and observation to initiate ideas in painting or printmaking. 	<ul style="list-style-type: none"> Draw representationally from observation. 	<ul style="list-style-type: none"> Use original images as a source or beginning for finished works of art.

III. COMPONENT: CRITICAL ANALYSIS AND AESTHETIC RESPONSE

CONTENT AREA	<i>Drawing, Painting, Printmaking</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
CRITICAL ANALYSIS AND AESTHETIC RESPONSE		<ul style="list-style-type: none"> Analyze visual, formal and expressive qualities of artwork. 	<ul style="list-style-type: none"> Practice aesthetic scanning techniques in small and large group settings. Practice describing, analyzing and interpreting work in writing. 	<ul style="list-style-type: none"> Write critiques of artwork. Participate in group and individual critiques.
	<ul style="list-style-type: none"> Analyze the differences and similarities between drawings and prints done in a variety of techniques. 		<ul style="list-style-type: none"> List visual characteristics of drawing and prints. Determine technique used in creation of variety of drawings and prints. 	<ul style="list-style-type: none"> Discuss techniques used in drawings and prints during a class critique or in writing.
	<ul style="list-style-type: none"> Analyze own artwork with regard to how the medium, techniques and style evoke a desired emotional/aesthetic response. 		<ul style="list-style-type: none"> Reflect upon and critically assess the characteristics, technique used and merits of own work. Reflect upon works in progress and modify or proceed based upon personal analysis. 	<ul style="list-style-type: none"> Explain orally or in writing the effectiveness of medium and technique used in own work to convey a desired response.
	<ul style="list-style-type: none"> Make informed judgments regarding the value of selected works of art to society. 		<ul style="list-style-type: none"> Participate in group and individual critiques. Research specific works to evaluate importance to society. 	<ul style="list-style-type: none"> Evaluate the aesthetic response to selected works of art and give reason for reactions.
		<ul style="list-style-type: none"> Examine and describe personal responses to one's own art. 	<ul style="list-style-type: none"> Share ideas and personal responses with others during group discussions. 	<ul style="list-style-type: none"> Exhibit confidence in ability to convey feelings about own art.

HIGH SCHOOL ART COURSE OUTCOMES

Course Name: **761 Jewelry & Design I**

Length of Course: one semester

Grades Offered: 9 - 12

Prerequisite: 758

This course teaches students about the design and creation of original jewelry. Basic design skills are taught. Sequentially planned assignments assist students in developing quality designs and well crafted jewelry. Through these experiences, it is hoped that students acquire an appreciation for past and present jewelry forms and pride in their own accomplishments.

I. COMPONENT: HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS

CONTENT AREA	<i>Jewelry & Design I</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
ARTISTS IN CULTURE AND SOCIETY		<ul style="list-style-type: none"> Identify contemporary and historic pieces of jewelry from selected examples. 	<ul style="list-style-type: none"> Examine and compare historic examples of ornamentation prior to planning work. Make connections between works of past and present in selected jewelry examples. 	<ul style="list-style-type: none"> Express concepts in written form regarding stylistic differences of selected jewelry examples.
	<ul style="list-style-type: none"> Use broad spectrum of contemporary and historic pieces of jewelry as a design source in the creation of original work. 		<ul style="list-style-type: none"> Exhibit competence in the design and creation of original works. Differentiate stylistic design qualities of contemporary and historic pieces of jewelry. 	<ul style="list-style-type: none"> Write or speak about idea sources used in the creation of the student's own jewelry.
INTER-DISCIPLINARY CONNECTIONS		<ul style="list-style-type: none"> Cite examples of jewelry related vocations within the community. 	<ul style="list-style-type: none"> Invite quest professionals to present examples of their work. Organize field trips to local jewelry stores, exhibits and galleries. 	<ul style="list-style-type: none"> Report on jewelry employment opportunities within the community. Point out examples of vocations related to jewelry.
		<ul style="list-style-type: none"> Apply mathematical concepts in the planning and execution of making jewelry. 	<ul style="list-style-type: none"> Calculate the quantity of each part for assembling and executing a piece of jewelry. Estimate size and proportion of metal shapes prior to cutting copper, silver, etc. 	<ul style="list-style-type: none"> Use skills in measuring, calculating, figuring proportions and/or percentages in the planning and making of jewelry.
	<ul style="list-style-type: none"> Classify jewelry materials according to their inherent properties. 		<ul style="list-style-type: none"> Use Moh's hardness scale to classify stones. Examine the different qualities of copper, brass, silver, titanium, etc. 	<ul style="list-style-type: none"> Classify precious, semi-precious and imitation stones. Classify metals by inherent properties.

II. COMPONENT: CREATING AND PRODUCING ART

CONTENT AREA	<i>Jewelry & Design I</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
DESIGN CONCEPTS		<ul style="list-style-type: none"> Choose and solve design problems using the elements of art and principles of organization as general guidelines for composition. 	<ul style="list-style-type: none"> Refine conceptual ideas mapping out sequence steps using elements of art and principles of organization. 	<ul style="list-style-type: none"> Select elements of art and principles of organization in composing original work.
		<ul style="list-style-type: none"> Use a variety of sources to design works that reflect a personal style. 	<ul style="list-style-type: none"> Examine various pieces of jewelry and classify according to style. 	<ul style="list-style-type: none"> Maintain a working design portfolio of sources of inspiration.
MEDIA SKILLS AND PROCESSES		<ul style="list-style-type: none"> Promote physical safety when using studio tools and equipment! 	<ul style="list-style-type: none"> Establish a classroom climate that enables the physical/emotional health of both teacher and student. Wear appropriate attire for safe operations. Demonstrate the safe use of tools and equipment. 	<ul style="list-style-type: none"> Perform tasks safely when using tools and equipment. Self-evaluate responsibility for safe behavior.
	<ul style="list-style-type: none"> Identify and describe tools used in jewelry construction. 		<ul style="list-style-type: none"> View presentations, periodicals and the resource text to learn about specific tools. Match tools on a checklist. 	<ul style="list-style-type: none"> Identify tools from a check list. Demonstrate the use of a specific tool to another student.
IMAGINATIVE AND CREATIVE APPLICATIONS		<ul style="list-style-type: none"> Plan designs for both two- and three-dimensional work through drawing and model making. 	<ul style="list-style-type: none"> Bend paper, wire and sheet metal into samples. Assemble constructions. Draw thumbnail sketches and refine ideas. 	<ul style="list-style-type: none"> Engage in planning discussions with teacher and classmates.
	<ul style="list-style-type: none"> Combine know techniques to best express ideas. 		<ul style="list-style-type: none"> List possible techniques for accomplishing a specific idea. Manipulate wax. 	<ul style="list-style-type: none"> Choose among known techniques and methods that express and communicate ideas.

III. COMPONENT: CRITICAL ANALYSIS AND AESTHETIC RESPONSE

CONTENT AREA	<i>Jewelry & Design I</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
CRITICAL ANALYSIS AND AESTHETIC RESPONSE	<ul style="list-style-type: none"> Use appropriate terms when discussing technical and design aspects of jewelry. 		<ul style="list-style-type: none"> Practice and review technical and design vocabulary related to jewelry. Participate in group critique to discuss technical aspects of class work. 	<ul style="list-style-type: none"> Use verbal assessment through individual and group critiques.
		<ul style="list-style-type: none"> Apply critical skills in assessing the characteristics, qualities and processes used in the exhibited work during class critiques. 	<ul style="list-style-type: none"> Identify characteristics, qualities and processes of exhibited class work. Use listening skills to summarize ideas of others during group critiques. 	<ul style="list-style-type: none"> Assess the characteristics, qualities and process used in the exhibited work during class critiques.
		<ul style="list-style-type: none"> Follow through with work, fulfilling own intentions. 	<ul style="list-style-type: none"> Reflect about their own work and make revisions to improve their own work. 	<ul style="list-style-type: none"> Submit finished work for group critique.
	<ul style="list-style-type: none"> Articulate the qualities of a well-designed artistic piece of jewelry. 		<ul style="list-style-type: none"> Discuss the importance of materials, design, harmonious relationship of parts and craftsmanship to the overall aesthetic response. 	<ul style="list-style-type: none"> Self-evaluate with reference to a set of criteria for well-designed, artistic jewelry.

HIGH SCHOOL ART COURSE OUTCOMES

Course Name: **762 Jewelry & Design II**

Length of Course: one semester

Grades Offered: 10 - 12

Prerequisite: 758, 761

This course is a continuation of 761 Jewelry Design. Students are expected to refine the skills learned in the beginning jewelry course. Required assignments will focus on new and advanced techniques exhibiting personal creativity and inventiveness. Participation in school and community exhibits will be encouraged. This class can be repeated for additional credit.

I. COMPONENT: HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS

CONTENT AREA	<i>Jewelry & Design II</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
ARTIST IN CULTURE AND SOCIETY		<ul style="list-style-type: none"> Observe and articulate the expressive qualities of individual and group ornamentation from various cultures. 	<ul style="list-style-type: none"> Utilize resource materials including media center, ornament magazines and text to research methods and materials. Observe examples to compare cultural diversity of ornamentation. 	<ul style="list-style-type: none"> Evaluate and compare the expressive features of ornamentation from cultures of yesterday and today.
INTER-DISCIPLINARY CONNECTIONS		<ul style="list-style-type: none"> Describe some of the career possibilities related to jewelry and metalwork. 	<ul style="list-style-type: none"> Collect articles from magazines that reflect career possibilities for jewelers and metalworkers. 	<ul style="list-style-type: none"> Prepare a report including photographs on a career related to jewelry or metalwork for class presentation.
	<ul style="list-style-type: none"> Give examples of the way that 20th century technology has broadened the scope of "jewelry". 		<ul style="list-style-type: none"> Interview and observe local jewelers working in the field. Discuss marketing strategies used in local jewelry stores. 	<ul style="list-style-type: none"> Cite examples orally or in writing of vocations related to jewelry and metal work. Create a photographic display of jewelry in the 20th century.

II. COMPONENT: CREATING AND PRODUCING ART

CONTENT AREA	<i>Jewelry & Design II</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
DESIGN CONCEPTS		<ul style="list-style-type: none"> Choose and solve design problems incorporating the elements of art and principles of organization. 	<ul style="list-style-type: none"> Plan, execute and refine designs in a step-by-step process. Selectively use elements of design. 	<ul style="list-style-type: none"> Record and illustrate plans for ongoing design assignments.
	<ul style="list-style-type: none"> Design jewelry and metalworks with function and feasibility in mind. 		<ul style="list-style-type: none"> Consider qualities needed to make a specific jewelry design functional (weight, surface, attachments, hanging parts, etc.). 	<ul style="list-style-type: none"> Follow through with work, fulfilling slated intentions.
MEDIA SKILLS AND PROCESSES		<ul style="list-style-type: none"> Differentiate qualities of hard and soft materials used in jewelry. 	<ul style="list-style-type: none"> Use metals and non-metals (plastic, wood, stone, organic, inorganic, bone fibers, etc.) to create jewelry. 	<ul style="list-style-type: none"> Perform written tests to assess comprehension of materials used in jewelry construction.
		<ul style="list-style-type: none"> Differentiate techniques used in hot/cold processes. 	<ul style="list-style-type: none"> Use soldering, annealing, forming, tempering, enameling, fusing and oxidizing. 	<ul style="list-style-type: none"> Perform test to differentiate techniques used in hot/cold processes.
		<ul style="list-style-type: none"> Recognize and select appropriate tools and machinery for specific tasks. 	<ul style="list-style-type: none"> Use Bezel and prong setting, clinical bonding, riveting, weaving and wrapping techniques. 	<ul style="list-style-type: none"> Create examples of specific processes that use specialized tools. Perform proficiency safety exams.
IMAGINATIVE AND CREATIVE APPLICATIONS		<ul style="list-style-type: none"> Use a wide variety of idea sources to plan and execute designs. 	<ul style="list-style-type: none"> Discover a variety of design possibilities by adapting a series of modifications on a theme. 	<ul style="list-style-type: none"> Exhibit work that shows varied approaches to a theme.
	<ul style="list-style-type: none"> Reflect on their own work and make revisions as needed to create dynamic artwork. 		<ul style="list-style-type: none"> Transform apparent mistakes into creative and dynamic possibilities. 	<ul style="list-style-type: none"> Document changes in plans due to “apparent mistakes”.

III. COMPONENT: CRITICAL ANALYSIS AND AESTHETIC RESPONSE

CONTENT AREA	<i>Jewelry & Design II</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
CRITICAL ANALYSIS AND AESTHETIC RESPONSE		<ul style="list-style-type: none"> Use appropriate terminology when discussing technical and design aspects of jewelry. 	<ul style="list-style-type: none"> Practice and review technical and design vocabulary. Observe and discuss work created in class in addition to works shown in galleries and exhibitions. Interpret via touch, smell, sight and hearing jewelry operations. 	<ul style="list-style-type: none"> Describe qualities of finished jewelry works. Offer constructive feedback regarding others' work during class critiques.
	<ul style="list-style-type: none"> Articulate the qualities of a well-designed, artistic piece of jewelry. 		<ul style="list-style-type: none"> Distinguish between works of quality & mediocrity giving reasons for the response. 	<ul style="list-style-type: none"> Engage in formal aesthetic discussion to list the criteria for determining a successful jewelry design.
		<ul style="list-style-type: none"> Distinguish between original and stereotypical work. 	<ul style="list-style-type: none"> Gather examples of jewelry (actual or photographic) and classify those that are original and those that are stereotypical. 	<ul style="list-style-type: none"> Engage in formal aesthetic discussion to list the criteria for determining a successful jewelry design.

HIGH SCHOOL ART COURSE OUTCOMES

Course Name: **763 Ceramics & Sculpture I**

Length of Course: one semester

Grades Offered: 9 - 12

Prerequisite: 758

This course involves the design and creation of ceramic forms. Students learn to shape clay by hand, throw on the potter's wheel and apply glazes. Assignments include the formation of utilitarian vessels as well as the creation of sculptural forms. Decorating techniques may vary according to the functional and/or aesthetic appeal of each form. Performance, effort and quality of work are the grading criteria.

I. COMPONENT: HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS

CONTENT AREA	<i>Ceramics & Sculpture I</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
ARTISTS IN CULTURE AND SOCIETY		<ul style="list-style-type: none"> Identify significant historical and contemporary examples of three-dimensional structures and objects. 	<ul style="list-style-type: none"> Examine the work of sculptors and ceramic artists in contemporary and historical societies, e.g., Louise Nevelson, Henri Moore, Marisol, Michelangelo, Auguste Rodin, Claus Oldenburg, Duane Hanson Observe photographs of Mount Rushmore, Liberty, Stonehinge, Spiral Jetty, etc. to discuss historical significance. 	<ul style="list-style-type: none"> Participate in group discussions and critiques. Participate in discussions about the historical and social aspects of three-dimensional structures and objects.
	<ul style="list-style-type: none"> Analyze the importance of three-dimensional artworks to the social structure. 		<ul style="list-style-type: none"> Analyze and compare three-dimensional artworks from different cultures. Analyze the purpose of artistic creations and their place in society, e.g., shelter, survival, ceremonial, decorative. 	<ul style="list-style-type: none"> Explain the relevance of the three-dimensional artist's role in society.
INTER-DISCIPLINARY CONNECTIONS		<ul style="list-style-type: none"> Give examples of careers in which sculptural skills are used, e.g., industrial design, architecture, civil engineering, pottery and tile production. 	<ul style="list-style-type: none"> Create prototypes of consumer products, architectural forms, etc. 	<ul style="list-style-type: none"> Simulate mock interviews for careers related to three-dimensional art forms.
	<ul style="list-style-type: none"> Analyze the impact of artistic structures on the development of civilizations. 		<ul style="list-style-type: none"> Examine structures from various civilizations and discuss the impact on the people of that time. Examine sculptures within the community to determine the purpose. 	<ul style="list-style-type: none"> Participate in discussions of historical and social aspects of three-dimensional structures and objects.

II. COMPONENT: CREATING AND PRODUCING ART

CONTENT AREA	<i>Ceramics & Sculpture I</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
DESIGN CONCEPTS		<ul style="list-style-type: none"> Apply elements of art and principles of organization to enhance the function of three-dimensional objects. 	<ul style="list-style-type: none"> Study how line, texture, space, form and color are related to the function of three-dimensional artwork. Examine how balance, contrast, variety and proportion contribute to the function of three-dimensional objects. 	<ul style="list-style-type: none"> Maintain a working portfolio of drawings to document application of elements of art and principles in the design of three-dimensional work.
	<ul style="list-style-type: none"> Make design choices that are compatible with materials in the construction of three-dimensional works. 		<ul style="list-style-type: none"> Explain how elements and principals of design are related to the material used. Explore spatial concepts and physical properties of sculptural materials. 	<ul style="list-style-type: none"> Take written and oral tests regarding concepts of design and sculptural materials.
MEDIA SKILLS AND PROCESSES		<ul style="list-style-type: none"> Use basic skills in the preparation, manipulation and maintenance of a variety of sculpture media. 	<ul style="list-style-type: none"> Compute quantities of chemicals; prepare and recycle clay bodies, calculate volumes in grams for glazes and clay. Prepare and protect works in progress. 	<ul style="list-style-type: none"> Work co-operatively for smooth functioning of studio space. Develop portfolio representing growth in use of variety of media.
		<ul style="list-style-type: none"> Discover different physical and tactile qualities of sculptural media. 	<ul style="list-style-type: none"> Identify specific characteristics of various sculptural media. Sample various media to probe material limitations. 	<ul style="list-style-type: none"> Prepare oral and written reports on individual research about sculptural media. Prepare sample portfolio to illustrate physical and tactile qualities of different media.
	<ul style="list-style-type: none"> Identify and describe usage of ceramic and sculpture tools and equipment. 		<ul style="list-style-type: none"> Match tools and equipment to specific usage. 	<ul style="list-style-type: none"> Restate and summarize the task to be accomplished articulating appropriate tools and equipment.
IMAGINATIVE AND CREATIVE APPLICATIONS	<ul style="list-style-type: none"> Use nature as a source of inspiration for personal approaches to three-dimensional art. 		<ul style="list-style-type: none"> Develop a personal visual imagery in the development of three-dimensional works. Create an object as observed from living forms. 	<ul style="list-style-type: none"> Write and talk about personal approach to working with three-dimensional works.
		<ul style="list-style-type: none"> Integrate past, present and personal ideas into works of art. 	<ul style="list-style-type: none"> Find resources for ideas in historical and contemporary examples of three-dimensional art. Clarify ideas. Create unusual combinations. 	<ul style="list-style-type: none"> Exhibit work that shows an influence of several idea sources. Maintain a slide portfolio of works citing the source of inspiration.

III. COMPONENT: CRITICAL ANALYSIS AND AESTHETIC RESPONSE

CONTENT AREA	<i>Ceramics & Sculpture I</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
CRITICAL ANALYSIS AND AESTHETIC RESPONSE		<ul style="list-style-type: none"> Apply critical thinking skills in discussing the criteria for evaluation of three-dimensional art. 	<ul style="list-style-type: none"> List criteria for successful three-dimensional artworks. View slides, videos, posters and reproductions, books and magazines of three-dimensional works of art. Develop vocabulary of relevant terms for three-dimensional work. 	<ul style="list-style-type: none"> Discuss the merits of a specific three-dimensional work of art during a class critiques.
	<ul style="list-style-type: none"> Discriminate between works of poor craftsmanship and well-designed work. 		<ul style="list-style-type: none"> Attend exhibitions of professional artist's work to discuss design quality. 	<ul style="list-style-type: none"> Discuss the merits of a specific three-dimensional work of art during a class critique.
	<ul style="list-style-type: none"> Explain interrelationship of media and form and how works of art are used/viewed by society. 		<ul style="list-style-type: none"> Develop individual art ideas that demonstrate sensitivity to form, balance, unity and function. Discuss the impact of the artist's choices on society. 	<ul style="list-style-type: none"> Explain relationship between media, form and function.
	<ul style="list-style-type: none"> Convey sense of pride in craftsmanship and personal accomplishments in three-dimensional works. 		<ul style="list-style-type: none"> Demonstrate acceptance of the creative contributions of other artists and cultures in both functional and non-functional works of art. Research three-dimensional artists and their processes. 	<ul style="list-style-type: none"> Create three-dimensional artwork bases on individual choice and decisions. Establish personal journal to evaluate accomplishments.

HIGH SCHOOL ART COURSE OUTCOMES

Course Name: **764 Ceramics & Sculpture II**

Length of Course: one semester

Grades Offered: 10 - 12

Prerequisite: 758, 763

This course is a continuation of the beginning ceramics and sculpture class with emphasis on advanced techniques. In addition to clay formation processes, advanced study encompasses glaze mixing and personal experimentation is encouraged. Through these experiences the students will study the history of three-dimensional forms and develop an understanding of how clay forms have recorded the phases of human culture. The course may be repeated for additional credit.

I. COMPONENT: HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS

CONTENT AREA	<i>Ceramics & Sculpture II</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
ARTISTS IN CULTURE AND SOCIETY		<ul style="list-style-type: none"> Explain how works by three-dimensional artists contribute to today's world and the future world. 	<ul style="list-style-type: none"> PowerPoint showing examples of three-dimensional art that contributes to contemporary society. 	<ul style="list-style-type: none"> Participate in group critiques. Explain orally or in writing the relevance of the artists role today and in the near future.
	<ul style="list-style-type: none"> Compare artworks from today's world cultures and analyze the importance as reflections of today's social structure. 		<ul style="list-style-type: none"> Evaluate the similarities between own work and that of other artists in today's world. Create a timeline showing milestones of three-dimensional art from various cultures. 	<ul style="list-style-type: none"> Explain orally or in writing the relevance of contemporary artwork from around the world.
	<ul style="list-style-type: none"> Identify contemporary artists known for their work in ceramics and sculpture. 		<ul style="list-style-type: none"> Research the work of contemporary sculptors and ceramic artists. 	<ul style="list-style-type: none"> Participate in group discussions that acknowledge contemporary artists known for their work in ceramics and sculpture.
INTER-DISCIPLINARY CONNECTIONS		<ul style="list-style-type: none"> Identify careers where knowledge of ceramic and sculpture properties is essential to specific areas. 	<ul style="list-style-type: none"> Use writings about science and technology, social commentary, history, and math to understand concepts of the physical world. Review skills needed in sculpture that relate to other professions. 	<ul style="list-style-type: none"> Simulate mock interviews for creators of three-dimensional art.

II. COMPONENT: CREATING AND PRODUCING ART

CONTENT AREA	<i>Ceramics & Sculpture II</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
DESIGN CONCEPTS		<ul style="list-style-type: none"> Apply elements of art and principles of organization in the conception and construction of three-dimensional art. 	<ul style="list-style-type: none"> Apply elements of art and principles of organization with non-plastic three-dimensional materials. 	<ul style="list-style-type: none"> Research how other artists are using elements of art and principles of organization with unusual found and natural products.
	<ul style="list-style-type: none"> Use principles of organization (balance, harmony, etc.) to explore advanced spatial concepts. 		<ul style="list-style-type: none"> Explore additive and subtractive methods of construction to manipulate physical space. 	<ul style="list-style-type: none"> Articulate how the principles of organization and methods of construction are integral to spatial concepts.
MEDIA SKILLS AND PROCESSES		<ul style="list-style-type: none"> Use and maintain well organized studio space. 	<ul style="list-style-type: none"> Make and recycle clay bodies. Make test tiles for glazes. 	<ul style="list-style-type: none"> Participate in daily maintenance of studio space.
	<ul style="list-style-type: none"> Differentiate the use of tools, materials and equipment. 		<ul style="list-style-type: none"> Calculate volume in grams for glazes and clay. Identify the purpose of various sculpting tools. 	<ul style="list-style-type: none"> Perform oral or written test to identify tools and materials.
	<ul style="list-style-type: none"> Differentiate the sequence of steps necessary to complete a specific process. 		<ul style="list-style-type: none"> Identify the sequence of steps necessary to complete a glazed ceramic vessel. Identify the sequence of steps needed to construct a form by carving, casting or assembling various materials. 	<ul style="list-style-type: none"> Create a photographic sequence to articulate the steps required to complete a specific process.
IMAGINATIVE AND CREATIVE APPLICATIONS		<ul style="list-style-type: none"> Use a variety of sources for inspiration including natural environmental, fantasies and works by other artists to create new works. 	<ul style="list-style-type: none"> Record ideas in a sketchbook or journal for further study and execution. Record the transformation of an idea through the various stages noting changes in a thumbnail sketch or photograph. 	<ul style="list-style-type: none"> Create works that stem from varied sources of inspiration for a one-person show or portfolio presentation.
		<ul style="list-style-type: none"> Explore a particular theme varying the approach to produce original work. 	<ul style="list-style-type: none"> Re-execute a particular theme in different media or style. 	<ul style="list-style-type: none"> Produce a group of works in different media/styles that are based on the same theme.

III. COMPONENT: CRITICAL ANALYSIS AND AESTHETIC RESPONSE

CONTENT AREA	<i>Ceramics & Sculpture II</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
CRITICAL ANALYSIS AND AESTHETIC RESPONSE		<ul style="list-style-type: none"> Apply critical thinking skills in the discussion and evaluation of three-dimensional artwork. 	<ul style="list-style-type: none"> List criteria for successful three-dimensional artwork. Determine when own work is “complete.” Write student/artist statements to accompany work in a student exhibition. View slides, videos, and reproductions to distinguish construction techniques. 	<ul style="list-style-type: none"> Discuss the merits of a specific three-dimensional artwork during a critique.
		<ul style="list-style-type: none"> Use vocabulary related to process when discussing three-dimensional art. 	<ul style="list-style-type: none"> Take notes as assignments are given to ensure understanding of the terms. Write or discuss process for creating own work. 	<ul style="list-style-type: none"> Restate and summarize the goal of a specific assignment using appropriate vocabulary.
	<ul style="list-style-type: none"> Discriminate between ideas to determine those that have merit and meet personal standards of quality. 		<ul style="list-style-type: none"> Keep a sketchbook to select ideas that can result in accomplished works. Attend exhibitions of professional work to discuss standards of quality. 	<ul style="list-style-type: none"> Evaluate own work clearly articulating one’s standards of quality.
	<ul style="list-style-type: none"> Convey sense of pride, quality craftsmanship and personal accomplishment in the execution of three-dimensional artwork. 		<ul style="list-style-type: none"> Create work that has personal meaning. Practice unfamiliar techniques to gain confidence and competence. 	<ul style="list-style-type: none"> Present finished work for public display in school exhibits or community art shows. Talk about own work during class critiques.

HIGH SCHOOL ART COURSE OUTCOMES

Course Name: **765 Graphic Design**

Length of Course: one semester

Grades Offered: 10 - 12

Prerequisite: 758

In this course, students solve visual communication problems by developing ideas and creating art for different audiences. Students will discuss the historical significance of the graphic arts and become more familiar with the styles and practical applications for lettering. A variety of materials and techniques will be used to create posters, logos, trademarks, packages and illustrations. Careers, issues and techniques of the contemporary design field are studied in this course. This course may be repeated for additional credit.

I. COMPONENT: HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS

CONTENT AREA	<i>Graphic Design</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
ARTISTS IN CULTURE AND SOCIETY	<ul style="list-style-type: none"> Examine and question the validity and influence of advertising in our lives. 		<ul style="list-style-type: none"> Examine and discuss contemporary and historical aspects of advertising art in newspapers, magazines, TV, posters, T-shirts, etc. Cite examples of graphics that influence their own lives. 	<ul style="list-style-type: none"> Write and talk about how advertising impacts on society.
		<ul style="list-style-type: none"> Cite examples of needs for design activities in the home, school, community business and industry. 	<ul style="list-style-type: none"> Recognize the impact of graphic society. Discuss how companies study the “clients” needs, interests, financial status, etc. to sell products. Cite examples of how advertising reflects the values of society. 	<ul style="list-style-type: none"> Participate in group critiques of graphic art from society. Write and talk about how advertising companies incorporate communication and subject matter to sell products or ideas.
INTER-DISCIPLINARY CONNECTIONS		<ul style="list-style-type: none"> Experience and identify some of the skills and responsibilities associated with a career in graphic design. 	<ul style="list-style-type: none"> Visit local graphic agencies. Participate as a team member in the creation of an advertising campaign. Discuss variations in related fields of graphic/graphic design. 	<ul style="list-style-type: none"> Identify skills and responsibilities needed in specific graphic art careers (highly technical skills, marketing research, imagination, creative problem solving, etc.).

II. COMPONENT: CREATING AND PRODUCING ART

CONTENT AREA	<i>Graphic Design</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
DESIGN CONCEPTS	<ul style="list-style-type: none"> Effectively use elements of art and principles of organization in the creation of graphic design. 		<ul style="list-style-type: none"> Identify how elements of art and principles of organization are used in graphic design. Use variations of principles of organization and elements of art to create visual impact. 	<ul style="list-style-type: none"> Maintain portfolio showing use of elements of art and principles of organization in graphics and own work.
MEDIA SKILLS AND PROCESSES		<ul style="list-style-type: none"> Apply previously learned skills to produce new work related specifically to graphic design. 	<ul style="list-style-type: none"> Effectively integrate subject, symbol, letters and media to communicate ideas. 	<ul style="list-style-type: none"> Document personal growth in applying previously learned skills to graphic problems.
	<ul style="list-style-type: none"> Work as a member of a team on an assigned advertising problem. 		<ul style="list-style-type: none"> Convey ideas to a group for creative solutions. Work with others to generate several possible solutions to a given problem. 	<ul style="list-style-type: none"> Support other's contributions and share own work/ideas.
IMAGINATIVE AND CREATIVE APPLICATIONS		<ul style="list-style-type: none"> Produce work that has a well-defined focus and reflects the characteristics of one's personal style. 	<ul style="list-style-type: none"> Create on-going portfolio and a personal library of visual ideas. 	<ul style="list-style-type: none"> Produce a portfolio of work that shows a variety of responses to individual or teacher assigned ideas.
	<ul style="list-style-type: none"> Recognize the potential influence of contemporary and historical sources to create new variations of other's ideas. 		<ul style="list-style-type: none"> Discover and use unusual combinations and fresh ideas in the creation of graphic art. Integrate ideas from the past, present and concepts for the future in the creation of logos, trademarks, packages, etc. 	<ul style="list-style-type: none"> Participate in group discussions to present new ideas for graphic design.

III. COMPONENT: CRITICAL ANALYSIS AND AESTHETIC RESPONSE

CONTENT AREA	<i>Graphic Design</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
CRITICAL ANALYSIS AND AESTHETIC RESPONSE		<ul style="list-style-type: none"> Critically analyze ideas regarding the impact of the message on others in society. 	<ul style="list-style-type: none"> Discuss personal responsibility for potent ideas in graphics through research and study of communication through art. View magazines, poster art, newspapers and TV to develop the basis for critical analysis and informed visual selection. 	<ul style="list-style-type: none"> Participate in group discussions and critiques to analyze the impact of the visual message. Participate in discussions of ethics and integrity.
	<ul style="list-style-type: none"> Offer valid reasons that justify the existence of contradictory views about social taste and acceptance of the visual message. 		<ul style="list-style-type: none"> Develop a firm concept about what is effective graphic design. 	<ul style="list-style-type: none"> Participate in discussions of ethics and philosophy and the artist's responsibility to society.

HIGH SCHOOL ART COURSE OUTCOMES

Course Name: **766 Production Art and Design**

Length of Course: year; two hour block

Grades Offered: 10 - 12

Prerequisite: 758

This is a vocational art course designed for the student who wants to explore art and design as a career. Lettering and typography are covered as students design posters, album covers, T-shirts, logos and other forms of graphic design. Technical skills are stressed and keylining (producing camera-ready art) is taught. A Macintosh computer is available as an art and design tool. Student's designs are often selected, printed, and utilized by actual clients from the community. During this course, the student will build a portfolio for job interviews or art school placement. Note: Students must travel to Huron for this course. This course meets for two periods per day for the entire year and may be repeated for credit.

I. COMPONENT: HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS

CONTENT AREA	<i>Production Art and Design</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
ARTISTS IN CULTURE AND SOCIETY	<ul style="list-style-type: none"> Analyze the variety of graphic arts created for different purposes, e.g., political, social, economic, philosophical. 		<ul style="list-style-type: none"> Examine posters, logos, album covers, T-shirts, etc. from around the world to determine their purpose/message. 	<ul style="list-style-type: none"> Cite examples of graphic design from the popular culture which were created for political, social, economic, philosophical purposes.
		<ul style="list-style-type: none"> Analyze the visual characteristics of design work from various periods in relation to their social/historical context. 	<ul style="list-style-type: none"> View and study examples of work from the major design movements, e.g., Arts and Crafts Movement, Art Deco, Bauhaus and Post Modernism. Study examples of commemorative postage stamps from other cultures. Research an artist, architect, designer or photographer in order to design a commemorative postage stamp. 	<ul style="list-style-type: none"> Research and report to class an analysis of design work from different periods noting visual characteristics in relation to the social/historical context.
		<ul style="list-style-type: none"> Differentiate visual and functional characteristics of important historical typefaces. 	<ul style="list-style-type: none"> View examples of type from an historical perspective, e.g., Garamond, Baskerville, Bodoni. Discuss the place/use of different typefaces in history and place examples in chronological order. Hand trace typefaces to study and compare subtle variations in each font. 	<ul style="list-style-type: none"> Collect a photofile illustrating examples of different typefaces. Perform written test to differentiate typefaces and their place in history.

I. COMPONENT: HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS (continued)

CONTENT AREA	<i>Production Art and Design</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
INTER-DISCIPLINARY CONNECTIONS		<ul style="list-style-type: none"> Describe the steps from conception of an idea to printed piece and the roles of artists/technicians in this process. 	<ul style="list-style-type: none"> Participate in the teacher exchange program with vocational graphic communications class to learn the different roles of those involved in the design/production process. Produce camera-ready art for the printing process. Use printer's copy camera to create negatives and strip negatives. Make printing plates and operate off-set printing press. 	<ul style="list-style-type: none"> Practice in class critiques to self-evaluate job performance according to specific criteria.
	<ul style="list-style-type: none"> Explain the underlying design principles that connect the various disciplines in the design field. 		<ul style="list-style-type: none"> Discuss the underlying principles that connect the various disciplines in the design field, e.g., industrial, textile, furniture, etc. 	<ul style="list-style-type: none"> Review work from student's portfolio explaining the underlying design principles that connect design disciplines.
		<ul style="list-style-type: none"> Describe the role of the client in the presentation and selection of work for a portfolio. 	<ul style="list-style-type: none"> Describe attributes of various careers in the design field. (Refer to high school Appendix I.) Address the difference between applying for work as a free-lance artist or for a specific job. 	<ul style="list-style-type: none"> Create a portfolio to apply for a specific design job and tell why certain work was selected for presentation.
		<ul style="list-style-type: none"> Merge creative writing with visual imagery to illustrate an idea or concept that can be shared with an audience. 	<ul style="list-style-type: none"> Design and illustrate a children's book which teaches a lesson. Utilize prior knowledge of composition to organize images and text page by page into a coherent whole. Practice reading the story for an audience. 	<ul style="list-style-type: none"> Produce a children's book and read the story aloud before an audience (video tape).

II. COMPONENT: CREATING AND PRODUCING ART

CONTENT AREA	<i>Production Art and Design</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
DESIGN CONCEPTS	<ul style="list-style-type: none"> Selectively use and combine elements of art and principles of organization to compose posters, logos and other forms of graphic design. 		<ul style="list-style-type: none"> Create color wheels to practice color mixing. Create optical paintings to illustrate subtle variations in tint and shade. Work in cooperative groups to create compositions that illustrate symmetry, active/inactive space, forms of balance, etc. 	<ul style="list-style-type: none"> Play recognition game called “Name That Concept” with works created during class.
		<ul style="list-style-type: none"> Design effective posters that integrate subject, media and composition with lettering. 	<ul style="list-style-type: none"> Discuss the role of the graphic designer to lead a viewer through a work using priority and movement. Work out design problems through thumbnails and roughs to try out possible compositions. 	<ul style="list-style-type: none"> Create posters for Rackham Exhibit and Student Services Guide.
MEDIA SKILLS AND PROCESSES		<ul style="list-style-type: none"> Select and use a medium and process which effectively communicates an idea. 	<ul style="list-style-type: none"> Use art paper, collage, paint, technical pens, etc. to create comps for presentation and/or production. Use both hand and electronic (computer) means to generate variations in lettering. Use pencil, lino blocks, watercolor, etc. to create illustrations for articles and books. Used found materials to create three-dimensional models for furniture and interior design. Design and silkscreen print a T-shirt. 	<ul style="list-style-type: none"> Present work for class critiques and judging by other audiences which effectively communicates ideas.
		<ul style="list-style-type: none"> Create work which exhibits technical competence and facilitates good communications. 	<ul style="list-style-type: none"> Practice using tools and techniques which create well-crafted work for presentation, e.g., exacto knife, mat knife, spray amount, straight edge, wet media acetate. 	<ul style="list-style-type: none"> Present work for class critique and judging by other audiences which exhibits technical competence.

II. COMPONENT: CREATING AND PRODUCING ART (continued)

CONTENT AREA	<i>Production Art and Design</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
IMAGINATIVE AND CREATIVE APPLICATIONS		<ul style="list-style-type: none"> Produce a well-organized portfolio that reflects ability to transform ideas into successful compositions. 	<ul style="list-style-type: none"> Document work for a portfolio with originals and/or photographic representations of successful compositions. Translate two-dimensional drawings into three-dimensional models. Include sketches in a portfolio which document the development of an idea. 	<ul style="list-style-type: none"> Produce a well-organized portfolio that reflects ability to transform ideas into successful compositions.
	<ul style="list-style-type: none"> Propose ways in which art work might be changed to be even more successful in communicating a message. 		<ul style="list-style-type: none"> Participate in critiques at various stages of the design process (thumbnail sketch, rough, comp and keyline) in order to develop ideas further and solicit input from others. 	<ul style="list-style-type: none"> During class critiques propose ways in which art work might be changed to be even more successful in communicating a message.
		<ul style="list-style-type: none"> Employ problem-solving methods to create a design solution which addresses a client's unique needs. 	<ul style="list-style-type: none"> Design logos, letterheads, signage and business cards for local businesses, community and school organizations. 	<ul style="list-style-type: none"> Present design solutions to client for feedback and evaluation.

III. COMPONENT: CRITICAL ANALYSIS AND AESTHETIC RESPONSE

CONTENT AREA	<i>Production Art and Design</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
CRITICAL ANALYSIS AND AESTHETIC RESPONSE		<ul style="list-style-type: none"> Assess works in progress, making revisions as needed to create desired intentions. 	<ul style="list-style-type: none"> Make decisions on how to improve own design work. Modify work in progress. 	<ul style="list-style-type: none"> Evaluate in written or oral form the level of success of modifications/revisions in own work.
	<ul style="list-style-type: none"> Offer valid reasons that justify personal choices and decisions regarding the manner in which ideas are communicated. 		<ul style="list-style-type: none"> Tell why specific design decisions were made. 	<ul style="list-style-type: none"> Evaluate own work according to personal taste and specified criteria for a given design problem.
		<ul style="list-style-type: none"> Offer valid reasons that justify the manner in which ideas are communicated in work by established designers and classmates. 	<ul style="list-style-type: none"> Participate in a critique offering positive suggestions for others' work. Use appropriate design terminology when participating in critiques. 	<ul style="list-style-type: none"> Analyze in written or oral form why designers use a particular image, technique and type in varied examples of graphic design.
		<ul style="list-style-type: none"> Use appropriate terminology to discuss the parts of letter forms. 	<ul style="list-style-type: none"> Use language related to typefaces when recognizing/discussing design problems, e.g., kerning, leading, letter spacing, serif - sans serif. 	<ul style="list-style-type: none"> Use appropriate terminology related to letter-forms in critiques and recognition tests.

HIGH SCHOOL ART COURSE OUTCOMES

Course Name: **767 Photography I**

Length of Course: one semester

Grades Offered: 10 - 12

Prerequisite: 758

In this course students learn about and experience photography as a form of visual communication. The students use basic processes of black and white film photography and/or digital media. Visual literacy, composition, operation of cameras, developing film, use of contact prints, enlargements and presentation of the photography, digital software and printing are components of this course. Creative thinking, quality of work, and effort are important aspects of this course.

I. COMPONENT: HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS

CONTENT AREA	<i>Photography I</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
ARTISTS IN CULTURE AND SOCIETY		<ul style="list-style-type: none"> Illustrate important individuals, events and processes of historical significance to photography. 	<ul style="list-style-type: none"> Research and identify important individuals, events and processes in the history of photography including contemporary photographers. 	<ul style="list-style-type: none"> Create an outline of the important contributions, processes and sequential events related to photography.
INTER-DISCIPLINARY CONNECTIONS		<ul style="list-style-type: none"> Cite examples of the different roles photographers play in our current society. 	<ul style="list-style-type: none"> Create a photofile identifying a great variety of photographic images utilizing magazines, advertisements, newspapers and other printed materials for examples. 	<ul style="list-style-type: none"> Classify scientific, journalistic, advertising, fashion, portrait, artistic and other forms of photography.
	<ul style="list-style-type: none"> Cite examples of how photography is connected to other subject areas, e.g., science, media, journalism. 		<ul style="list-style-type: none"> Discuss relationship of photographic processes to scientific methods. Discuss the use of photographs in the field of journalism and multi-media. 	<ul style="list-style-type: none"> Create photographic exhibit that illustrates connections to other subject areas.

II. COMPONENT: CREATING AND PRODUCING ART

CONTENT AREA	<i>Photography I</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
DESIGN CONCEPTS		<ul style="list-style-type: none"> Utilize the components of photographic composition in student's own work. 	<ul style="list-style-type: none"> Create photographs utilizing different camera angles, depth of field, cropping, lighting conditions, previsualization and abstract elements in depicting interesting subject matter. 	<ul style="list-style-type: none"> Document the components of composition in a photofile. Create original photographs that depict interesting subject matter.
MEDIA SKILLS AND PROCESSES	<ul style="list-style-type: none"> Make quality photographs using the complete photographic process. 		<ul style="list-style-type: none"> Operate a 35mm manual and digital camera. Develop film. Make proof sheets Create enlarged prints from negatives. Mount and/or mat prints for presentation. Pinhole Digital Software 	<ul style="list-style-type: none"> Present photographs for class review and critique.
IMAGINATIVE AND CREATIVE APPLICATIONS		<ul style="list-style-type: none"> Utilize the elements of composition and creative thinking and/or problem solving to creatively interpret photography assignments. 	<ul style="list-style-type: none"> Convey interesting subject matter. Execute technically correct photographs. Execute quality craftsmanship. Utilize unusual approaches and tools. 	<ul style="list-style-type: none"> Present photographs for class review and critique.

III. COMPONENT: CRITICAL ANALYSIS AND AESTHETIC RESPONSE

CONTENT AREA	<i>Photography I</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
CRITICAL ANALYSIS AND AESTHETIC RESPONSE		<ul style="list-style-type: none"> Give meaning to a variety of subject matter through photography. 	<ul style="list-style-type: none"> Manipulate subject matter giving meaning to content of photographic imagery. Assess work in progress, make adjustments and improve upon own work. 	<ul style="list-style-type: none"> Produce a portfolio of photographs and select meaningful images of varied subjects.
	<ul style="list-style-type: none"> Use appropriate terminology to discuss technical and aesthetic qualities of photographic imagery. 		<ul style="list-style-type: none"> Keep a record of various terms and their meanings in relation to photography. List criteria for determining aesthetic qualities of photographic images. 	<ul style="list-style-type: none"> Use appropriate terminology in the discussion of technical and aesthetic qualities of photographic imagery.
		<ul style="list-style-type: none"> Give meaning to intuitive thought in the creation of photographic images. 	<ul style="list-style-type: none"> Utilize the process of photography to interact with, and visually communicate thoughts and feelings about the environment. 	<ul style="list-style-type: none"> Select photographs that best communicate thoughts and ideas for inclusion in a personal portfolio.

HIGH SCHOOL ART COURSE OUTCOMES

Course Name: **768 Advanced Photography**

Length of Course: one semester

Grades Offered: 11 & 12, or Instructor Permission

Prerequisite: 767

This course is planned for students who are seriously interested in photography. A portfolio of quality photographs will be created and produced. Experimental techniques and classic darkroom processes such as Kodalith, bas relief, reticulation, color appliqué and composite imagery will be explored. This course may be repeated for additional credit.

I. COMPONENT: HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS

CONTENT AREA	<i>Advanced Photography</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
ARTISTS IN CULTURE AND SOCIETY		<ul style="list-style-type: none"> Apply knowledge of important individuals, events and processes of historical significance to photography. 	<ul style="list-style-type: none"> Research and interpret important individuals, events and processes in the history of photography, e.g., Mathew Brady, George Eastman, Alfred Stieglitz, Philippe Halsman, Irving Penn, Annie Lebowitz, and Laszlo Moholy-Nagy. 	<ul style="list-style-type: none"> Create an outline of the important contributions, processes and sequential events related to photography.
INTER-DISCIPLINARY CONNECTIONS	<ul style="list-style-type: none"> Analyze the different roles photographers play in our current society. 		<ul style="list-style-type: none"> Research specific photographers to analyze the scope and depth of their creative work. 	<ul style="list-style-type: none"> Prepare a written report about the scope and depth of a photographer's work.
	<ul style="list-style-type: none"> Cite examples of how photographic processes are related to different fields of study, e.g., medical photography, nature photography 		<ul style="list-style-type: none"> Discuss photographic processes related to different fields of study. Participate in class presentations from local photographers. 	<ul style="list-style-type: none"> Create a photographic exhibit that illustrates connections to other fields of study.

II. COMPONENT: CREATING AND PRODUCING ART

CONTENT AREA	<i>Advanced Photography</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
DESIGN CONCEPTS	<ul style="list-style-type: none"> Use techniques based upon studies of historical/contemporary photographers' work in the creation of own photographs. 		<ul style="list-style-type: none"> Analyze and select others' photographic processes to experiment with different techniques. 	<ul style="list-style-type: none"> Present work for a class critique.
		<ul style="list-style-type: none"> Utilize the components of photographic composition in student's own work. 	<ul style="list-style-type: none"> Create photographs utilizing different camera angles, depth of field, cropping, lighting conditions, previsualization and abstract elements in depicting interesting subject matter. 	<ul style="list-style-type: none"> Document the components of composition in a photofile. Create original photographs that depict interesting subject matter.
MEDIA SKILLS AND PROCESSES		<ul style="list-style-type: none"> Make quality photographs using the complete photographic process with consistent visual and technical perfection. 	<ul style="list-style-type: none"> Operate a 35mm manual & digital camera. Develop film, digital software. Make proof sheets. Create enlarged prints from negatives. Mount and/or mat prints for presentation. 	<ul style="list-style-type: none"> Present photographs for class review and critique.
		<ul style="list-style-type: none"> Make quality photographs using "classic" experimental darkroom techniques and processes. 	<ul style="list-style-type: none"> Utilize Kodalith, bas relief, solarization, color appliqué, composites, combinations and other darkroom techniques in creating photographs. 	<ul style="list-style-type: none"> Present photographs for class review and critique.
IMAGINATIVE AND CREATIVE APPLICATIONS		<ul style="list-style-type: none"> Utilize the elements of composition and creative thinking and/or problem solving to creatively interpret photography assignments with consistent quality standards. 	<ul style="list-style-type: none"> Convey interesting subject matter. Execute technically correct photographs. Execute quality craftsmanship. Utilize unusual processes and tools. 	<ul style="list-style-type: none"> Present photographs for class review and critique.
	<ul style="list-style-type: none"> Initiate self-directed experimentation in creating photographs involving innovative techniques. 		<ul style="list-style-type: none"> Experiment and take risks to expand skills beyond known limits. 	<ul style="list-style-type: none"> Talk about discoveries during class critiques.

III. COMPONENT: CRITICAL ANALYSIS AND AESTHETIC RESPONSE

CONTENT AREA	<i>Advanced Photography</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
CRITICAL ANALYSIS AND AESTHETIC RESPONSE		<ul style="list-style-type: none"> Create photographs that reflect a personal style and aesthetic response. 	<ul style="list-style-type: none"> Utilize the process of photography to interact with and visually communicate thoughts and feelings about the environment. 	<ul style="list-style-type: none"> Create a body of work for a portfolio.
		<ul style="list-style-type: none"> Make critical judgments about own work. 	<ul style="list-style-type: none"> Self-evaluate work in progress. 	<ul style="list-style-type: none"> Critique works in progress. Critique own work with peers.
	<ul style="list-style-type: none"> Evaluate work based on personal aesthetics. 		<ul style="list-style-type: none"> Self-evaluate work in own portfolio. Determine aesthetic qualities in photographic images. 	<ul style="list-style-type: none"> Select and present own work to show in school community and community at large.

HIGH SCHOOL ART COURSE OUTCOMES

Course Name: **769 Advanced Art Portfolio**

Length of Course: one semester

Grades Offered: 11 & 12, or Instructor Permission

Prerequisite: Successful Completion of 3 or more art classes

This course is recommended for students with a strong interest in art who possess the motivation to work independently, have a basic knowledge of composition principles, and have worked with a variety of art materials. Units of study are planned to achieve a balance between the mastery of specific skills, personal expression and creative problem-solving. Media experiences in design, drawing, painting, printmaking, illustration, sculpture and/or ceramics may be included. Students will create a portfolio of their own artwork suitable for review by college admissions. Advanced Art may be repeated for additional credit.

I. COMPONENT: HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS

CONTENT AREA	<i>Advanced Art Portfolio</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
ARTISTS IN CULTURE AND SOCIETY		<ul style="list-style-type: none"> Differentiate stylistic and compositional elements inherent in works by selected artists. 	<ul style="list-style-type: none"> View and discuss works by selected artists including contemporary and historical works. Note similarities and differences among artists' approaches during different periods in history. 	<ul style="list-style-type: none"> Sort and classify a group of artworks according to specific artists.
	<ul style="list-style-type: none"> Summarize and compare stylistic qualities and compositional elements used in art from well-known historical/cultural periods. 		<ul style="list-style-type: none"> Place works on a time-line according to styles. Discuss similarities in artists' works from various periods in history. 	<ul style="list-style-type: none"> Research and report on stylistic qualities and compositional elements.
INTER-DISCIPLINARY CONNECTIONS		<ul style="list-style-type: none"> Analyze events in history, literature and science and point out ways that artists have reflected those events in their work. 	<ul style="list-style-type: none"> Discuss the relationship between art and society addressing the role of the artist as communicator. 	<ul style="list-style-type: none"> Give examples orally or in writing about the relationship between the artist and events in society.

II. COMPONENT: CREATING AND PRODUCING ART

CONTENT AREA	<i>Advanced Art Portfolio</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
DESIGN CONCEPTS		<ul style="list-style-type: none"> Compose works of art for a portfolio that illustrate knowledge of compositional principles. 	<ul style="list-style-type: none"> Produce art that incorporates traditional subject matter but challenges formal compositional principles (portraits, human figure, still life, landscape, informal design work, mechanical drawings, etc.) 	<ul style="list-style-type: none"> Produce a portfolio that illustrates knowledge of compositional principles.
	<ul style="list-style-type: none"> Plan, combine and organize principles of organization to produce artwork for a portfolio. 		<ul style="list-style-type: none"> Experiment with various combinations of design principles to execute work. Record ideas in a sketchbook for later execution into finished works of art. Create work that results in unified compositions. 	<ul style="list-style-type: none"> Create a portfolio of work that illustrates varied approaches to composition.
MEDIA SKILLS AND PROCESSES		<ul style="list-style-type: none"> Compose work for a portfolio that illustrates skill in handling the media. 	<ul style="list-style-type: none"> Experiment with different media to determine which will best suit a particular idea. 	<ul style="list-style-type: none"> Produce a portfolio that incorporates skilled work in several different media.
	<ul style="list-style-type: none"> Produce work for a portfolio that reveals skill with two- and three- dimensional art processes. 		<ul style="list-style-type: none"> Re-execute a composition changing the process to reflect another approach. 	<ul style="list-style-type: none"> Create a portfolio that incorporates work in two-dimensional processes and photographs/slides of three-dimensional work. Various pre formats for submission to colleges and universities.
IMAGINATIVE AND CREATIVE APPLICATIONS		<ul style="list-style-type: none"> Produce art for a portfolio that has a well-defined focus and reflects characteristics of a personal style. 	<ul style="list-style-type: none"> Create art based on personal ideas, feelings, memories and attitudes. Convey a central thought/focus when creating art. 	<ul style="list-style-type: none"> Create personal works of art that successfully convey a central thought/focus.
		<ul style="list-style-type: none"> Explore a particular theme imaginatively and in depth to produce a group of related works. 	<ul style="list-style-type: none"> Rework a particular composition/theme in different media, varying the approach, style, format or media. 	<ul style="list-style-type: none"> Produce a group of works based on a particular theme.

III. COMPONENT: CRITICAL ANALYSIS AND AESTHETIC RESPONSE

CONTENT AREA	<i>Advanced Art Portfolio</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
CRITICAL ANALYSIS AND AESTHETIC RESPONSE	<ul style="list-style-type: none"> Discuss intended interpretations of own work in relation to the sensory qualities. 		<ul style="list-style-type: none"> Explain and discuss with others what they intend to do in a work of art. Make choices in subject, style and media that are compatible with intended sensory responses. 	<ul style="list-style-type: none"> Communicate orally or in writing the perceived success of intending viewer response.
	<ul style="list-style-type: none"> Critically assess the characteristics and merits of own work and the work of others according to acknowledged standards of quality. 		<ul style="list-style-type: none"> Assess own works in progress, making revisions as needed. Discuss own standards of quality and standards evident in works by recognized artists. 	<ul style="list-style-type: none"> Articulate verbally or in writing the standards of quality used to assess merits of own work and the work of others.
		<ul style="list-style-type: none"> Exhibit confidence in ability to make decisions about meanings and ideas evident in own work. 		<ul style="list-style-type: none"> Evaluate and defend approach, characteristics and merits evident in own work and the work of others.

HIGH SCHOOL ART COURSE OUTCOMES

Course Name: **761 Multi-Media**
 Length of Course: one semester
 Grades Offered: 9 - 12, Community High School Only

The student utilizes found objects and a wide range of other materials to create unique, provocative works of art. The student will learn basic design fundamentals as they pertain to sculpture. Emphasis will be on creating totally unique pieces, discovering new ways of creating, seeing and transforming. Critical thinking and analysis of work from around the world will be included.

I. COMPONENT: HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS

CONTENT AREA	<i>Multi-Media</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
ARTISTS IN CULTURE AND SOCIETY		<ul style="list-style-type: none"> Explain significant contributions by artists within a cultural and historical context. 	<ul style="list-style-type: none"> Identify selected artists and their periods. Examine and discuss contemporary and historical artworks that utilize mixed media. 	<ul style="list-style-type: none"> Observe and write about selections or artists in a cultural, historical context.
		<ul style="list-style-type: none"> Produce artwork inspired by the study of other artists that incorporates a contemporary social message. 	<ul style="list-style-type: none"> Use art from other cultures as inspiration to create individual expressions in works of art. Speculate about the different purposes of art, e.g., political, social, functional, philosophical, economical. 	<ul style="list-style-type: none"> Participate in group and individual critique of work in progress and final pieces.
INTER-DISCIPLINARY CONNECTIONS		<ul style="list-style-type: none"> Explain the relationship of art and art movements to other disciplines. 	<ul style="list-style-type: none"> Discuss the relationship between art and other disciplines. Create art to express ideas from literature, history, geography. 	<ul style="list-style-type: none"> Keep a journal to reflect thoughts, photos and sketches related to art movements and other areas of study.
	<ul style="list-style-type: none"> Give examples of careers that incorporate applications of mixed media, e.g., performance artist, theatrical set designer, installation artist. 		<ul style="list-style-type: none"> Observe contemporary artists' works in museums and in slide and video form. 	<ul style="list-style-type: none"> Participate in group discussions about use of media in performance art, set design, installations, etc.

II. COMPONENT: CREATING AND PRODUCING ART

CONTENT AREA	<i>Multi-Media</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
DESIGN CONCEPTS		<ul style="list-style-type: none"> Selectively use, combine and transform the elements of art and principles of organization in the creation of personal artwork. 	<ul style="list-style-type: none"> Assess art on the basis of the art elements and principles. 	<ul style="list-style-type: none"> Participate in group and individual critiques.
MEDIA SKILLS AND PROCESSES	<ul style="list-style-type: none"> Select and use appropriate media and process to achieve a desired effect. 		<ul style="list-style-type: none"> Use skills in a variety of media. Differentiate between various media through exploration and experimentation. 	<ul style="list-style-type: none"> Participate in group and individual critiques to analyze the use of media. Document individual progress with media through photographs or journals.
		<ul style="list-style-type: none"> Produce two-dimensional and three-dimensional artwork which combines different media and processes, e.g., drawing, painting, sculpture, fibers, collage, casting, found objects and digital imagery. 	<ul style="list-style-type: none"> Use media and techniques in ways which were previously unknown. Use media and processes to discover possibilities and limitations. 	<ul style="list-style-type: none"> Create a slide portfolio presenting works that exhibit a variety of individual ideas.
IMAGINATIVE AND CREATIVE APPLICATIONS		<ul style="list-style-type: none"> Create work which demonstrates self-expression and innovation. 	<ul style="list-style-type: none"> Use knowledge of past and present to expand ideas beyond individual known limits. 	<ul style="list-style-type: none"> Participate in group and individual critiques.
		<ul style="list-style-type: none"> Transform ideas from thoughts and inner resources to create meaningful artwork. 	<ul style="list-style-type: none"> Integrate personal values into own work. Produce thumbnail sketches that show the transformation of ideas and thinking processes. 	<ul style="list-style-type: none"> Maintain journal to record ideas and values of work. Display works that chronicle the transformation of an idea from beginning to the end product.

III. COMPONENT: CRITICAL ANALYSIS AND AESTHETIC RESPONSE

CONTENT AREA	<i>Multi-Media</i> OUTCOMES		OBJECTIVES	SAMPLE ASSESSMENT
	Focus on Development and Growth	Focus on Attainment		
CRITICAL ANALYSIS AND AESTHETIC RESPONSE		<ul style="list-style-type: none"> Articulate formal and sensory responses to artwork. 	<ul style="list-style-type: none"> Practice aesthetic viewing techniques in small and large group settings. Participate in museum and gallery trips to see and discuss professional, original art. 	<ul style="list-style-type: none"> Maintain journals. Participate in group critiques to articulate formal and sensory qualities.
		<ul style="list-style-type: none"> Analyze and describe technical, formal and expressive qualities of artwork. 	<ul style="list-style-type: none"> Analyze own art work with regard to how the medium, technique and style are used to evoke a desired emotional/aesthetic response. Analyze the differences and similarities between mixed media works done in a variety of techniques. 	<ul style="list-style-type: none"> Examine and describe personal response to art orally and/or in written form.
		<ul style="list-style-type: none"> Apply critical thinking skills in the creation and evaluation of artwork. 	<ul style="list-style-type: none"> Assess own work in progress; make revisions and improvements based upon critique. 	<ul style="list-style-type: none"> Explain and discuss with others what they intend to do in a work of art. Express and support ideas about art in written or oral form.
	<ul style="list-style-type: none"> Make informed judgments regarding the aesthetic value of selected artwork to society. 		<ul style="list-style-type: none"> Identify some conditions used to determine when an object is art rather than a well-designed object. Discuss what is meant by aesthetic response, good design, artist's intent and expert opinion regarding the value of art. 	<ul style="list-style-type: none"> Participate in group and individual critiques about the meaning of art, citing examples from society.

This is an exciting time to pursue a career in the visual arts. Technological innovations and changing social needs place an even greater emphasis on creative problem solving, technological competence and visual literacy. Artists are receiving more recognition than ever for their efforts to create visual images and design products that enrich people's lives. Art is not only found in museums and galleries but on the shelves of stores and on television screens throughout the world. Practically every business and industry requires the imagination and skills of an artist. Some artists do freelance work in their own studios and are paid separately for each contract. Other artists work for agencies which do work for several clients or work within a single corporate structure, designing for their company employer. Still others create for aesthetic reasons and try to sell their work through galleries or agents. However an artist chooses to make a living, they contribute to society by helping to set standards of taste and shape the look and design of objects in our daily life.

Careers in Art: An Illustrated Guide, by Gerald F. Brommer and Josef A. Gatto presents a list of questions for students regarding their personal traits and art career potential. Using these questions may help students discover how well suited they are for a career in the visual arts:

SELF-DISCIPLINE: Can you meet deadline? Can you set your own goals and achieve them satisfactorily? Can you motivate yourself to work even when you do not really want to?

SEEING: Are you aware of both good and poor design in the objects around you? Does bad design infuriate you? Are you aware of changes in the light during the day? Are you excited by certain colors or shapes, or combinations of art elements? Are you constantly trying to get your friends to see all the things that they seem to be missing?

WORKING: Do you like to work with your hands? Are you always trying to rebuild something to make it work better or look better? Can you work at a project for a long time without tiring of it? Do you think about your art work even while you are not working on it? Are you willing to tear up unsatisfactory work and start over again?

CREATIVITY: Do you come up with new ideas in other areas beside art? Are you looking for refreshing experiences? Can you appreciate art work that is not familiar to you, or that you may not like at first glance? Do you like to experiment with new materials or techniques in your art classes? Are you always looking for new and better ways to express yourself?

WORKING WITH OTHERS: Can you accept criticism of your work, and learn from it? Do you enjoy talking about your own work and that of others? Can you work with others on group projects and benefit from this cooperative effort? Can you praise the work of others as well as criticize it? Do you enjoy other people?

Brief descriptions of responsibilities and training required for various careers in art is addressed in Chapter 14 of the high school text, The Visual Experience, by Jack Hobbs and Richard Salome. Career opportunities in art are discussed in every high school art class. Meaningful visual arts experiences that develop a wide range of learning skills will help prepare students for life, regardless of their chosen profession.

High School

Appendix I (continued) Careers in Art

The following list illustrates the variety of careers in art and other related careers that require specialized training or experience. More complete information and descriptions of these jobs may be found in Careers in Art: An Illustrated Guide, by Gerald F. Brommer and Josef A. Gatto, Davis Publications, Inc. Worcester, MA

ENVIRONMENTAL PLANNING AND DEVELOPMENT

Architecture

Architect
Architectural Critic / Writer
Architectural Delineator
Architectural Drafter
Architectural Graphics Artist
City Planner
Environmental Designer
Landscape Architect
Landscape Drafter
Marine Architect
Model Builder
Mural Artist
Playground Designer

Teacher of Architecture
Theme Park Designer
Interior and Display Design
Antique Specialist
Color and Lighting Consultant
Computer Designer
Contract Designer
Design Consultant
Detailer
Exhibit and Display Designer
Facility Planner
Floor Covering Designer
Floral Designer
Interior Decorator

Interior Renderer
Manufacturer's Representative
Model Maker
Parade Float Designer
Photo Stylist
Publications Writer (Home Furnishings)
Residential and Commercial Interior Designer
Set Designer (Theatre and Stage)
Teacher of Interior Design
Upholsterer
Wall Covering Designer
Window Display Designer

COMMERCIAL ART AND DESIGN

Graphic Design

Advertising Agency Fashion Art Director
Advertising Agency Television Art Director
Airbrush Artist
Architectural Graphics Artist
Art School Design Teacher
Block Engraver
Book Jacket Designer
Compositor / Typographer
Computer Graphics Designer
Corporate Art Director
Creative Director
Graphic Arts Technician
Graphic Designer
Greeting Card Designer
Illustrator
Layout and Paste-up Artists
Letterer, Calligrapher, Type Designer
Municipal Graphic Designer
Muralist
Outdoor Advertising Designer
Paste-up Camera Artist
Photographer
Poster Artist
Promotion Designer

Record Jacket Designer
Retail Store Art Director
Showcard Artist
Sign Painter
Silk Screen Artist
Sketch Artist
Industrial Design
Airline Interior Designer
Automobile Design Detailer
Automobile Design Drafter
Automobile Designer
Automobile Interior Designer
Automotive Design Layout Artist
Cartographer
Communications Designer
Drafter
Furniture Designer
Furniture Reproducer
Glass Blower (Glass Technologist)
Heavy Equipment Designer
Industrial / Technical Illustrator
Inlayer
Lighting Designer
Model Maker
Ornamental Metalwork Designer
Package Designer

Product Designer
Product Photographer
Safety Clothing & Equipment Designer
Sports Equipment Designer
Stencil Maker
Tool Designer
Toy Designer
Transportation Designer
Fashion Design
Accessory Designer
Advertising Agency Fashion Director
Fabric Designer
Fashion Consultant
Fashion Coordinator
Fashion Copywriter
Fashion Designer
Fashion Display Director
Fashion Editor / Writer / Commentator
Fashion Illustrator
Fashion Merchandiser
Fashion Photographer
Fashion Specialist
Patternmaker
Sports Clothing Designer

ENTERTAINMENT AND THE MEDIA

Film and Television

Advertising Agency Television Art Director
Animation and Multimedia Artist
Art Director
Background Artist
Camera Person
Continuity Artist
Costume Designer
Director of Photography
Film Animator
Film Editor
Filmmaker for Art Education
Lighting Consultant
Makeup Artist
Model Builder
Scenic Artist
Set Designer
Special Effects Artist
Storyboard Illustrator
Television Electronic Designer
Television Graphic Artist
Title Designer

The Theater and Stage Design

Art Director
Costume Design Department Worker
Costume Designer
Hair Stylist / Designer
Lighting Designer
Makeup Artist
Program Designer
Property Shop Worker
Puppet Designer
Scene Painter
Scenic Designer
Set Construction Worker
Wardrobe Staff

Editorial Design and Illustration

Airbrush Artist
Architectural Delineator
Book Designer
Book Jacket Designer
Bookbinder
Botanical Illustrator
Caricaturist
Cartographer
Cartoonist / Comic Strip Artist
Chart Artist
Children's Book Illustrator
Editorial Art Director
Editorial Illustrator
Greeting Card Designer
Industrial Illustrator
Lettering Artist
Lithographic Photographer
Medical Illustrator
Mural Artist
Paste-up Artist
Photo Researcher
Product Illustrator
Science Fiction Illustrator
Sketch Artist
Storyboard Illustrator
Teacher
Technical Illustrator
Typographer

Photography

Aerial Photographer
Airbrush Artist
Architectural Photographer
Audiovisual Designer
Biological Photographer
Commercial Studio Photographer
Corporation Photographer
Dark Room Technician
Fine Art Photographer
Illustration Photographer
Industrial Photographer (products and food)
Law Enforcement Photographer
Legal Photographer
Medical Photographer
Microfilm Supervisor
Museum Photographer
Photo finishing Specialist
Photographer of Fine Art
Photographic Colorist
Photographic Engineer
Photographic Salesperson
Photojournalist / Press Photographer
Portrait Photographer
Retoucher
School Photographer
Slide Program Producer
Teacher of Photography

High School

Appendix I (continued) Careers in Art

CULTURAL GROWTH AND ENRICHMENT

Fine Art

Appraiser
Art Critic
Art Dealer / Gallery Director
Artist's Agent
Assemblage Artist
Collage Artist
Conceptual Artist
Craftsperson
Educator / Teacher / Instructor
Environmental Artist / Earth Artist
Fine Art Photographer
Foundry Worker
Framer
Gallery Owner
Kinetic Artist
Master Printer
Mold Maker
Muralist
Painter
Papermaker
Police and Court Artist
Portrait Artist
Printmaker
Quick Sketch Artist
Sculptor
Workshop Coordinator

Crafts

Appliqué Artist
Appraiser of Gems
Basket Maker
Batik Artist
Bookbinder
Candlemaker
Ceramist
Cloisonné Artist
Decoupage Artist
Embroidery Worker
Enamellist
Fiber Artist
Furniture Maker
Gem Cutter
Gemologist

Glass Artist / Craftsperson
Goldsmith
Jewelry Designer
Lace Maker
Lacquerware Artist
Leather Worker
Metalsmith
Mosacist
Musical Instrument Maker
Needleworker
Papermaker
Puppeteer
Quilter
Rug Maker
Silversmith
Stained Glass Designer
Thrower (ceramics)
Tile Decorator
Turner (ceramics)
Ware Decorator or Dresser (ceramics)
Weaver
Woodcrafter

Art Education

Art Center Education Director
Art Curriculum Director
Art Historian
Art Program Director
Art Specialist
Art Supervisor
Art Teacher (Elementary and Secondary)
Art Therapist
Artist-in-Residence
College and Art School Teacher
Museum Education Program Director
Slide Program Producer
Teacher's Aide

Museum

Archaeologist
Art Historian
Bookstore Manager
Computer Operator / Programmer
Conservator
Crate Builder

Diorama Artist
Display Artist
Docent
Educational Services Coordinator
Exhibitions and Publications Coordinator
Film Program Coordinator
Graphic Designer
Illustrator
Liaison with Schools Coordinator
Librarian
Museum Art Teacher
Museum Curator
Museum Director
Museum Exhibition Services Director
Museum Photographer
Public Relations Officer
Registrar
Researcher
Restorer
Slide Librarian
Writer

Art Galleries

Appraiser
Art Consultant
Art Dealer
Artist's Agent
Auction Gallery Staff
Corporate Sales Specialist
Exhibit Coordinator for Street Galleries
Exhibit Designer
Gallery Assistant
Gallery Owner / Director / Art Dealer
Sales Representative

Reporting and Writing about Art

Art Book Editor
Art Magazine Editor and Staff
Art or Architectural Critic
Art Textbook Author
Calendar Editor
Copy Editor for Art Books
Researcher
Writer for Magazines and Newspapers

High School

Appendix II Sample Critique Evaluation Form

■ Your name: _____

■ Name of person being critiqued: _____

■ What autobiographical quality do you think this person is expressing? _____

■ Circle the words that accurately describe this work:

playful
patterned
inviting
dynamic
cool

delicate
expressive
forceful
informal
friendly

static
warm
humorous
asymmetrical
calm

formal
friendly
serious
unpatterned
repelling

symmetrical
nervous
sturdy
unexpressive
unforceful

■ Add your own descriptive words: _____

■ What is the artist's stated autobiographical quality? _____

■ What could this person do to better express that quality? _____

■ Is this piece successful? Does it fit the person's goal and look good? _____

All children go through certain predictable stages of development and growth, both physical and intellectual, which is evidenced in their art work. The stages indicated by the following categories provide a rough guide for each stage of development. Environmental and individual factors may effect development through the stages. The following categories are simplified and should only be used as a reminder of the differences and similarities among children's schematic development.

Scribbling Stage

The first marks a child makes are random, uncontrolled scribbles. These marks may seem unimportant, but are as necessary for future art as babbling is to talking or crawling is to walking. The child progresses from random to more controlled scribbling, and then begins to name the scribbles. Naming scribbles indicates the child realizes the marks made on the paper can stand for what the child knows, sees and feels. This connection which we call symbolization builds to the acquisition of skills in art, reading, math and other contents as well.

Pre-Schematic Stage

Around the age of four or five the child begins to search for a series of symbols which can be put on paper with feeling. At this stage the child is not trying to draw realistically, but is using lines and shapes as symbols for a tree, a house, a car or a person. The child should be encouraged to talk about their work because verbalizing reinforces their awareness that visual forms are related to life experiences and develops descriptive vocabulary. Imaginary themes are of particular importance because they enable the child to express feelings free from judgment of "right" or "wrong" answers. Looking at and talking about artworks should be handled thematically so that the child can become familiar with common sources of inspiration.

Schematic Stage

In the early elementary years the child prefers drawing people engaged in activities using imaginary themes and illustrating poems or stories. Details will be added and size relationships vary according to the importance of the image or space. The child is not trying for realism yet and should not be judged by such standards. Instead, he/she should be encouraged to practice his/her art often. The child begins to perceive cause and effect relationships that are directly applicable to science, mathematics and reading through multisensory experiences. Interpretive skills and vocabulary development can be encouraged by asking: How? What? Why? and What If? questions about art experiences.

Dawning Realism, or the Gang Age

At this stage the child attempts realistic drawing and tries to show action, proportion and detail accurately. Approval of their peers takes on great importance, and feelings of inadequacy with regards to their artwork may develop at this stage. The student at this stage needs to learn simple perspective, practice drawing skills and learn to use color effectively. Skill and knowledge, bolstered by encouragement, will prepare them for the next stage. The preadolescent child can make conscious choices to select materials for special effects. They are skilled in observing details and are fascinated by their own ability to perceive subtle nuances that others overlook.

Realistic Stage

The ability to express ideas realistically with increased skill, the handling of materials and of use of elements of design grow more sophisticated with adolescence. The student needs to be introduced to new art media and to learn craftsmanship skills. Art is valuable in dealing with the tumultuous feelings common to adolescence. Creating representational art based upon observation and memory are particularly important for this age group. Through discussion and example, the adolescent student can focus on varieties of media, technique and symbolic content. Adolescents are on the threshold of taking full responsibility for shaping their own lives and are able to formulate their own opinions about the merits of works of art.

High School

Appendix IV Vocabulary

In addition to the vocabulary presented in Appendix I and the materials/equipment presented in Appendix IV for the elementary grades, the following terms are appropriate for high school courses.

A Abstract Expressionism

- action painting
- aesthetic
- afterimage
- allegory
- aperture
- applied arts
- art criticism
- artisan
- Art Nouveau
- assemblage
- avant-garde

B Baroque

- bevel
- bezel
- biomorphic shapes
- bisque firing
- Bauhaus
- brass
- burnish

C Chiaroscuro

- chisel
- chroma
- cinematography
- classical
- cloisonné
- close-up
- collograph
- color scheme
- computer graphics
- Conceptual Art
- conservator
- contact print
- conté crayon
- convex
- criteria for judging art
- cross-section
- Cubism
- culture
- curator

D Dada

- daguerreotype
- depth of field
- diptych
- dry point

E Earthenware

- earthwork
- easel
- editing
- edition
- ellipse
- engobe
- engraving

F F-stop

- façade
- Fauvism
- figurative
- figure-ground
- focal point
- foreshortening
- forge
- free-form
- free-lance
- free-standing sculpture
- fresco
- Futurism

G Gesso

- Gothic style
- gouache
- gradation
- graphite
- greenware
- grog
- grout
- guage

H Harlem Renaissance

- hieroglyph

I Impasto

- implied texture/line
- incise
- indigenous
- industrial design
- informal balance
- intaglio
- intermediate colors
- isometric perspective

J Jewelry saw

High School

L

leather-hard
lens
linear perspective
lithography
lost-wax process

M

marquette
Minimal art
moiré pattern
montage

N

nib
nonobjective art
nonporous

O

one-point perspective
Op Art
organic
ornate

P

patina
philosophy of art
photogram
photography
Photo-Realism
pigment
planographic print
plasticity
polychrome
porcelain
Post Impressionism
potter's wheel
Pre-Columbian
proof print
pulp

R

Realism
register
Renaissance
repoussé
representational
Rococo style
Romanticism

S

serif
saturation
serigraphy
sepia
sgraffito
Shinto
Shiva
shutter
slip
slurry
Social commentary art
soft sculpture
squeegee
stabile
stipple
stoneware
stylus
Super Realism

T

tertiary colors
tesserae
theme
throwing
translucent
triptych
trompe l'oeil
two-point perspective
typography

Appendix IV (continued) Vocabulary

U

umber

V

vantage point
video art
visual art
visual environment
vitrify

W

waste mold
wedging
wide-angle
wood engraving

Z

Zoom

DISTRICT EXIT OUTCOMES

The first major and most significant activity toward the creation of K-5 grade level and 6-8 course specific student outcomes was the establishment of the district EXIT outcomes by the Board of Education. The Board clearly defined what student outcomes mean i.e., that when students complete their high school education, they will have demonstrated competency in the following:

ENGLISH: the ability to communicate effectively, both orally and in writing, and with a thorough grounding in literature.

MATHEMATICS: an understanding of the principles of mathematics, including the ability to apply those principles to daily life.

SCIENCE: a knowledge of the physical and biological sciences, including the relationship of the disciplines to the environment and our daily lives.

SOCIAL STUDIES: History: a thorough and balanced knowledge of the history of the United States and the world; Geography: a knowledge of the locations of the major physical features of the planet, including our own political boundaries, cultures, climates and resources; U.S. Government: a genuine understanding of how the U.S. government and economy function.

COMPUTER LITERACY: familiarity with computers and other technology to retrieve and use information.

THE ARTS: appreciation of the performing and visual arts.

FOREIGN LANGUAGE: strong encouragement to learn a foreign language.

PHYSICAL FITNESS: a knowledge of and concern for physical health.

THINKING SKILLS: the ability to identify problems and work creatively toward solutions.

PRODUCTION AND CONSUMPTION: the ability to produce and consume in an enlightened, effective way.

IDEALISM: an appreciation of and willingness and ability to contribute to democratic and ethical ideals.

OPERATING DEFINITIONS OF DISTRICT EXIT OUTCOMES

The EXIT outcomes as adopted by the Board of Education included both specific curriculum areas e.g., English, Science, Foreign Language, etc. and also skill areas which cut across all curriculum content areas e.g., thinking skills, production and consumption, etc. In order to provide a common framework for these skills and standards which apply to all curriculum content areas, the following “Operating Definitions” were established and adopted by the Curriculum Council in May, 1993:

- **QUALITY PRODUCERS** who work independently and collaboratively to produce in an enlightened and effective way and who:
 - employ decision making skills that impact materials access, processes, etc.;
 - meet or exceed stated quality standards;
 - alter or adapt criteria as necessary;
 - develop and modify standards;
 - manage time efficiently to reach targets;
 - self assess and seek feedback from others;
 - initiate and constructively participate in teamwork;
 - validate achievement of self and others as contributing group members.

- **DISCRIMINATING CONSUMERS** of products and information who make decisions based on a variety of criteria which includes aesthetic, environmental, ethical and financial factors and who:
 - established and employ personal criteria for enlightened decisions;
 - use reliable sources to make informed decisions;
 - use self-discipline for responsible consumption.
- **ADAPTIVE THINKERS** who identify problems and work creatively, alone and with others, toward solutions and who:
 - apply a problem-solving process e.g., define the problem, choose a plan, execute a plan, evaluate the solution;
 - apply a creative problem-solving process e.g., challenge, fact finding, problem finding, solution finding, acceptance finding;
 - apply a decision making process e.g., consider facts, consider alternative, consider possible consequences, consider values, make decisions, implement decisions;
 - use logical reasoning e.g., critical thinking;
 - use creative thinking e.g., lateral thinking;
 - use intuitive thinking e.g., Gardner’s intrapersonal intelligence;
 - use reflective processes to refine thinking e.g., metacognition, self-awareness.
- **EFFECTIVE COMMUNICATIONS** who use, interpret and critically evaluate a variety of verbal and non-verbal symbol systems e.g., linguistic, mathematical, musical, scientific, technological, visual and who:
 - express themselves in ways that are understandable by others;
 - use feedback to monitor and adjust their message;
 - communicate in culturally appropriate ways e.g., aware, sensitive, inclusive, respectful;
 - apply effective communication skills and strategies within and across content areas;
 - attend to an oral message with an open mind, develop meaning, synthesize the information based on prior experiences, evaluate and respond to the message.
- **COMPETENT TECHNOLOGY USERS** who choose appropriate technology and manage it effectively and ethically and who:
 - use a broad range of computer applications e.g., graphics, sound and word processing;
 - use technology as one set of tools that enhance human skills in information management, communication of ideas and expression of feelings;
 - assess the capabilities and limitations of computers and other technology.
- **RESPONSIBLE COMMUNITY CONTRIBUTORS** who support democratic and ethical ideals and who:
 - use effective leadership and group skills in diverse settings;
 - develop an informed and reasoned position concerning human rights and equal dignity of all people;
 - identify positive qualities of cultural diversity;
 - describe the connections and weigh the balance between individual freedoms and social responsibilities;
 - support and preserve the aesthetic and ethical dimensions of the natural and human created environment;
 - employ fair procedures for peaceful management of conflict.