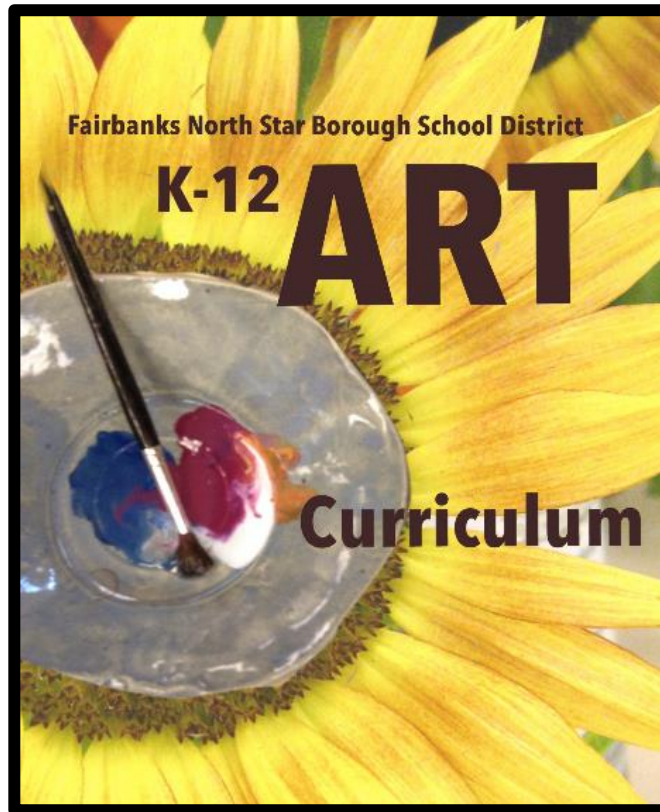




**FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT**



# **MIDDLE SCHOOL (6-8)**

**Adopted: March 7, 2017**

# GRADE 6 VISUAL ARTS STANDARDS

**Anchor Standard 1 - Create:** Generate and conceptualize artistic ideas and work.

**Enduring Understanding:** Creative and innovative thinking are essential life skills that can be developed.

**Essential Questions:** What conditions, attitudes and behaviors support creative, innovative and inventive thinking? What encourages people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts of histories and traditions of art forms help us create works of art and design?

## Grade 6 VA.1.CR.6

**1a.** Combine concepts collaboratively to generate innovative ideas for creating art.

**1b.** Formulate an artistic investigation of personally relevant content for creating art.

**1c.** Persist through and learn from challenging artistic investigations throughout the art-making process to develop technical skills.

**Anchor Standard 2 - Create:** Organize and develop artistic ideas and work.

**Enduring Understanding:** Using art elements and design principles, artists/designers experiment with forms, structures, materials, concepts, media and art making processes while balancing experimentation, freedom and responsibility in developing and creating artworks.

**Essential Questions:** How do artists/designers work and reflect on the direction of their work? How do artists and designers learn from trial and error? What responsibilities come with the freedom to create? How do objects, artifacts, places and design shape lives and communities?

## Grade 6 VA.2.CR.6

**2a.** Demonstrate openness in trying new ideas, materials, methods and approaches in making works of art and design.

**2b.** Explain environmental implications of conservation, care, and cleanup of art materials, tools, and equipment.

**2c.** Design or redesign objects, places, or systems that meet the identified needs of diverse users through complete documentation of the artistic process.

**2d.** Review the ethical responsibility of posting and sharing images and other materials on the Internet, through social media and other communication.

**Anchor Standard 3 - Create:** Refine and complete artistic work.

**Enduring Understanding:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

**Essential Questions:** What role does perseverance play in revising, refining and developing work? Considering art forms and careers, how do artists and designers grow and become accomplished? How do artists and designers create works of art or design that effectively communicate?

**Grade 6  
VA.3.CR.6**

**3a.** Refine and adapt art works in consideration of audience, and the context of the work with consideration to developing technical skills and organizational principles.

**3b.** Choose from among experimental approaches and techniques to determine the most effective solution.

**3c.** Utilize personal reflection and critical feedback to refine technical proficiency, intentionality, aesthetic judgment and expressive capability.

**3d.** Reflect on whether one's artwork conveys the intended meaning and revise accordingly.

**Anchor Standard 4 - Present:** Select, analyze and interpret artistic work for presentation.

**Enduring Understanding:** Artists/designers consider various techniques, methods, venues and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation.

**Essential Questions:** Why do people value objects, artifacts and fine artworks, and select them for presentation. What criteria, methods and processes are used to select work for preservation and presentation? How are artworks cared for and by whom?

**Grade 6  
VA.4.PR.6**

**4a.** Individually or collaboratively plan, prepare, and present selected works for display and include informational materials for the viewer.

**4b.** Present and defend a body of evidence that shows the artistic process and prepare it for presentation (e.g., sketchbook, portfolio, digital format).

**4c.** Write an artist statement that includes artistic intention, processes, and specialized language.

**4d.** Analyze similarities and differences associated with preserving and presenting 2D, 3D, and digital artwork.

**Anchor Standard 5 - Present:** Develop and refine artistic techniques and work for presentation.

**Enduring Understanding:** Artist/designers, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and presentation.

**Essential Questions:** What does the role of revision play in creating artwork? What methods and processes are considered when preparing artwork for presentation or preservation? What criteria are considered when selecting work for presentation, a portfolio or a collection?

**Grade 6**  
**VA.5.PR.6**

**5a.** Individually or collaboratively develop a visual plan to displaying works of art, analyzing exhibit space, the needs of the viewer and the layout of the exhibit.

**5b.** Understand why and how an exhibition or artworks may influence ideas, beliefs, and experiences.

**Anchor Standard 6 - Present:** Convey meaning through the presentation of artistic work.

**Enduring Understanding:** Objects, artifacts and artworks collected, preserved or presented either by artists/designers, museums or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.

**Essential Questions:** What is the purpose of exhibiting art? How do collected, preserved and presented works cultivate appreciation and understanding of beliefs, values and experiences?

**Grade 6**  
**VA.6.PR.6**

**6a.** Access, explain and provide evidence of how museums or other venues reflect history and values of a community.

**6b.** Discuss the roles and responsibilities of a curator, understanding the skills and knowledge needed in presenting objects, artifacts, and artwork.

**6c.** Understand the similarities and differences associated in presenting two-dimensional, three-dimensional, and digital artwork.

**6d.** Examine and analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.

**Anchor Standard 7 - Respond:** Perceive and analyze artistic work.

**Enduring Understanding:** Engaging in and reflecting on art supports understanding and appreciation to self, others the natural world and constructed environments. Art/design and images influence understanding of and responses to the world.

**Essential Questions:** How do life experiences influence the way you relate to art? How does learning about and responding to art impact how we interpret the world?

**Grade 6  
VA.7.RE.6**

**7a.** Identify and interpret works of art or design that reveal how people live around the world and what they value.

**7b.** Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.

**Anchor Standard 8 - Respond:** Interpret intent and meaning in artistic work.

**Enduring Understanding:** People gain insights into meaning of artworks by engaging in the process of art criticism and critical inquiry.

**Essential Questions:** What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as a text? How does learning and using art vocabulary (e.g., elements, principles, techniques, genres) help us understand and interpret works of art?

**Grade 6  
VA.8.RE.6**

**8a.** Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, composition, formal art elements, and use of media to identify ideas and mood conveyed.

**Anchor Standard 9 - Respond:** Apply criteria to evaluate artistic work.

**Enduring Understanding:** People evaluate art based on various criteria.

**Essential Questions:** How does one determine criteria to evaluate a work of art? How and why may criteria vary? How can people appreciate and respect a work of art aside from personal preference? How does collaboratively reflecting on an artwork help to experience it completely?

**Grade 6**  
**VA.9.RE.6**

**9a.** Using art vocabulary, develop and apply relevant criteria to evaluate a work of art.

**Anchor Standard 10 - Connect:** Relate, synthesize and express both knowledge and personal experiences as a way to participate in the arts.

**Enduring Understanding:** Participation in the arts encourages people to connect experiences to construct meaning.

**Essential Questions:** How does engaging in creating art enrich people's lives and raise awareness of community and environment?

**Grade 6**  
**VA.10.CO.6**

**10a.** Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.

**Anchor Standard 11 - Connect:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding and relevancy.

**Enduring Understanding:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

**Essential Questions:** How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of society? How does art influence, enhance and preserve aspects of life?

**Grade 6**  
**VA.11.CO.6**

**11a.** Analyze how art reflects changing times, traditions, resources, and cultural uses.

**11b.** Examine, discuss, and explain ethical issues in art and art-making processes (e.g., plagiarism, appropriation, copyright, media/visual literacy).

# GRADE 6 ELEMENTS OF ART

## Elements of Art: Building Blocks of Visual Art

<b>Line</b>	<b>Line is the path of a point moving through space. Types of line can include actual, implied, vertical, horizontal, diagonal, and contour lines.</b> 6 recognize contour line, outline, and sketching; identify lines used in inventive or creative ways
<b>Shape</b>	<b>When lines meet, shapes are formed. Shapes are flat. Some shapes are geometric such as squares, circles, triangles, rectangles, and ovals. Other shapes are organic or irregular.</b> 6 differentiate between shape, 2-dimensional and 3-dimensional, in a variety of artworks
<b>Form</b>	<b>Form has three dimensions: length, width, depth; and resides in space. Form may be an actual object having volume or implied on a 2D surface with the use of light and shading techniques.</b> 6 differentiate between shape, 2-dimensional and 3-dimensional, in a variety of artworks
<b>Color</b>	<b>Color is derived from reflected light. The color wheel shows the chromatic scale and demonstrates three properties:</b> 1. Hue, the name of the color (determined by the dominant wave length) 2. Intensity, or the purity and strength of the color defined as brightness or dullness 3. Value, the lightness or darkness of the color 6 recognize analogous and other color schemes in relationship to basic color theory
<b>Value</b>	<b>Value refers to lightness or darkness. Value depends on how much light a surface reflects and is one of the three properties of color.</b> 6 recognize at least five sequential value changes in one color
<b>Texture</b>	<b>Texture appeals to sense of touch, either actual or implied.</b> 6 continue to differentiate between visual (implied) texture and actual texture
<b>Space</b>	<b>Space refers to 1) the area in which art is organized, and 2) an area showing depth or perspective. Space can be two-dimensional (2-D), three-dimensional (3-D), negative, and/or positive.</b> 6 investigate how perspective is shown in an artwork using the concepts of overlapping, scale, page placement, foreground/background, degree of detail, and color intensity; recognize that converging lines show depth

***An educated mind without an educated heart is no education at all.  
I think the arts are for educating the heart.***

Celeste Hart

# GRADE 6 PRINCIPLES OF ART

## Principles of Art: Use or arrangement of the building blocks of visual art

<b>Balance</b>	<b>Balance is a sense of stability in an artwork. There are three kinds of balance: symmetrical (formal), asymmetrical (informal), and radial.</b> 6 identify examples of visual balance in art
<b>Contrast</b>	<b>Contrast emphasizes the differences in the elements of art used in a work of art (refers to distinctive compositional areas created by the arrangement of the elements of art).</b> 6 identify different areas in art using the words dark, light, smooth, textured, color variations, types of lines and shapes, mood changes
<b>Emphasis</b>	<b>Emphasis refers to developing points of interest that pull the viewer's eye to important parts of the artwork.</b> 6 find and identify examples of focal point (i.e., visual accent or stress) in a work of art
<b>Rhythm/ Pattern</b>	<b>Rhythm/pattern refers to the repetition or recurrence of a design element, exact or varied, which establishes a visual beat.</b> 6 recognize how rhythm and patterns can be created through color, line, shape, and form
<b>Proportion/ Scale</b>	<b>Proportion is the size relationship of parts to a whole and is within an object. Scale is the size/weight relationships between shapes/forms and compares different objects.</b> 6 continue to learn body proportions and vocabulary
<b>Movement</b>	<b>Movement refers to the suggestion of motion through the intentional use of various elements of art. Movement adds excitement by showing action and directing the viewer's eye through the artwork.</b> 6 find examples of movement in art and compare and contrast the artists' techniques
<b>Unity</b>	<b>Unity is the appearance of oneness.</b> 6 discuss whether a work of art seems complete or unified

*The idea that you can educate young people in a meaningful way  
without music and art is simply absurd.*

James D. Wolfensohn



# GRADE 6 ARTISTS OVERVIEW

The following is a list of selected grade-level artists to be taught by classroom teachers during the school year. If each teacher follows this curriculum, becoming well-informed about their three grade-level artists, each student will learn about 21 diverse artists while in elementary school.

Each elementary school and each grade level within will have a set of reproductions covering their artists. Art kits on each artist have been developed and demonstrated. These are available to check out for classroom use. For more information on Art Kits: <http://www.k12northstar.org/Page/2530>

Grade	Artist	Known As	Life Span	Selection Criteria
6	Egyptian Art		3100-1100BC	World (Egyptian) History
	Leonardo da Vinci	Italian Renaissance Artist	1452-1519	Renaissance Artist
	Frank Lloyd Wright	American Architect	1867-1959	Architecture, Careers

# SIXTH GRADE CURRICULUM

## ARTISTS

### **Egyptian Art (3100-1100 BC)**

The development of the Egyptian artistic style was affected by each of Egypt's three Golden Ages: The Old Kingdom (3100-2200 BC) characterized by pattern-like motifs with flat colors showing figures at work; Middle Kingdom (2100-1800 BC) where painting developed an appreciation of art for its own beauty rather than for religious reasons and sculpture began showing faces with features that indicated specific persons; and New Kingdom (1580-1100 BC) where painted figures were rendered on a thin ground line. There was no overlapping unless all depicted figures were engaged in the same activity. The size of the figure showed its importance and, if something was far away, it was placed higher in the image area. During this time, sculpture tried to accurately capture the most prominent features of its subject.

### **Leonardo da Vinci (1452-1519)**

#### **Italian Renaissance Artist**

Da Vinci was born in Italy. He spent his working life in both Italy and France. He is known for being one of the world's greatest draftsmen, artists, inventors, and scientists. Da Vinci was the first of the Renaissance geniuses. He developed inventions and designs ranging from weapons of war to ladies' fashions, as well as musical, navigational, and surgical instruments. His best-known paintings are the *Mona Lisa* and *The Last Supper*. From his example, people today call someone who can do many things well a "renaissance" person.

### **Frank Lloyd Wright (1867-1959)**

#### **American Architect**

Wright was born in Wisconsin and he divided his working between the Midwest and West Coast. He is most known for relating architecture to nature. Wright's most famous innovation was his "Prairie Style" which opened the house to nature, reflecting the local surroundings with long, low lines. His versatility is recognized when viewing the Guggenheim, a spiral museum in New York City. Sometimes he incorporated natural features such as a waterfall or a grouping of boulders as part of his overall design. He designed the furnishings and details on the interior at the same time as he planned the exterior of his buildings. Throughout the 30s, 40s, and 50s, he continued to experiment with new forms and materials.

*For more information on these artists, refer to the end of this Sixth-Grade section.*

## VOCABULARY

(See Glossary in Appendix for complete K-6 Vocabulary List)

abstraction	contrast	intensity	outline	style
advertising	converging lines	interior designer	perspective	symbol
analogous	craftsmanship	landscape artist	principles of design	
architect	edition	modeling	realism	
balance	elements of design	monochromatic	relief	
contour	emphasis	non-objective	resist	

**Sixth Grade** students will be expected to apply art concepts and use vocabulary, while working with a broad range of both 2D and 3D art materials and techniques. Sixth graders are developing lasting skills in handling materials and applying developed ideas to their work, and will be expected to build on these abilities. Many students at this age ‘fear failure’ and lean toward their strengths. In order to encourage diverse growth, lessons will be diverse, exciting, challenging and draw on personal input. Verbal fluency will be encouraged when discussing or writing about art.

**IV. PRODUCING ART** is experiencing the processes of art. It is the act of solving problems.

<b>DRAWING</b> is the portrayal of an idea using line and/or tone.	<b>MATERIALS</b>
<p>Students will:</p> <ul style="list-style-type: none"> <li>• draw using a wide variety of tools (e.g., vine charcoal, eraser, assortment of hard/soft and colored pencils, pastels)</li> <li>• continue to use line in creative and inventive ways; continue practicing drawing using sketch, outline, and contour</li> <li>• use forms and light sources to study shading</li> <li>• use placement, overlapping, size scale, and detail when drawing to show perspective; learn that color intensity fades with distance and use in drawing; be introduced to one-point perspective to show depth</li> <li>• continue to experience actual textures, then draw them to create implied textures in drawing</li> <li>• work on unconventional formats; experiment with breaking the edges</li> <li>• continue to draw from stories, nature, imagination, memory, observation, still-life, and curriculum themes; continue to use music, movement, and mood for inspiration</li> </ul>	<ul style="list-style-type: none"> <li>• pencil, pen, eraser</li> <li>• markers</li> <li>• crayons</li> <li>• oil pastels</li> <li>• colored pencils</li> <li>• charcoal, chalk</li> <li>• variety of tools</li> </ul>

<b>PAINTING</b> is the application of paint to a surface.	<b>MATERIALS</b>
<p>Students will:</p> <ul style="list-style-type: none"> <li>• combine the use of a variety of painting medium (e.g., tempera, tempera cakes, watercolor, painting crayons, pencils) in one artwork</li> <li>• use a variety of painting tools to create different effects (e.g., stipple, hard- and soft-edged, splatter, fluid)</li> <li>• experiment with a variety of paints on a variety of smooth or rough surfaces (e.g., papers, board, cardboard, cloth) of different shapes and sizes</li> <li>• learn and use analogous as well as warm, cool, neutral, and complementary color schemes</li> <li>• recognize value (lightness/darkness) as a design element and that in a landscape value lightness in the distance (atmospheric interference); paint a monochromatic landscape that shows at least seven ranges and fore-, middle-, and background</li> <li>• distinguish between opaque, translucent, and transparent and consider how they relate to lightness/darkness or value</li> <li>• create a painting that shows a mood; determine mood and colors beforehand</li> </ul>	<ul style="list-style-type: none"> <li>• watercolors</li> <li>• fingerpaint</li> <li>• tempera paint</li> <li>• painting crayons</li> <li>• washable tempera cakes</li> <li>• variety of tools</li> </ul>

***Study nature, love nature, stay close to nature.  
It will never fail you.***

Frank Lloyd Wright

<b>PRINTMAKING</b> is the act that transfers an image, often with multiple copies.	<b>MATERIALS</b>
<p>Students will:</p> <ul style="list-style-type: none"> <li>• combine stamping with another style of printing</li> <li>• make a monoprint; mask the plate with tape, paint, remove tape, and print</li> <li>• combine rubbing with another style of printmaking</li> <li>• use stencils to create a two-color stencil print with dabbing, rubbing, or sponge painting</li> <li>• construct a relief print using two of the following: cardboard, glue lines, found objects, string</li> <li>• make an original print with an edition of three prints with one prepared for display</li> </ul>	<ul style="list-style-type: none"> <li>• found objects</li> <li>• sponges</li> <li>• stamps</li> <li>• ink</li> <li>• paint</li> <li>• stamp pad</li> <li>• brayers and rollers</li> <li>• glue</li> </ul>

<b>MIXED MEDIA</b> is the combination of different materials.	<b>MATERIALS</b>
<p>Students will:</p> <ul style="list-style-type: none"> <li>• combine materials to create mixed media prints, paintings, drawings, collages, and graphic art</li> <li>• design a collage that demonstrates all of the elements of art</li> <li>• use various materials to create a collage that has a 'statement' about a social or environmental issue; with a partner, create a mixed media piece that has humor</li> <li>• make ever more complex examples of bilateral and radial design using a mix of materials</li> <li>• produce computer art that shows ability to manipulate and integrate images into a piece of art</li> <li>• combine a number of materials with fabrics to create a composition of color and design</li> </ul>	<ul style="list-style-type: none"> <li>• magazines</li> <li>• calendars</li> <li>• fabric</li> <li>• yarn</li> <li>• variety of paper</li> <li>• computer programs</li> </ul>

<b>SCULPTURE</b> is the creation of forms that fill space or three dimensions (3D).	<b>MATERIALS</b>
<p>Students will:</p> <ul style="list-style-type: none"> <li>• explore various materials to create forms in space</li> <li>• use the following words in context: <i>two-dimensional (2D), three-dimensional (3D), additive/subtractive sculpture, modeling, bas relief</i></li> <li>• combine two construction techniques in a single clay piece (e.g., pinch, coil, slab, modeling)</li> <li>• learn how to 'score and join' pieces using slab construction techniques</li> <li>• understand the basics of why and how clay is 'fired'</li> <li>• create a free-standing sculpture using at least three different materials and various joining techniques</li> <li>• continue to draw with wire, adding other materials to create an assemblage or additive sculpture</li> </ul>	<ul style="list-style-type: none"> <li>• clay</li> <li>• modeling dough</li> <li>• paper</li> <li>• wire pipe cleaners</li> <li>• clay tools</li> <li>• wood</li> <li>• fabric and yarn</li> <li>• found objects</li> </ul>

### Students practice and develop skills in art.

Sixth graders will:

- apply imagination and creativity to their art
- learn to find relationships between art and the world beyond the classroom
- seek solutions to art problems and questions
- exhibit self-discipline when working as an artist
- continue to respect the working and thinking space of others
- work individually and collaboratively
- continue to care for tools and materials during and after work
- use tools safely
- enjoy the process while learning how to use materials and tools with own ideas
- finish work and prepare for display
- continue to use tools properly for desired effects

**V. REFLECTING ON ART CRITICALLY** means learning to evaluate art through an organized process. Following four steps assures that students learn to appreciate and respect art and ideas. This process can be applied to works in progress, finished work, historical/cultural objects, etc.

Sixth graders **describe** art using these design elements:

<b>Elements</b> (Building Blocks of Art)	<b>line</b>	<ul style="list-style-type: none"> <li>recognize contour line, outline, and sketching</li> <li>identify lines used in inventive and creative ways</li> </ul>
	<b>shape</b>	<ul style="list-style-type: none"> <li>differentiate between shape (2D and 3D) in a variety of artworks</li> </ul>
	<b>form</b>	<ul style="list-style-type: none"> <li>identify primary, secondary, warm, cool, neutral, analogous, and monochromatic color schemes</li> </ul>
	<b>color</b>	<ul style="list-style-type: none"> <li>recognize analogous and other color schemes in relationship to basic color theory</li> </ul>
	<b>value</b>	<ul style="list-style-type: none"> <li>recognize at least five sequential value changes in one color</li> </ul>
	<b>texture</b>	<ul style="list-style-type: none"> <li>continue to differentiate between visual (implied) texture and actual texture</li> </ul>
	<b>space</b>	<ul style="list-style-type: none"> <li>investigate how perspective is implied in an artwork using the concepts of overlapping, scale, page placement, foreground/background, degree of detail, and color intensity</li> <li>recognize that converging lines show depth</li> </ul>

Sixth graders **analyze** art using these design principles:

<b>Principles</b> (Ways to use the Building Blocks)	<b>balance</b>	<ul style="list-style-type: none"> <li>identify examples of visual balance in art</li> </ul>
	<b>contrast</b>	<ul style="list-style-type: none"> <li>recognize and identify why a work of art has contrast</li> </ul>
	<b>emphasis</b>	<ul style="list-style-type: none"> <li>find and identify examples of focal point in an artwork (e.g., visual accent, stress)</li> </ul>
	<b>rhythm/pattern</b>	<ul style="list-style-type: none"> <li>recognize that repetition of elements creates visual illusions of rhythm and movement in art</li> <li>recognize symmetry and pattern in increasingly complex works of art</li> </ul>
	<b>proportion/scale</b>	<ul style="list-style-type: none"> <li>continue to learn body proportions and vocabulary</li> </ul>
	<b>movement</b>	<ul style="list-style-type: none"> <li>continue to recognize and identify "movement" in art</li> </ul>
	<b>unity</b>	<ul style="list-style-type: none"> <li>discuss whether an artwork seems complete or unified</li> </ul>

Sixth graders **interpret** art using an art vocabulary and personal perspective.

Students will:

- discuss the content of a work of art using maturing art vocabulary
- view artwork(s) and share opinions in a positive way, supported by personal perspective
- begin to recognize the implied content in artwork
- recognize the terms *still life*, *landscape*, *portrait*, *self-portrait*, *objective*, and *non-objective* art
- be able to discuss any art using developing art vocabulary
- distinguish between different types of artists including painter, printer, photographer, and sculptor and the art they make
- interpret the artist's meaning when viewing art
- consider how artists use symbols (symbolism) in their art to represent ideas
- consider and discuss how the art makes them feel; what mood did the artist make?
- consider how artists can intentionally use elements and principles to create mood
- identify sources of inspiration in artwork
- discuss how personal experience gives meaning to art

***I dream a lot. I do more painting when I'm not painting.  
It's in the subconscious.***

Diego Rivera

Sixth graders **judge** art (after the steps above) by discussing one or more works of art using their developing art vocabulary.

Students will:

- continue to express preferences in a respectful and knowledgeable way and support their statements
- make and support personal decisions and statements about art preferences
- compare and contrast two works of art and support their thoughts
- discuss and evaluate artwork in a man-made environment
- compare artworks from different world cultures
- evaluate works of art by considering subject matter, elements of design, and meaning through verbal and written forms

## VII. PERCEIVING ART FROM A CONTEMPORARY, HISTORIC, AND AESTHETIC

**PERSPECTIVE** consists of looking at, talking about, and applying ideas while simultaneously considering beauty and meaning (aesthetics).

Sixth graders will:

- **learn about their three grade-level artists**  
(refer to the art chart, biographies, and grade-level reproductions)
  - Egyptian Art
  - Leonardo da Vinci
  - Frank Lloyd Wright
- **consider the role of art in their lives**
  - start to identify universal themes in art (e.g., community, culture, nature)
  - examine how artists use artistic techniques, elements, and principles to communicate ideas, emotions, and events
  - understand and respect their own and their peers' artwork as a unique expression of self
  - recognize and discuss local landmarks as a reflection of local culture
  - find examples of commercial art in commonplaces (e.g., retail stores, libraries)
  - begin to understand that museums are vital institutions that collect, preserve, classify, and display important works of art and culture
  - differentiate between the role of a museum versus the various types of galleries that house collections for sale
  - continue to view and objectively discuss famous art as well as their own and their peers' artwork
- **consider the historical and contemporary role of art in their lives and the lives of others**
  - understand that printmaking and computer graphic art are the sources for generating most written materials
  - realize visual media are art forms (e.g., TV, movies, newspapers, computers)
  - view a variety of styles from different times and places
  - distinguish between original art and reproductions
  - learn that architecture reflects culture and time
  - focus on a diversity of American artists, past and present
  - distinguish between historical and contemporary periods in art
  - discuss various historical styles and how they influenced one another
  - continue to write descriptions of art and artifacts using art vocabulary
  - use 'criticisms' techniques to talk or write about art (e.g., describe elements, analyze principles, interpret intent and meaning, judge, ask "W" questions: what, where, why, when, who)
  - understand that advertising is a form of art that is altered to the audience; find and discuss examples
  - discuss being a 'smart shopper,' realizing that products are designed to appeal for financial gain purposes
  - begin to understand how design and media shape public opinion through the use of art
- **understand that there are artists working in their community**
  - continue to be aware that art is all around them
  - understand the role of the interior designer, landscape architect, industrial designer, and city planner
  - understand that most advertising is an art form

# SIXTH GRADE GRADE-LEVEL ARTISTS

## **Egyptian Art (3100-1100 BC)**

The development of the Egyptian artistic style was affected by each of Egypt's three Golden Ages: The Old Kingdom (3100-2200 BC) characterized by pattern-like motifs with flat colors showing figures at work; Middle Kingdom (2100-1800 BC) where painting developed an appreciation of art for its own beauty rather than for religious reasons and sculpture began showing faces with features that indicated specific persons; and New Kingdom (1580-1100 BC) where painted figures were rendered on a thin ground line. There was no overlapping unless all depicted figures were engaged in the same activity. The size of the figure showed its importance and, if something was far away, it was placed higher in the image area. During this time, sculpture tried to accurately capture the most prominent features of its subject.

**Date:** *Old Kingdom* - 3100-2200 BC; *Middle Kingdom* - 2100-1800 BC; *New Kingdom* - 1580-1100 BC  
**Known for:** frontal style

**Biographical Summary:** A rigid set of rules evolved during the three kingdoms that the formal artist dared not break. These rules were the result of the religious beliefs of the Egyptians who worshiped the pharaohs as gods and believed in life after death. Precise architecture, tombs, sculpture, and painted life stories were required of the artist; because the soul, or *ka*, of the pharaoh needed *completeness* to survive in the afterlife.

## **Ancient Egypt: Land of the Pharaohs**

In ancient Egypt, religious beliefs shaped the artistic style. Throughout most of the 4,000 years of its existence, pharaohs were worshiped as gods and ruled along with priests. Egyptians believed that from birth, one was accompanied by a kind of other self, the *ka*, which, on the death of the fleshy body, could inhabit the corpse and live on. For the *ka* to live securely, the bodies were mummified. It was believed that if the mummy was desecrated, the *ka* could return to a sculpture of the person and that the *ka* always occupied any artistic representation after death. Therefore, the artwork must be perfect in every way. As a result, all art had to be designed using strict rules and it is these rules that constitute the "Egyptian style." The Egyptian artistic style varied during each of Egypt's three Golden Ages:

**Old Kingdom**, 3100-2200 BC, characteristic traits:

- **Painting** - Oldest work dated 3500BC is pattern-like with flat colors showing figures at work. They fill the space nicely - we see the beginning of a rule about a sense of order in storytelling.
- **Sculpture** - There exists a bas relief sculpture of King Narmer that is the first artwork to combine the frontal view of the eyes and shoulders with the profile view of the head and legs, a style that became a rule for depicting the human figure.
- **Architecture** - The Three Great Pyramids, built of cut stone, are the greatest achievement of this age. They are guarded by the Great Sphinx, which was carved from one rock 65 feet tall. The pyramids are tombs of certain pharaohs, but there are more tombs in the Valley of the Kings. The tomb walls were magnificently decorated with paintings and carvings giving us information about ancient Egypt. The pharaohs were buried with earthly objects for use in the afterlife.

**Middle Kingdom**, 2100-1800 BC, characteristic traits:

- **Painting** - They developed an appreciation of art for its own beauty rather than for religious reasons only. From works that remain, painters showed acute powers of observation, drawing with grace, skill and assurance, and creating lovely detail.
- **Sculpture** - They began showing faces with features that indicated specific persons. But the frontal style continued as the way to show the human figure as fully as possible, and the rules that constitute the formal Egyptian artistic style continued to grow in number.
- **Architecture** - The rock-cut tombs (cut into living rock) with shallow columned porticos are found in the Valley of Kings.

**New Kingdom**, 1580-1100 BC, required that the formal artist labor under a strict set of rules which he dared not break. His art had become so solemn that it did not indicate how fully the upper caste Egyptians enjoyed life. However, the *New Kingdom* was the most brilliant of ancient Egypt and near the end of its long history came some slight loosening of these rules.

- **Painting** - Now the feet of the figure must be on a thin ground line upon which all the action takes place. There must be no overlapping unless all figures are engaged in the same activity. The size of the figure shows its importance. If something is far away, it is placed higher. Each story must be complete and correct and clear, otherwise the *ka* might miss something. With these rules, the painter does not show what he SEES, but rather what he KNOWS. Towards the end of the *New Kingdom* rigid lines become undulating curves.
- **Sculpture** - The artist tries to capture the most prominent features of its subject.
- **Architecture** - Beautifully elaborate temples are designed to celebrate gods or bury kings.

From the final centuries of Egyptian art, as the empire dwindled away, a portrait statue survives. It shows the old rules reinstated. Only the rough, brutal realism of the face differentiates it from the art of the earlier ages gone by.

***Thank you for the wonderful time you had with us.***

Young Student to Art Teacher



## **Leonard Da Vinci (1452-1519)**

### **Italian Renaissance Artist**

Da Vinci was born in Italy. He spent his working life in both Italy and France. He is known for being one of the world's greatest draftsmen, artists, inventors, and scientists. Da Vinci was the first of the Renaissance geniuses. He developed inventions and designs ranging from weapons of war to ladies' fashions, as well as musical, navigational, and surgical instruments. His best-known paintings are the *Mona Lisa* and *The Last Supper*. From his example, people today call someone who can do many things well a "renaissance" person.

**Born:** 1452; Vinci, Tuscany, a village near Florence, Italy

**Spent most of his working life:** Italy and France

**Died:** 1519; a small château of Clos Lucé, in Amboise, France

**Known for:** being one of the world's greatest draftsmen, an artist, inventor, and scientist; the first of the Renaissance geniuses

**Biographical Summary:** Leonardo Da Vinci believed that if you looked hard enough at the world, you would understand everything. He never stopped looking and he never stopped drawing. He recorded in notebooks and everything around him, as well as inventions and designs ranging from weapons of war to ladies' fashions. He was an artistic genius at showing natural expressions and inner character of people. His best-known paintings are the *Mona Lisa* and the *Last Supper*. From his example, people today call someone who can do many things well a "Renaissance" person.

### **Leonardo da Vinci: Renaissance Man**

Leonardo was born in the Italian village of Vinci in 1452 and later took its name, as was the custom of the day, because he was born illegitimately. He lived his early years with his mother but moved into his grandfather's house where he grew up. At 12 years old, Leonardo's father sent for him. His father, instead of marrying his mother, had married a wealthy widow and could afford to live in Florence. Leonardo had shown an innate ability in drawing, natural history, and math at an early age, but in Florence he could not become an apprentice to a guild to further his schooling because they had rules against being born illegitimately. Consequently, his father was forced to enroll him into a less prestigious studio workshop.

In those days, the beginning of the Renaissance, an exciting era of rebirth of knowledge and art in mankind, this studio proved to be more a place of business teaming with all sorts of activity in the arts. Leonardo learned about paints and painting, sculpted wood, stone and clay, and worked at casting bronze, silver, and gold because the shop produced metal objects ranging from statues to musical, navigational, and surgical instruments. And he drew constantly! He kept records of his learning in notebooks. After 18 years, he became an independent artist under the protection of Lorenzo the Magnificent. He painted *The Annunciation* and *St. Jerome*.

Suddenly, the long years of peace in Florence were violently shattered by intrigue and murder. Leonardo was sent to the neighboring court of Milan as an ambassador to try to win help. By this time in his life, Leonardo's knowledge extended to such widely separated fields as philosophy, natural history, anatomy, biology, medicine, astronomy, optics, acoustics, botany, geology, mathematics, flight science, hydraulics, and warfare, as well as all the arts. The Milan Court was flattered indeed to accept such a man. The court was famous for its interests in pageantry and music, but also for its arbitrary tyranny and was delighted in Leonardo's artistic talents and his notebook ideas of new war machines. He stayed on for 20 years as a favorite of the Court. He sculpted a 20-foot-high horse, which was never cast because the metal was made into cannon. He painted *The Last Supper*, which established his fame as the greatest master of his day.

Wherever Leonardo lived and worked he was under the protection of the local ruler and so his fate was closely tied to theirs. When Milan fell to France, he was 47 years of age and famous so there was a tug-of-war to see where Leonardo would next live and work. There followed a period of movements from place to place and from court to court. Wherever he was, he was admired and revered and allowed freedom to continue with his interests in science and art. During this time in his life, Leonardo painted the *Mona Lisa*, wrote his book on flight, and continued other innovative work that he recorded in his ongoing notebooks.

His last days were spent in France no longer able to paint, but drawing and teaching others. He made his will and shortly thereafter died peacefully, *as a well-spent day brings a happy sleep*. He was 65 years old. He was THE *Renaissance Man*.

***Study nature, love nature, stay close to nature.  
It will never fail you.***

Frank Lloyd Wright

## **Frank Lloyd Wright (1867-1959)**

### **American Architect**

Wright was born in Wisconsin and he divided his working between the Midwest and West Coast. He is most known for relating architecture to nature. Wright's most famous innovation was his "Prairie Style" which opened the house to nature, reflecting the local surroundings with long, low lines. His versatility is recognized when viewing the Guggenheim, a spiral museum in New York City. Sometimes he incorporated natural features such as a waterfall or a grouping of boulders as part of his overall design. He designed the furnishings and details on the interior at the same time as he planned the exterior of his buildings. Throughout the 30s, 40s, and 50s, he continued to experiment with new forms and materials.

**Born:** 1867; Richland Center, Wisconsin

**Spent most of his working life:** Midwest and West Coast, USA

**Died:** 1959

**Known for:** his philosophy of relating architecture to nature

**Biographical Summary:** Frank Lloyd Wright was the designer of a whole new concept in architecture. It included *form follows function; a building must reflect the interests and personality of its inhabitants; and interiors should reflect exteriors*. Wright's most famous innovation was his *Prairie Style*, which opened the house to nature with long, low lines and lots of glass.

## **Frank Lloyd Wright**

Frank Lloyd Wright was the most influential figure in American architectural history. Few artists in any field have matched his energy and productivity. He designed a whole new concept for people's homes using nature as the source of his ideas. He designed a mile-high skyscraper, and designed and built a spiral museum called the Guggenheim in New York City and the Imperial Hotel in Japan.

He was born in Wisconsin in 1867, surrounded by the books, music, and art of his family and the rich natural landscape of the prairie. At 19, after college, he moved to Chicago, determined to become an architect. Within a year, he was working for the office of L.L. Sullivan, who recognized Wright's precocious talents. Together they believed these architectural principles: that the form of a building should follow its function; that a building should reflect the personality of its inhabitants; and that the interior of a building should reflect its exterior.

In the 1890s, Frank Lloyd Wright established his own architectural practice in Oak Park, near Chicago. He designed and built his home and studio inspired by the long, low lines of his boyhood prairie, with much use of glass (i.e., windows, doors, porches) to make it open to the natural landscape. This home was the beginning of his "Prairie-style" and was hailed as the first distinctly American-style of house design. Here, he and his wife raised six children. Here, he worked for 20 years, changing the way we think about the American home and 20th-century architecture with such things as the cantilever (a projecting structure supported only at one end) which he felt freed rooms from the traditional confining shapes. These 20 years were called his "First Golden Age."

In 1910, Wright was overwhelmed by the stress of his personal and professional life. He suddenly separated from his family, closed the studio, and left for Europe. There he published a superb collection of architectural drawings that brought him instant recognition worldwide. He returned to the Midwestern United States where, amid great personal tragedy and turmoil, he continued his work. In some of his designs, he was inspired by the way the Japanese made the landscape and buildings flow together. Sometimes he incorporated natural features such as a waterfall or a grouping of boulders as part of the design. He usually planned the furnishings and details of the interior at the same time as he planned the exterior of his buildings.

In the 1920s Wright moved out West where he developed cast concrete textile block designs. He had always made use of the various textures of natural materials, wood and rock, and he liked brick, glass, copper, concrete, and steel because of their strength and texture. This new textured block expanded his choices of beautiful building materials.

Throughout the 30s, 40s, and 50s, he continued to experiment with new forms and materials, constantly challenging conventional ideas about the nature and purpose of architecture. Frank Lloyd Wright died in 1959.

***Simplicity and repose are the qualities  
that measure the true value of any work of art.***

*Frank Lloyd Wright*

# EXPLORING ART

Grade: 7

**Length:** One Quarter or One Semester

**Prerequisite:** None



**Course Description:**

*Exploring Art* is a survey of art experiences designed for seventh graders. Students experiment with a variety of techniques and materials that may include drawing, painting, printmaking, sculpture, weaving, pottery, digital photography, videography and portfolio development. They also study artists and their work, learn to make judgments about art, and consider different theories and purposes of art.

**Essential Learnings**

Four artistic processes will be developed:

- creating
- presenting
- responding
- connecting

## CREATING

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

Develop a Visual Arts Vocabulary by Using and Applying the Elements and Principles of Art

<p><b>Elements of Art:</b></p> <ul style="list-style-type: none"><li>• line</li><li>• shape</li><li>• form</li><li>• color</li><li>• value</li><li>• texture</li><li>• space</li></ul>	<p><b>Principles of Art:</b></p> <ul style="list-style-type: none"><li>• balance</li><li>• contrast</li><li>• emphasis</li><li>• rhythm/pattern</li><li>• proportion/scale</li><li>• movement</li><li>• unity</li></ul>	
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## Begin to Understand Color Vocabulary, Theory, and Its Application

<ul style="list-style-type: none"><li>• primary</li><li>• secondary</li><li>• tertiary</li><li>• hue</li><li>• value</li><li>• intensity</li><li>• tint</li><li>• tone</li><li>• shade</li><li>• neutral</li></ul>	<ul style="list-style-type: none"><li>• complementary</li><li>• split complementary</li><li>• analogous</li><li>• monochromatic</li><li>• achromatic</li></ul>	<ul style="list-style-type: none"><li>• pigment color wheel</li><li>• light color wheel(RGB)</li><li>• print colors(CMYK)</li></ul>
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### **Demonstrate Basic Skills Through Various Media Including Drawing, Painting, Printmaking, Sculpture, Metals, Fiber, Mixed Media, Digital Arts, and Creative Technologies**

Explore basic drawing techniques such as gesture, contour line, and value work. Create art considering: color, composition and use of space. Experiment with materials to create 3-d projects.

### Begin to Understand and Apply the Creative Process and Produce Original Art

- Choose a topic or an idea and brainstorm
- identify focus, adapt, reflect, and refine

### Demonstrate Personal Responsibility Through

- quality craftsmanship in all work, care, safe use and cleanup of tools, materials, and equipment
- respectful interaction with peers and adults
- self motivation and developing the ability to meet personal learning goals
- efficient use of class time
- credibility and accuracy of visual and written resources
- avoiding plagiarism, copyright violations and following rules for digital citizenship and a standard format for citation

### PRESENTING:

- analyze, interpret and select artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of artistic work

### Consider and Prepare Art for Exhibit, Display, or Portfolio

- develop criteria and processes for art selection
- sign, mount, mat, frame, crop, photo, and edit artwork; add to standard or digital portfolios

### RESPONDING

- perceive and analyze artistic work
- apply criteria to evaluate artistic work

Learn Critiquing Skills and Develop Skills of Critiquing a Work in Progress

- identify the piece
- share first impressions
- describe the basic elements
- analyze the use of basic principles
- interpret meaning and the artist’s intent
- generate thoughtful and respectful responses

CONNECTING

- relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts
- relate artistic ideas and works with societal, cultural, global, and historical contexts to deepen understanding

Demonstrate an Increased Awareness of historical and Multicultural Influences in Art

- view, describe, and compare the works of various artists past and present including Alaska Native cultures and indigenous people
- create art in the style of influential artists

Perceiving Beauty and Meaning Through Art

- recognize that the arts have aesthetic value that is experienced on a personal level
- recognize that people tend to devalue what they do not understand
- identify artistic choices in everyday living
- understand that art education and design skills apply to multiple career fields

<b>Suggested Artists:</b>	<b>Suggested Activities:</b>	<b>Suggested Media Components:</b>
MC Escher Keith Haring Wassily Kandinsky Henri Matisse Lucy Rie Vincent Van Gogh Kes Woodward Athabaskan Art Prehistoric Cave Art John Biggers William Berry Faith Ringgold Leonardo Da Vinci Georgia O’keeffe Lois Mailou Jones Ron Senungetuk Alvin Amason Margret Hugi-Lewis Sandy Skoglund Sonya Kelliher-Combs Bridget Riley Salvador Dali Pablo Picasso	<p><b>drawing</b> – pencil, color pencil, pastels, markers, value scales, contour, gesture</p> <p><b>paper</b> – cutting, tearing, making, paper-mâché, tessellations, trading cards, paper beads</p> <p><b>painting</b> – watercolor, tempera, landscapes, still life, fabric painting</p> <p><b>printmaking</b> – stamps, monotypes, relief, optical art, logos</p> <p><b>fiber arts</b>- weaving, fabric painting</p> <p><b>sculpture</b>- clay, wood carving, metal repoussé, mobiles, jewelry, beading</p>	<ul style="list-style-type: none"> <li>• digital photography</li> <li>• digital portfolios</li> <li>• time lapse photography</li> <li>• digital photo editing</li> <li>• internet research</li> <li>• collaborative shared documents</li> <li>• produce, publish, and update individual or shared media products</li> </ul>

# FUNDAMENTALS OF ART



Grade: 8

**Length:** One Quarter or One Semester or Yearlong

**Prerequisite:** None

## Course Description:

*Fundamentals of Art* is an in-depth study of the elements and principles of art learned through experience in a variety of methods and media. These may include drawing, painting, printmaking, sculpture, pottery, digital photography, videography and portfolio development. Collaborative media components may be explored and artists may be required to move images between different online platforms. Students also study artists and their work, learn to make judgments about art, and consider different theories and purposes of art. This course should be taught as a semester or yearlong course to allow for the depth of materials covered.

## Essential Learnings

Four artistic processes will be developed:

- creating
- presenting
- responding
- connecting

## CREATING:

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

Develop a Visual Arts Vocabulary by Using and Applying the Elements and Principles of Art

<p><b>Elements of Art:</b></p> <ul style="list-style-type: none"> <li>• line</li> <li>• shape</li> <li>• form</li> <li>• color</li> <li>• value</li> <li>• texture</li> <li>• space</li> </ul>	<p><b>Principles of Art:</b></p> <ul style="list-style-type: none"> <li>• balance</li> <li>• contrast</li> <li>• emphasis</li> <li>• rhythm/pattern</li> <li>• proportion/scale</li> <li>• movement</li> <li>• unity</li> </ul>	
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## Begin to Understand Color Vocabulary, Theory and Its Application

<ul style="list-style-type: none"><li>• primary</li><li>• secondary</li><li>• tertiary</li><li>• hue</li><li>• value</li><li>• intensity</li><li>• tint</li><li>• tone</li><li>• shade</li></ul>	<ul style="list-style-type: none"><li>• complementary</li><li>• split complementary</li><li>• analogous</li><li>• monochromatic</li><li>• achromatic</li><li>• color tetrad</li><li>• color diad</li></ul>	<ul style="list-style-type: none"><li>• pigment color wheel</li><li>• light color wheel(RGB)</li><li>• print colors(CMYK)</li></ul>
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### **Demonstrate Basic Skills Through Various Media Including Drawing, Painting, Printmaking, and Mixed Media**

Explore basic drawing techniques such as gesture, shading, contour line, learn and demonstrate different ways to show perspective, learn compositional skills and experiment with different compositions, and work with transparent and opaque media.

### Begin to Understand and Apply the Creative Process and Produce Original Art

- choose a topic or an idea and brainstorm
- identify focus, adapt, reflect, refine

### Demonstrate Personal Responsibility Through

- quality craftsmanship in all work, care, safe use and cleanup of tools, materials, and equipment
- respectful interaction with peers and adults
- self motivation and developing the ability to meet personal learning goals
- efficient use of class time
- credibility and accuracy of visual and written resources
- avoiding plagiarism, copyright violations and following a standard format for citation

### PRESENTING

- analyze, interpret and select artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of artistic work

### Consider and Prepare Art for Exhibit, Display or Portfolio

- develop criteria and processes for art selection
- sign, mount, mat, frame, crop, photo, and edit artwork; add to standard or digital portfolios

### RESPONDING

- perceive and analyze artistic work
- apply criteria to evaluate artistic work

### Learn Critiquing Skills and Develop Skills of Critiquing a Work in Progress

- identify the piece
- share first impressions

- describe the basic elements
- analyze the use of basic principles
- interpret meaning and the artist’s intent
- generate thoughtful and respectful responses

**CONNECTING**

- relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts
- relate artistic ideas and works with societal, cultural, global, and historical contexts to deepen understanding

**Demonstrate an Increased Awareness of Historical and Multicultural Influences in Art**

- view, describe, and compare the works of various artists past and present including Alaska Native cultures and indigenous people
- create art in the style of influential artists

**Perceiving Beauty and Meaning Through Art**

- recognize that the arts have aesthetic value that is experienced on a personal level
- recognize that people tend to devalue what they do not understand
- identify artistic choices in everyday living
- understand that art education and design skills apply to multiple career fields

<p><b>Suggested Artists:</b></p> <p>Alvin Amason          John Biggers          Bill Brody          Kathleen Carlo          Lewis Hines          Rockwell Kent          Gustav Klimt          Kathe Kollwitz          Maria Martinez          Piet Mondrian          Claude Monet          Louise Nevelson          Frank Lloyd Wright          Yup'ik Masks          Alexandra Nechita          Fran Reed</p>	<p><b>Suggested Activities:</b></p> <p><b>drawing</b> – graphite, charcoal, oil pastel, conte, value scales, gesture, perspective  <b>paper</b>– cutting, tearing, making, folding, sculpture, trading cards  <b>painting</b> – watercolor, acrylic, pointillism, portraits, canvas, abstract  <b>printmaking</b> – monoprints, relief, collagraph, silkscreen, stencil  <b>fiber arts</b>- weaving, fabric painting  <b>sculpture</b>- clay, wood carving, metal repoussé, mobile, jewelry, beading</p>	<p><b>Suggested Media Components:</b></p> <ul style="list-style-type: none"> <li>• digital photography</li> <li>• digital portfolios</li> <li>• time lapse photography</li> <li>• digital photo editing</li> <li>• internet research</li> <li>• slide presentations</li> <li>• collaborative shared documents</li> <li>• slide presentations</li> <li>• Web 2.0 Tools</li> </ul>
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# STUDIO ART/SPECIAL TOPICS

Grade: 6 - 8

**Length:** One Quarter or  
One Semester or Yearlong

**Prerequisite:** Exploring Art or  
Fundamentals of Art



## Course Description:

*Studio Art/Special Topics* is a continuation of *Fundamentals of Art* wherein the elements and principles of art are applied and emphasized. Topics and media may vary by semester according to the school and the instructor. Special topics may include guest artists, community service projects, installations, special themes, and field trips. Students may also study artists and their work, learn to make aesthetic judgments about art, and consider different theories and purposes of art. Media components may be explored and utilized. This course should be taught as a semester or yearlong course to allow for the depth of materials covered.

## Essential Learnings

Four artistic processes will be developed:

- creating
- presenting
- responding
- connecting

## CREATING

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

Develop a Visual Arts Vocabulary Using and Applying the Elements and Principles of Art

<p><b>Elements of Art:</b></p> <ul style="list-style-type: none"> <li>• line</li> <li>• shape</li> <li>• form</li> <li>• color</li> <li>• value</li> <li>• texture</li> <li>• space</li> </ul>	<p><b>Principles of Art:</b></p> <ul style="list-style-type: none"> <li>• balance</li> <li>• contrast</li> <li>• emphasis</li> <li>• rhythm/pattern</li> <li>• proportion/scale</li> <li>• movement</li> <li>• unity</li> </ul>	
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## Begin to Understand Color Vocabulary, Theory and Its Application

<ul style="list-style-type: none"><li>• primary</li><li>• secondary</li><li>• tertiary</li><li>• hue</li><li>• value</li><li>• intensity</li><li>• tint</li><li>• tone</li><li>• shade</li></ul>	<ul style="list-style-type: none"><li>• complementary</li><li>• split complementary</li><li>• analogous</li><li>• monochromatic</li><li>• achromatic</li></ul>	<ul style="list-style-type: none"><li>• pigment color wheel</li><li>• light color wheel(RGB)</li><li>• print colors(CMYK)</li></ul>
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### Complete a Variety of Projects Successfully

Explore basic drawing techniques such as gesture, contour line, and value work. Create art considering: color, composition and use of space. Experiment with materials to create 3D projects.

### Begin to Understand and Apply the Creative Process and Produce Original Art

- choose a topic or an idea and brainstorm
- identify focus, adapt, reflect, and refine

### Demonstrate Personal Responsibility Through

- quality craftsmanship in all work, care, safe use and cleanup of tools, materials, and equipment
- respectful interaction with peers and adults
- self motivation and developing the ability to meet personal learning goals
- efficient use of class time
- credibility and accuracy of visual and written resources
- avoiding plagiarism, copyright violations and following a standard format for citation

### PRESENTING

- analyze, interpret, and select artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of artistic work

### Consider and Prepare Art for Exhibit, Display, or Portfolio

- develop criteria and processes for art selection
- sign, mount, mat, frame, crop, photo, and edit artwork
- add to standard or digital portfolios

### RESPONDING

- perceive and analyze artistic work
- apply criteria to evaluate artistic work

Learn Critiquing Skills and Develop Skills of Critiquing a Work in Progress

- identify the piece
- share first impressions
- describe the basic elements
- analyze the use of basic principles
- interpret meaning and the artist’s intent
- generate thoughtful and respectful responses

CONNECTING

- relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts
- relate artistic ideas and works with societal, cultural, and historical contexts to deepen understanding

Demonstrate an Increased Awareness of Historical and Multicultural Influences in Art

- view, describe, and compare the works of various artists past and present including Alaska Native cultures and indigenous people
- create art in the style of influential artists

Perceiving Beauty and Meaning Through Art

- recognize that the arts have aesthetic value that is experienced on a personal level
- recognize that people tend to devalue what they do not understand
- identify artistic choices in everyday living
- understand that art education and design skills apply to multiple career fields

<b>Suggested Artists:</b>	<b>Suggested Activities/Themes:</b>	<b>Suggested Media Components:</b>
Melvin Olana Banksy Frida Kahlo Caves of Lascaux Leonardo da Vinci Man Ray Andrew Wyeth Grant Wood <a href="#">Ron Senungetuk</a> <a href="#">Rachelle Dowdy</a> Faith Ringgold Katsushika Hokusai Mary Cassatt Andy Warhol Michelangelo Buonarroti Jasper Johns Shepard Fairey	Arts of Different Cultures Artists as Activists Gender and Representation in the Visual Arts Drawing Prehistoric Art Book Arts, Papermaking, Collage Historic Photo Processes Illustration Narrative Painting Photo Manipulation Digital Photography Digital Drawing Woodcarving Art Installations Fabric collage Printmaking Murals Painting	<ul style="list-style-type: none"> <li>• digital photography</li> <li>• digital portfolios</li> <li>• time lapse photography</li> <li>• digital photo editing</li> <li>• internet research</li> <li>• slide presentations</li> <li>• collaborative shared documents</li> <li>• slide presentations</li> <li>• Web 2.0 Tools</li> <li>• art apps</li> </ul>