Lakewood City Schools
Course of Study for Photography 1
Revised: July 29, 2008

Scope and Sequence – This photography course is a comprehensive class designed to teach both the technical and aesthetic aspects of photography. Technically, students will learn the operation of a 35 mm camera, the process of black and white film, along with the development of a print. The aesthetic considerations include the elements and principles of composition and the development of an individual's personal expression. Photography is an integral part of the art curriculum and students are encouraged to take this course as a supplement to other art studio courses. However, no previous art prerequisite is required and is open to any sophomore, junior or senior student.

Unit Title: The history of photography and the camera.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people. A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.	2. Make a presentation, using words and images, to show how visual art affects changes in styles, trends, content and expressions over time. 1. Research and report on the historical, cultural, social or political foundations of selected art forms. 2. Analyze a work of art and explain how it reflects the heritages, traditions, attitudes and beliefs of the artist.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, DVD's

B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works. C. Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts. D. Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture.	3. Explain how issues of time, place and culture influence trends in the visual arts. 5. Connect a variety of contemporary art forms, media and styles to their cultural, historical and social origins. 6. Explain how art history interrelates with the study of aesthetics, criticism and art making. 6. Describe various sources (e.g. personal experience, imagination, interests, everyday events and social issues) visual artists use to generate ideas for artworks.		

Unit Title: Researching photographers past and present.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.		I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc
A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.	2. Make a presentation, using words and images, to show how visual art affects changes in styles, trends, content and expressions over time. 1. Research and report on the historical, cultural, social or political foundations of selected art forms. 2. Analyze a work of art and explain how it reflects the heritages, traditions, attitudes and beliefs of the artist.		
B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.	3. Explain how issues of time, place and culture influence trends in the visual arts.		
C. Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts.	5. Connect a variety of contemporary art forms, media and styles to their cultural, historical and social origins. 6. Explain how art history interrelates with the study of aesthetics, criticism and art making.		
D. Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture.	6. Describe various sources (e.g. personal experience, imagination, interests, everyday events and social issues) visual artists use to generate ideas for artworks.		
Content Standard: Valuing the			

Arts/Aesthetic Reflection Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts. A. Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others. B. Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view.	1. Distinguish the aesthetic qualities in works of art and determine how the artist achieved the effect. 2. Demonstrate logical reasoning when arguing the merit of a selected work of art and discuss the arguments put forward by others.		

Unit Title: Learning how to use both the camera and enlarger.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.	1. Demonstrate perceptual skill when drawing from direct observation 2. Use available technology (e.g., digital imagery, video and computer graphics) as a tool to explore art techniques and to express ideas . 3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

Unit Title: Texture using light.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works. Content Standard: Analyzing and Responding Students identify and discriminate themes, media, subject matter and formal technical	1. Demonstrate perceptual skill when drawing from direct observation. 2. Use available technology (e.g., digital imagery, video and computer graphics) as a tool to explore art techniques and to express ideas . 3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects. 4. Explain artistic processes from conceiving an idea to completing a work of art. 5. Develop criteria for assessing the quality of their artworks 5. Use self-assessment to reflect on the effectiveness of their processes and choice of subject matter, materials and techniques to achieve their intent.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria. A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art. C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	1. Apply various methods of art criticism to analyze and interpret works of art (e.g., the methods of Edmund Burke Feldman, Louis Lankford or Terry Barrett). 1. Analyze the way media, technique, compositional elements and subject matter work together to create meaning in selected artworks. 2. Apply methods of art criticism in writing and speaking about works of art. 4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art. 5. Analyze and describe the visual aspects of their own artworks and the work of others.		

Unit Title: Adding color to the black and white landscape.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works. Content Standard: Analyzing and Responding Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art	1. Demonstrate perceptual skill when drawing from direct observation. 2. Use available technology (e.g., digital imagery, video and computer graphics) as a tool to explore art techniques and to express ideas . 3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects. 4. Explain artistic processes from conceiving an idea to completing a work of art. 5. Develop criteria for assessing the quality of their artworks 5. Use self-assessment to reflect on the effectiveness of their processes and choice of subject matter, materials and techniques to achieve their intent.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria. A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art. C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	1. Apply various methods of art criticism to analyze and interpret works of art (e.g., the methods of Edmund Burke Feldman, Louis Lankford or Terry Barrett). 1. Analyze the way media, technique, compositional elements and subject matter work together to create meaning in selected artworks. 2. Apply methods of art criticism in writing and speaking about works of art. 4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art. 5. Analyze and describe the visual aspects of their own artworks and the work of others.		

Unit Title: Joiner prints.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
		I can…	
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.			Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc
A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.	2. Make a presentation, using words and images, to show how visual art affects changes in styles, trends, content and expressions over time.		
C. Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts.	4. Investigate the recurrence of a particular style or technique (e.g., pointillism and realism) in a contemporary art movement		
Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.			
A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.	1. Create original works of art that demonstrate increased complexity and skill and use a variety of two- dimensional and three-dimensional media.		
B. Create expressive artworks that demonstrate	2. Evaluate their choices of compositional		

a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. **Content Standard: Analyzing and Responding** Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria. A. Identify and describe the visual features and characteristics in works of art. C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	elements in terms of how those choices affect the subject matter of the work. 1. Analyze the way media, technique, compositional elements and subject matter work together to create meaning in selected artworks. 4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art. 5. Analyze and describe the visual aspects of their own artworks and the work of others.		

Unit Title: Abstract Art.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
		I can…	
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.			Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc
A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.	1. Discuss the roles of visual art forms within social contexts.		
B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.	5. Connect a variety of contemporary art forms, media and styles to their cultural, historical and social origins.		
Content Standard: Valuing the Arts/Aesthetic Reflection Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.			
A. Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of	1. Distinguish the aesthetic qualities in works of art and determine how the artist achieved the effect.		

others. B. Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view. C. Judge the merit of selected artworks and provide the aesthetic basis for their positions. **Content Standard: Analyzing and Responding** Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria. A. Identify and describe the visual features and characteristics in works of art. C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	2. Demonstrate logical reasoning when arguing the merit of a selected work of art and discuss the arguments put forward by others. 3. Research and explain various aesthetic theories in visual art. 1. Analyze the way media, technique, compositional elements and subject matter work together to create meaning in selected artworks. 4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art. 5. Analyze and describe the visual aspects of their own artworks and the work of others.		

Unit Title: Photography focusing on contrast, line, angles, and composition.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<u>Content Standard: Creative Expression and Communication</u> Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. <u>Content Standard: Valuing the Arts/Aesthetic Reflection</u> Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts. A. Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others. C. Judge the merit of selected artworks and provide the aesthetic basis for their positions. <u>Content Standard: Analyzing and Responding</u> Students identify and discriminate themes, media, subject matter and formal technical	2. Evaluate their choices of compositional elements in terms of how those choices affect the subject matter of the work. 1. Distinguish the aesthetic qualities in works of art and determine how the artist achieved the effect. 5. Develop and apply criteria that address the aesthetic characteristics in works of art (e.g., expressive or contextual).	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria. A. Identify and describe the visual features and characteristics in works of art. C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	1. Analyze the way media, technique, compositional elements and subject matter work together to create meaning in selected artworks. 4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art. 5. Analyze and describe the visual aspects of their own artworks and the work of others.		

Unit Title: Experimental.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.		I can… (Add newly created "I Can" statements that are the Clear Learning Targets in this column, based on the grade level indicator listed to the left.)	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc
A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.	1. Discuss the roles of visual art forms within social contexts.		
B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.	5. Connect a variety of contemporary art forms, media and styles to their cultural, historical and social origins.		
Content Standard: Valuing the Arts/Aesthetic Reflection Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.			
A. Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others.	1. Distinguish the aesthetic qualities in works of art and determine how the artist achieved the effect.		

B. Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view. C. Judge the merit of selected artworks and provide the aesthetic basis for their positions. **Content Standard: Analyzing and Responding** Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria. A. Identify and describe the visual features and characteristics in works of art. C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	2. Demonstrate logical reasoning when arguing the merit of a selected work of art and discuss the arguments put forward by others. 3. Research and explain various aesthetic theories in visual art. 1. Analyze the way media, technique, compositional elements and subject matter work together to create meaning in selected artworks. 4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art. 5. Analyze and describe the visual aspects of their own artworks and the work of others.		

Lakewood City Schools
Course of Study for Discover Art
Revised: July 21, 2008

Scope and Sequence: This introductory course is provided to all students who are unlikely to continue in the visual arts. Discover Art is craft oriented and is exploratory in terms of the elements and principles of art. The students will have the opportunity to use several forms of media for expression, and to create utilitarian art. Students will learn to understand how art can be a powerful method for communicating.

Unit Title: Learn to create with Tempera Paint.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.	2. Explain the relationship of a selected work of art to the time period in which it was created.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc…
Content Standard: Creative Expression and Communication A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.	1. Demonstrate perceptual skill when drawing from direct observation.		
Content Standard: Analyzing and			

Responding A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art. Content Standard: Valuing the Arts/Aesthetic Reflection 1. Distinguish the aesthetic qualities in works of art and determine how the artist achieved the effect. 2. Demonstrate logical reasoning when arguing the merit of a selected work of art and discuss the arguments put forward by others.	1. Apply various methods of art criticism to analyze and interpret works of art (e.g., the methods of Edmund Burke Feldman, Louis Lankford or Terry Barrett).		

Unit Title: The basic use of One-Point Perspective.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. Content Standard: Analyzing and Responding Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria. A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art. C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	1. Demonstrate perceptual skill when drawing from direct observation. 3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects. 1. Apply various methods of art criticism to analyze and interpret works of art (e.g., the methods of Edmund Burke Feldman, Louis Lankford or Terry Barrett). 4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

	5. Analyze and describe the visual aspects of their own artworks and the work of others.		

Unit Title: The study of line.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. Content Standard: Analyzing and Responding Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria. A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art. C. Critique their own works, the works of peers and other artists on the basis of the formal,	1. Demonstrate perceptual skill when drawing from direct observation. 3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects. 1. Apply various methods of art criticism to analyze and interpret works of art (e.g., the methods of Edmund Burke Feldman, Louis Lankford or Terry Barrett). 4. Use appropriate vocabulary to define and describe techniques, materials and methods that	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

technical and expressive aspects in the works.	artists use to create works of art. 5. Analyze and describe the visual aspects of their own artworks and the work of others.		

Unit Title: A 3-D project using form, shape and value.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people. A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made. Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. Content Standard: Analyzing and	1. Discuss the roles of visual art forms within social contexts. 2. Explain the relationship of a selected work of art to the time period in which it was created. 1. Demonstrate perceptual skill when drawing from direct observation. 3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

Responding Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria. A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art. C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	1. Apply various methods of art criticism to analyze and interpret works of art (e.g., the methods of Edmund Burke Feldman, Louis Lankford or Terry Barrett). 4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art. 5. Analyze and describe the visual aspects of their own artworks and the work of others.		

Unit Title: The Graphing of a Portrait.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. Content Standard: Analyzing and Responding Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria. A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art. C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	1. Demonstrate perceptual skill when drawing from direct observation. 3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects. 1. Apply various methods of art criticism to analyze and interpret works of art (e.g., the methods of Edmund Burke Feldman, Louis Lankford or Terry Barrett). 4. Use appropriate vocabulary to define and describe techniques, materials and methods that	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

	artists use to create works of art. 5. Analyze and describe the visual aspects of their own artworks and the work of others.		

Unit Title: Drawing a still-life, learning value and blending techniques.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people. A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made. Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. Content Standard: Analyzing and Responding Students identify and discriminate themes,	2. Explain the relationship of a selected work of art to the time period in which it was created. 1. Demonstrate perceptual skill when drawing from direct observation. 3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria. A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art. C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	1. Apply various methods of art criticism to analyze and interpret works of art (e.g., the methods of Edmund Burke Feldman, Louis Lankford or Terry Barrett). 4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art. 5. Analyze and describe the visual aspects of their own artworks and the work of others.		

Unit Title: Printmaking design using color and shape.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people. A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made. Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. Content Standard: Analyzing and Responding Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art.	2. Explain the relationship of a selected work of art to the time period in which it was created. 1. Demonstrate perceptual skill when drawing from direct observation. 3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria. A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art. C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	1. Apply various methods of art criticism to analyze and interpret works of art (e.g., the methods of Edmund Burke Feldman, Louis Lankford or Terry Barrett). 4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art. 5. Analyze and describe the visual aspects of their own artworks and the work of others.		

Unit Title: Fiber design incorporating texture and color.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people. A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made. D. Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture. Content Standard: Valuing the Arts/Aesthetic Reflection Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.	1. Discuss the roles of visual art forms within social contexts. 2. Explain the relationship of a selected work of art to the time period in which it was created. 6. Explain how art history interrelates with the study of aesthetics, criticism and art making. 7. Analyze major changes to selected artistic styles in art history and determine the historical, social, political or artistic factors that influenced the change.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

A. Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others. C. Judge the merit of selected artworks and provide the aesthetic basis for their positions. **Content Standard: Creative Expression and Communication** Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.	1. Distinguish the aesthetic qualities in works of art and determine how the artist achieved the effect. 3. Research and explain various aesthetic theories in visual art. 4. Identify various sources for published reviews of artworks and use them to analyze and understand different aesthetic perspectives. 1. Demonstrate perceptual skill when drawing from direct observation. 3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects.		

Lakewood City Schools
Course of Study for Art 1
Revised: July 29, 2008

Scope and Sequence – This introductory course is provided to all students who are interested in the visual arts. They will begin to explore how artistic expression is a thoughtful process. Students will learn and develop the art elements and principles of design which will enhance their development in Art 2. Art criticism and reflection of individual artworks will also be learned. The students will have the opportunity to use several forms of media during the course of study. Portfolio preparation begins at this course level for future studies. Art 1 is a prerequisite for Art 2.

Unit Title: The use of Tempera Paint.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people. C. Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts. D. Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture.	5. Connect a variety of contemporary art forms, media and styles to their cultural, historical and social origins. 7. Analyze major changes to selected artistic styles in art history and determine the historical, social, political or artistic factors	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

	that influenced the change.		
Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.			
A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.	1. Create original artworks in at least two three-dimensional media and several two-dimensional media that show the development of a personal style		
B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.	3. Make informed choices in the selection of 4. Explain artistic processes from conceiving an idea to completing a work of art.		
C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.	4. Explain artistic processes from conceiving an idea to completing a work of art. 5. Develop criteria for assessing the quality of their artworks		
Content Standard: Analyzing and Responding Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.			
A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.	1. Apply various methods of art criticism to analyze and interpret works of art (e.g., the methods of Edmund Burke Feldman, Louis Lankford or Terry Barrett).		

B. Explain how form, subject matter and context contribute to meanings in works of art. C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	2. Explain how form and media influence artistic decisions. 2. Apply methods of art criticism in writing and speaking about works of art. 4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art. 5. Analyze and describe the visual aspects of their own artworks and the work of others.		

Unit Title: One and Two Point Perspective.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works. Content Standard: Connections, Relationships and Applications Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art. B. Formulate and solve a visual art problem	1. Demonstrate perceptual skill when drawing from direct observation. 2. Use available technology (e.g., digital imagery, video and computer graphics) as a tool to explore art techniques and to express ideas. 3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects. 4. Explain artistic processes from conceiving an idea to completing a work of art. 5. Develop criteria for assessing the quality of their artworks 3. Research and provide examples that show the relationship of visual art to other subjects in	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

using strategies and perspectives from other disciplines. **Content Standard: Analyzing and Responding** Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria. A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art. B. Explain how form, subject matter and context contribute to meanings in works of art. C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	the curriculum (e.g., English language arts, mathematics, social studies and science). 1. Apply various methods of art criticism to analyze and interpret works of art (e.g., the methods of Edmund Burke Feldman, Louis Lankford or Terry Barret). 3. Understand how the structure and composition of an art form relate to its purpose. 4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art. 5. Analyze and describe the visual aspects of their own artworks and the work of others.		

Unit Title: Abstract Art using shape, color, and repetition.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people. C. Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts. D. Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture. Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.	5. Connect a variety of contemporary art forms, media and styles to their cultural, historical and social origins. 7. Analyze major changes to selected artistic styles in art history and determine the historical, social, political or artistic factors that influenced the change. 1. Create original artworks in at least two three-dimensional media and several two-dimensional media that show the development of a personal style	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.	3. Make informed choices in the selection of 4. Explain artistic processes from conceiving an idea to completing a work of art.		
C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.	4. Explain artistic processes from conceiving an idea to completing a work of art. 5. Develop criteria for assessing the quality of their artworks		
Content Standard: Analyzing and Responding Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.			
A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.	1. Apply various methods of art criticism to analyze and interpret works of art (e.g., the methods of Edmund Burke Feldman, Louis Lankford or Terry Barrett). 2. Explain how form and media influence artistic decisions.		
B. Explain how form, subject matter and context contribute to meanings in works of art.	2. Apply methods of art criticism in writing and speaking about works of art.		
C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art. 5. Analyze and describe the visual aspects of their own artworks and the work of others.		

Unit Title: Still Life pencil drawings learning value and composition.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works. Content Standard: Analyzing and Responding Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.	1. Demonstrate perceptual skill when drawing from direct observation. 3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects. 4. Explain artistic processes from conceiving an idea to completing a work of art. 5. Develop criteria for assessing the quality of their artworks	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.. B. Explain how form, subject matter and context contribute to meanings in works of art. C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	1. Analyze the way media, technique, compositional elements and subject matter work together to create meaning in selected artworks. 3. Research and describe the work of an artist on the basis of how the artist's choice of media and style contribute to the meaning of the work. 4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art. 5. Analyze and describe the visual aspects of their own artworks and the work of others.		

Unit Title: Watercolor techniques.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people. C. Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts. D. Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture. Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.	5. Connect a variety of contemporary art forms, media and styles to their cultural, historical and social origins. 7. Analyze major changes to selected artistic styles in art history and determine the historical, social, political or artistic factors that influenced the change. 1. Create original artworks in at least two three-dimensional media and several two-dimensional media that show the development of a personal style	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.	3. Make informed choices in the selection of 4. Explain artistic processes from conceiving an idea to completing a work of art.		
C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.	4. Explain artistic processes from conceiving an idea to completing a work of art. 5. Develop criteria for assessing the quality of their artworks		
Content Standard: Analyzing and Responding Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.			
A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.	1. Apply various methods of art criticism to analyze and interpret works of art (e.g., the methods of Edmund Burke Feldman, Louis Lankford or Terry Barrett). 2. Explain how form and media influence artistic decisions.		
B. Explain how form, subject matter and context contribute to meanings in works of art.	2. Apply methods of art criticism in writing and speaking about works of art.		
C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art. 5. Analyze and describe the visual aspects of their own artworks and the work of others.		

Unit Title: The human face and its proportions.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.		I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc
A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.	1. Discuss the roles of visual art forms within social contexts. 2. Explain the relationship of a selected work of art to the time period in which it was created.		
B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.	4. Compare and contrast the stylistic characteristics of visual art from one historical period with those of the previous time period.		
Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.			
A. Demonstrate mastery of materials, concepts and personal concentration when creating	1. Demonstrate perceptual skill when drawing from direct observation.		

original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works. **Content Standard: Analyzing and Responding** Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria. C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	2. Evaluate their choices of compositional elements in terms of how those choices affect the subject matter of the work. 3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects. 4. Explain artistic processes from conceiving an idea to completing a work of art. 5. Develop criteria for assessing the quality of their artworks 4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art. 5. Analyze and describe the visual aspects of their own artworks and the work of others.		

Unit Title: Printmaking.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people. A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made. B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works. C. Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts. D. Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture. Content Standard: Creative Expression	1. Discuss the roles of visual art forms within social contexts. 2. Explain the relationship of a selected work of art to the time period in which it was created. 3. Research and describe the cultural values in various traditions that influence contemporary art media. 4. Compare and contrast the stylistic characteristics of visual art from one historical period with those of the previous time period. 5. Connect a variety of contemporary art forms, media and styles to their cultural, historical and social origins. 6. Explain how art history interrelates with the study of aesthetics, criticism and art making. 6. Describe various sources (e.g. personal experience, imagination, interests, everyday events and social issues) visual artists use to generate ideas for artworks.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works. **Content Standard: Valuing the Arts/Aesthetic Reflection** Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts. A. Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others. B. Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view. C. Judge the merit of selected artworks and	1. Create original artworks in at least two three-dimensional media and several two-dimensional media that show the development of a personal style 2. Evaluate their choices of compositional elements in terms of how those choices affect the subject matter of the work 3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects. 4. Explain artistic processes from conceiving an idea to completing a work of art. 5. Develop criteria for assessing the quality of their artworks 1. Distinguish the aesthetic qualities in works of art and determine how the artist achieved the effect. 2. Demonstrate logical reasoning when arguing the merit of a selected work of art and discuss the arguments put forward by others.		

provide the aesthetic basis for their positions.	3. Research and explain various aesthetic theories in visual art. 5. Develop and apply criteria that address the aesthetic characteristics in works of art (e.g., expressive or contextual).		

Unit Title: Landscape using color theory.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<u>Content Standard: Historical, Cultural and Social Contexts</u> Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people. A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made. B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works. D. Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture. <u>Content Standard: Creative Expression and Communication</u> Students create artworks that demonstrate	1. Discuss the roles of visual art forms within social contexts. 2. Explain the relationship of a selected work of art to the time period in which it was created. 3. Research and describe the cultural values in various traditions that influence contemporary art media. 4. Compare and contrast the stylistic characteristics of visual art from one historical period with those of the previous time period. 6. Describe various sources (e.g. personal experience, imagination, interests, everyday events and social issues) visual artists use to generate ideas for artworks.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works. **Content Standard: Analyzing and Responding** Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria. A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art. B. Explain how form, subject matter and context contribute to meanings in works of art. C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	1. Demonstrate perceptual skill when drawing from direct observation. 2. Create artwork that interprets a theme, idea or concept and demonstrates technical skill and the perceptive use of visual art elements (e.g., show light sources, different vantage points and local or subjective color) 5. Develop criteria for assessing the quality of their artworks 1. Analyze the way media, technique, compositional elements and subject matter work together to create meaning in selected artworks 2. Explain how form and media influence artistic decisions. 3. Research and describe the work of an artist on the basis of how the artist's choice of media and style contribute to the meaning of the work. 4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art. 5. Analyze and describe the visual aspects of their own artworks and the work of others.		

Unit Title: Blending with pastels and/or chalks.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people. A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made. B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works. D. Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture. Content Standard: Creative Expression and Communication	1. Discuss the roles of visual art forms within social contexts. 2. Explain the relationship of a selected work of art to the time period in which it was created. 3. Research and describe the cultural values in various traditions that influence contemporary art media. 4. Compare and contrast the stylistic characteristics of visual art from one historical period with those of the previous time period. 6. Describe various sources (e.g. personal experience, imagination, interests, everyday events and social issues) visual artists use to generate ideas for artworks.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works. **Content Standard: Analyzing and Responding** Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria. A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art. B. Explain how form, subject matter and context contribute to meanings in works of art. C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	1. Demonstrate perceptual skill when drawing from direct observation. 2. Create artwork that interprets a theme, idea or concept and demonstrates technical skill and the perceptive use of visual art elements (e.g., show light sources, different vantage points and local or subjective color) 5. Develop criteria for assessing the quality of their artworks 1. Analyze the way media, technique, compositional elements and subject matter work together to create meaning in selected artworks 2. Explain how form and media influence artistic decisions. 3. Research and describe the work of an artist on the basis of how the artist's choice of media and style contribute to the meaning of the work. 4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art. 5. Analyze and describe the visual aspects of their		

	own artworks and the work of others.		

Lakewood City Schools
Course of Study for Art 2
Revised: July 29, 2008

Scope and Sequence – The emphasis in the second year of art is to build on the basics learned in the previous year. Projects will be larger and more in depth, requiring more time to complete. The basic instructional methods will incorporate lecture, combined with technology, teacher demonstrations with beginning portfolio preparation. Art criticism and critique is an integral part of this creative process. This course focuses on observational drawing. Art 2 is a prerequisite for the students wanting to enter Art 3.

Unit Title: Self Portraits.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people. A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.	1. Explain how art historians, curators, anthropologists and philosophers contribute to our understanding of art history.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

C. Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts. D. Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture. **Content Standard: Creative Expression and Communication** Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works. **Content Standard: Analyzing and Responding** Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features,	4. Investigate the recurrence of a particular style or technique (e.g., pointillism and realism) in a contemporary art movement. 5. Compare the artistic styles and subject matter in artworks by contemporary artists of different cultures. 6. Describe various sources (e.g. personal experience, imagination, interests, everyday events and social issues) visual artists use to generate ideas for artworks 1. Create original artworks in at least two three-dimensional media and several two-dimensional media that show the development of a personal style. 2. Evaluate their choices of compositional elements in terms of how those choices affect the subject matter of the work. 3. Trace the origin of symbolism, imagery and metaphor in art and demonstrate the use of these visual devices in their artworks. 4. Use criteria to revise works-in- progress and describe changes made and what was learned in the process.		

analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria. A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.. C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works. **Content Standard: Valuing the Arts/Aesthetic Reflection** Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts. A. Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others. C. Judge the merit of selected artworks and provide the aesthetic basis for their positions.	1. Analyze the way media, technique, compositional elements and subject matter work together to create meaning in selected artworks. 4. Develop and use criteria to select works for their portfolios that reflect artistic growth and achievement. 1. Explain how the value of a work of art is affected by the manner in which it is exhibited. 5. Develop and apply criteria that address the aesthetic characteristics in works of art (e.g., expressive or contextual).		

Unit Title: Abstract Art.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Connections, Relationships and Applications Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art. B. Formulate and solve a visual art problem using strategies and perspectives from other disciplines. Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. C. Engage in ongoing assessment to revise and	2. Compare the media, materials and processes (e.g., perceiving, responding, creating and communicating) used in visual art with those used in other arts disciplines. 1. Create original works of art that demonstrate increased complexity and skill and use a variety of two- dimensional and three-dimensional media. 2. Evaluate their choices of compositional elements in terms of how those choices affect the subject matter of the work. 3. Trace the origin of symbolism, imagery and metaphor in art and demonstrate the use of these visual devices in their artworks. 4. Use criteria to revise works-in- progress and describe changes made and what was learned in	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

improve artworks and to produce a portfolio of works. **Content Standard: Analyzing and Responding** Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria. A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art. B. Explain how form, subject matter and context contribute to meanings in works of art. C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	the process. 1. Analyze the way media, technique, compositional elements and subject matter work together to create meaning in selected artworks. 2. Apply methods of art criticism in writing and speaking about works of art. 3. Understand how the structure and composition of an art form relate to its purpose. 4. Develop and use criteria to select works for their portfolios that reflect artistic growth and achievement.		

Unit Title: Perspective Drawing.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Connections, Relationships and Applications Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art. B. Formulate and solve a visual art problem using strategies and perspectives from other disciplines. Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.	3. Explain commonalities between visual art and other disciplines. 1. Create original artworks in at least two three-dimensional media and several two-dimensional media that show the development of a personal style. 2. Evaluate their choices of compositional elements in terms of how those choices affect the subject matter of the work.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

Unit Title: Still Life.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people. A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made. C. Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts. Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate	2. Make a presentation, using words and images, to show how visual art affects changes in styles, trends, content and expressions over time 4. Investigate the recurrence of a particular style or technique (e.g., pointillism and realism) in a contemporary art movement. 5. Compare the artistic styles and subject matter in artworks by contemporary artists of different cultures. 1. Create original artworks in at least two three-dimensional media and several two-dimensional media that show the development of a personal style. 2. Evaluate their choices of compositional	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works. **Content Standard: Connections, Relationships and Applications** Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art. A. Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism or postmodernism) on the development of visual art.	elements in terms of how those choices affect the subject matter of the work. 3. Trace the origin of symbolism, imagery and metaphor in art and demonstrate the use of these visual devices in their artworks. 4. Use criteria to revise works-in- progress and describe changes made and what was learned in the process. 1. Identify the philosophical beliefs, social systems and movements that influence the function and role of art in people's lives.		

Unit Title: Cubistic Painting Style.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people. A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made. B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works. C. Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts. D. Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture.	1. Explain how art historians, curators, anthropologists and philosophers contribute to our understanding of art history. 2. Make a presentation, using words and images, to show how visual art affects changes in styles, trends, content and expressions over time. 3. Explain the circumstances and events that influence artists to create monuments and site-specific works. 4. Investigate the recurrence of a particular style or technique (e.g., pointillism and realism) in a contemporary art movement 6. Describe various sources (e.g. personal experience, imagination, interests, everyday events and social issues) visual artists use to generate ideas for artworks.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.	1. Create original artworks in at least two three-dimensional media and several two-dimensional media that show the development of a personal style. 2. Evaluate their choices of compositional elements in terms of how those choices affect the subject matter of the work. 3. Trace the origin of symbolism, imagery and metaphor in art and demonstrate the use of these visual devices in their artworks. 4. Use criteria to revise works-in- progress and describe changes made and what was learned in the process.		
Content Standard: Connections, Relationships and Applications Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art. A. Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism or postmodernism) on the development of visual art.	1. Identify the philosophical beliefs, social systems and movements that influence the function and role of art in people's lives.		
Content Standard: Analyzing and Responding Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art.			

They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria. A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art. B. Explain how form, subject matter and context contribute to meanings in works of art. C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	1. Analyze the way media, technique, compositional elements and subject matter work together to create meaning in selected artworks. 2. Apply methods of art criticism in writing and speaking about works of art. 3. Understand how the structure and composition of an art form relate to its purpose. 4. Develop and use criteria to select works for their portfolios that reflect artistic growth and achievement.		

Unit Title: Printmaking using the etching process.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people. D. Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture. Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.	6. Describe various sources (e.g. personal experience, imagination, interests, everyday events and social issues) visual artists use to generate ideas for artworks. 1. Create original artworks in at least two three-dimensional media and several two-dimensional media that show the development of a personal style. 2. Evaluate their choices of compositional elements in terms of how those choices affect the subject matter of the work. 3. Trace the origin of symbolism, imagery and	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works. **Content Standard: Analyzing and Responding** Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria. C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works. **Content Standard: Valuing the Arts/Aesthetic Reflection** Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts. C. Judge the merit of selected artworks and provide the aesthetic basis for their positions.	metaphor in art and demonstrate the use of these visual devices in their artworks. 4. Use criteria to revise works-in- progress and describe changes made and what was learned in the process. 4. Develop and use criteria to select works for their portfolios that reflect artistic growth and achievement. 5. Develop and apply criteria that address the aesthetic characteristics in works of art (e.g., expressive or contextual).		

Unit Title: Figure Drawing: The human form in a classroom setting.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people. A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made. C. Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts. D. Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture. Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements,	1. Explain how art historians, curators, anthropologists and philosophers contribute to our understanding of art history. 4. Investigate the recurrence of a particular style or technique (e.g., pointillism and realism) in a contemporary art movement. 5. Compare the artistic styles and subject matter in artworks by contemporary artists of different cultures. 6. Describe various sources (e.g. personal experience, imagination, interests, everyday events and social issues) visual artists use to generate ideas for artworks	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

principles and images to communicate their ideas in a variety of visual forms.			
A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.	1. Create original artworks in at least two three-dimensional media and several two-dimensional media that show the development of a personal style. 2. Evaluate their choices of compositional elements in terms of how those choices affect the subject matter of the work. 3. Trace the origin of symbolism, imagery and metaphor in art and demonstrate the use of these visual devices in their artworks. 4. Use criteria to revise works-in- progress and describe changes made and what was learned in the process.		
Content Standard: Analyzing and Responding Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.			
A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.. C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	1. Analyze the way media, technique, compositional elements and subject matter work together to create meaning in selected artworks. 4. Develop and use criteria to select works for their portfolios that reflect artistic growth and achievement.		
Content Standard: Valuing the Arts/Aesthetic Reflection Students understand why people value visual art. They present their beliefs about the nature			

and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts. A. Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others. C. Judge the merit of selected artworks and provide the aesthetic basis for their positions.	1. Explain how the value of a work of art is affected by the manner in which it is exhibited. 5. Develop and apply criteria that address the aesthetic characteristics in works of art (e.g., expressive or contextual).		

Lakewood City Schools
Course of Study for Art in Focus
Revised: July 29, 2008

Scope and Sequence – Art in Focus is a semester course designed to explore the art of man from the prehistoric age to the modern world. With the help of the text book, "Art in Focus", the student will learn how art developed as cultures and societies evolved. The use of slides, posters and power points along with individual presentations will accompany the process of the student education. Each unit will have a simple hands-on art project that coincides with the art period. This is an excellent class for the artist or the art enthusiast.

Unit Title: Understanding how to look and talk about artwork.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people. A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.	1. Explain how art historians, curators, anthropologists and philosophers contribute to our understanding of art history.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works. C. Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts. D. Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture. **Content Standard: Analyzing and Responding** Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria. A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.. B. Explain how form, subject matter and context contribute to meanings in works of art. **Content Standard: Valuing the Arts/Aesthetic Reflection**	2. Make a presentation, using words and images, to show how visual art affects changes in styles, trends, content and expressions over time. 3. Research and describe the cultural values in various traditions that influence contemporary art media. 4. Compare and contrast the stylistic characteristics of visual art from one historical period with the those of the previous time period. 5. Connect a variety of contemporary art forms, media and styles to their cultural, historical and social origins. 6. Explain how art history interrelates with the study of aesthetics, criticism and art making. 7. Analyze major changes to selected artistic styles in art history and determine the historical, social, political or artistic factors that influenced the change. 1. Apply various methods of art criticism to analyze and interpret works of art (e.g., the methods of Edmund Burke Feldman, Louis Lankford or Terry Barrett). 2. Apply methods of art criticism in writing and speaking about works of art.		

Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts. A. Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others. B. Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view. C. Judge the merit of selected artworks and provide the aesthetic basis for their positions.	1. Distinguish the aesthetic qualities in works of art and determine how the artist achieved the effect. 2. Demonstrate logical reasoning when arguing the merit of a selected work of art and discuss the arguments put forward by others. 3. Research and explain various aesthetic theories in visual art. 4. Identify various sources for published reviews of artworks and use them to analyze and understand different aesthetic perspectives.		

Unit Title: Units 2-10 Study the artwork from Prehistoric Times through the modern world.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people. A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made. B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works. C. Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts.	1. Discuss the roles of visual art forms within social contexts. 2. Explain the relationship of a selected work of art to the time period in which it was created. 3. Research and describe the cultural values in various traditions that influence contemporary art media. 4. Compare and contrast the stylistic characteristics of visual art from one historical period with those of the previous time period. 5. Connect a variety of contemporary art forms, media and styles to their cultural, historical and social origins. 6. Explain how art history interrelates with the study of aesthetics, criticism and art making.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

D. Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture.	7. Analyze major changes to selected artistic styles in art history and determine the historical, social, political or artistic factors that influenced the change.		
Content Standard: Analyzing and Responding Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.			
A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art..	1. Apply various methods of art criticism to analyze and interpret works of art (e.g., the methods of Edmund Burke Feldman, Louis Lankford or Terry Barrett). 2. Explain how form and media influence artistic decisions. 3. Research and describe the work of an artist on the basis of how the artist's choice of media and style contribute to the meaning of the work.		
B. Explain how form, subject matter and context contribute to meanings in works of art.			
Content Standard: Valuing the Arts/Aesthetic Reflection Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.			
A. Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others.	1. Distinguish the aesthetic qualities in works of art and determine how the artist achieved the effect.		
B. Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view.	2. Demonstrate logical reasoning when arguing the merit of a selected work of art and discuss the arguments put forward by others.		
C. Judge the merit of selected artworks and	3. Research and explain various aesthetic theories		

provide the aesthetic basis for their positions. **Content Standard: Connections, Relationships and Applications** Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art. A. Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism or postmodernism) on the development of visual art.	in visual art. 4. Identify various sources for published reviews of artworks and use them to analyze and understand different aesthetic perspectives. 1. Survey various art theories or movements and make a presentation (e.g., oral, written, visual or multimedia) to explain one of them.		

Unit Title: 11th Chapter: Renaissance.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.		I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc
A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.	1. Discuss the roles of visual art forms within social contexts. 2. Make a presentation, using words and images, to show how visual art affects changes in styles, trends, content and expressions over time.		
B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.	3. Explain the circumstances and events that influence artists to create monuments and site-specific works.		
C. Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts.	4. Investigate the recurrence of a particular style or technique (e.g., pointillism and realism) in a contemporary art movement. 5. Compare the artistic styles and subject matter in artworks by contemporary artists of different cultures.		
D. Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture.	6. Describe various sources (e.g. personal experience, imagination, interests, everyday events and social issues) visual artists use to generate ideas for artworks.		

Content Standard: Analyzing and Responding Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.			
A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.	1. Apply various methods of art criticism to analyze and interpret works of art (e.g., the methods of Edmund Burke Feldman, Louis Lankford or Terry Barrett). 2. Explain how form and media influence artistic decisions.		
B. Explain how form, subject matter and context contribute to meanings in works of art.	3. Research and describe the work of an artist on the basis of how the artist's choice of media and style contribute to the meaning of the work.		
C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art. 5. Analyze and describe the visual aspects of their own artworks and the work of others.		
Content Standard: Valuing the Arts/Aesthetic Reflection Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.			
C. Judge the merit of selected artworks and provide the aesthetic basis for their positions.	3. Research and explain various aesthetic theories in visual art. 4. Identify various sources for published reviews		

	of artworks and use them to analyze and understand different aesthetic perspectives.		

Unit Title: Final Presentations.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Connections, Relationships and Applications Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art. A. Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism or postmodernism) on the development of visual art. B. Formulate and solve a visual art problem using strategies and perspectives from other disciplines. Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.	1. Survey various art theories or movements and make a presentation (e.g., oral, written, visual or multimedia) to explain one of them. 2. Research and compare how visual art is used in a musical, theatre or dance production. 3. Research and provide examples that show the relationship of visual art to other subjects in the curriculum (e.g., English language arts, mathematics, social studies and science).	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.	1. Discuss the roles of visual art forms within social contexts. 2. Make a presentation, using words and images, to show how visual art affects changes in styles, trends, content and expressions over time.		
B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.	3. Explain the circumstances and events that influence artists to create monuments and site-specific works.		
C. Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts.	4. Investigate the recurrence of a particular style or technique (e.g., pointillism and realism) in a contemporary art movement. 5. Compare the artistic styles and subject matter in artworks by contemporary artists of different cultures.		
D. Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture.	6. Describe various sources (e.g. personal experience, imagination, interests, everyday events and social issues) visual artists use to generate ideas for artworks.		
Content Standard: Analyzing and Responding Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.			
A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.	1. Apply various methods of art criticism to analyze and interpret works of art (e.g., the methods of Edmund Burke Feldman, Louis Lankford or Terry Barrett).		

B. Explain how form, subject matter and context contribute to meanings in works of art. C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works. **Content Standard: Valuing the Arts/Aesthetic Reflection** Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts. C. Judge the merit of selected artworks and provide the aesthetic basis for their positions.	2. Explain how form and media influence artistic decisions. 3. Research and describe the work of an artist on the basis of how the artist's choice of media and style contribute to the meaning of the work. 4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art. 5. Analyze and describe the visual aspects of their own artworks and the work of others. 3. Research and explain various aesthetic theories in visual art. 4. Identify various sources for published reviews of artworks and use them to analyze and understand different aesthetic perspectives.		

Lakewood City Schools
Course of Study for Art 3
Revised: July 29, 2008

Scope and Sequence – This course will expand on the ideas and the techniques of Art 2. Students will continue to explore a variety of materials to create two-dimensional and three-dimensional artwork. Students will work on art criticism and critiques. The basic instructional methods will incorporate lecture, combined with technology, teacher demonstration, and portfolio preparation. Projects are at an advanced level and strongly suggested for the student who enjoys or is serious about art as a career. Art 2 is a prerequisite for this course.

Unit Title: Charcoal Boxes.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials,	1. Create original works of art that demonstrate increased complexity and skill and use a variety of two- dimensional and three-dimensional media. 2. Create artwork that interprets a theme, idea or concept and demonstrates technical skill and the perceptive use of visual art elements (e.g., show	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

techniques and subject matter.	light sources, different vantage points and local or subjective color). 3. Create artworks that demonstrate a range of individual ideas, subject matter and themes with at least one idea explored in depth.		
C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.	4. Use feedback and self-assessment to organize a collection of their artworks in a variety of media. 5. Use self-assessment to reflect on the effectiveness of their processes and choice of subject matter, materials and techniques to achieve their intent.		
Content Standard: Analyzing and Responding Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.			
A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.	1. Describe the relationship between the content or ideas in artworks and the artist's use of media and compositional elements.		
B. Explain how form, subject matter and context contribute to meanings in works of art.	2. Explain how visual, spatial and temporal concepts integrate with content to communicate meaning in artworks.		
C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	3. Apply peer review and critique processes to a student exhibition.		
Content Standard: Valuing the Arts/Aesthetic Reflection Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.			

A. Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others. B. Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view. C. Judge the merit of selected artworks and provide the aesthetic basis for their positions.	1. Explain how the value of a work of art is affected by the manner in which it is exhibited. 2. Analyze how society influences the interpretation of works of art. 4. Compare and contrast responses to works of visual art on the basis of how well the works communicate intent and purpose. 5. Explain how the context in which an artwork is viewed influences the way it is perceived and judged.		

Unit Title: Still Life Drawing

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people. B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works. Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.	3. Explain how issues of time, place and culture influence trends in the visual arts. 1. Create original works of art that demonstrate increased complexity and skill and use a variety of two- dimensional and three-dimensional media. 4. Use feedback and self-assessment to organize a collection of their artworks in a variety of media.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works. **Content Standard: Valuing the Arts/Aesthetic Reflection** Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts. A. Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others. B. Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view. C. Judge the merit of selected artworks and provide the aesthetic basis for their positions.	5. Use self-assessment to reflect on the effectiveness of their processes and choice of subject matter, materials and techniques to achieve their intent. 1. Explain how the value of a work of art is affected by the manner in which it is exhibited. 2. Analyze how society influences the interpretation of works of art. 4. Compare and contrast responses to works of visual art on the basis of how well the works communicate intent and purpose. 5. Explain how the context in which an artwork is viewed influences the way it is perceived and judged.		

Unit Title: Abstract Painting: Multi-Media

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people. A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made. B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works. C. Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts. D. Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture.	2. Analyze a work of art and explain how it reflects the heritages, traditions, attitudes and beliefs of the artist. 3. Explain how issues of time, place and culture influence trends in the visual arts. 4. Investigate and report on the influences of print and electronic media on contemporary art. 6. Explain the process used to acquire and use knowledge from art history for art production.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.	1. Create original works of art that demonstrate increased complexity and skill and use a variety of two- dimensional and three-dimensional media. 2. Create artwork that interprets a theme, idea or concept and demonstrates technical skill and the perceptive use of visual art elements. 3. Create artworks that demonstrate a range of individual ideas, subject matter and themes with at least one idea explored in depth. 4. Use feedback and self-assessment to organize a collection of their artworks in a variety of media. 5. Use self-assessment to reflect on the effectiveness of their processes and choice of subject matter, materials and techniques to achieve their intent.		
Content Standard: Analyzing and Responding Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria. A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art. B. Explain how form, subject matter and context	1. Describe the relationship between the content or ideas in artworks and the artist's use of media and compositional elements. 2. Explain how visual, spatial and temporal concepts		

contribute to meanings in works of art. C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works. **Content Standard: Valuing the Arts/Aesthetic Reflection** Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts. A. Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others. B. Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view. C. Judge the merit of selected artworks and provide the aesthetic basis for their positions.	integrate with content to communicate meaning and artworks. 3. Apply peer review and critique processes to a student exhibition. 1. Explain how the value of a work of art is affective by the manner in which it is exhibited. 2. Analyze how society influences the interpretation of works of art. 3. Identify aesthetic issues connected to the public display of works of art. 4. Compare and contrast responses to works of visual art on the basis of how well the works communicate intent and purpose. 5. Explain how the context in which an artwork is viewed influences the way it is perceived and judged.		

Unit Title: Self Portraits using cut colored paper.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people. A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made. B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works. C. Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts. D. Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture. Content Standard: Creative Expression and Communication	2. Analyze a work of art and explain how it reflects the heritages, traditions, attitudes and beliefs of the artist. 3. Explain how issues of time, place and culture influence trends in the visual arts. 4. Investigate and report on the influences of print and electronic media on contemporary art. 6. Explain the process used to acquire and use knowledge from art history for art production.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.			
A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.	1. Create original works of art that demonstrate increased complexity and skill and use a variety of two- dimensional and three-dimensional media.		
B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.	2. Create artwork that interprets a theme, idea or concept and demonstrates technical skill and the perceptive use of visual art elements. 3. Create artworks that demonstrate a range of individual ideas, subject matter and themes with at least one idea explored in depth.		
C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.	4. Use feedback and self-assessment to organize a collection of their artworks in a variety of media. 5. Use self-assessment to reflect on the effectiveness of their processes and choice of subject matter, materials and techniques to achieve their intent.		
Content Standard: Analyzing and Responding Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.			
A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.	1. Describe the relationship between the content or ideas in artworks and the artist's use of media and compositional elements.		
B. Explain how form, subject matter and context contribute to meanings in works of art.	2. Explain how visual, spatial and temporal concepts integrate with content to communicate meaning and artworks.		

C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works. **Content Standard: Valuing the Arts/Aesthetic Reflection** Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.	3. Apply peer review and critique processes to a student exhibition.		
A. Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others.	1. Explain how the value of a work of art is affective by the manner in which it is exhibited.		
B. Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view.	2. Analyze how society influences the interpretation of works of art. 3. Identify aesthetic issues connected to the public display of works of art. 4. Compare and contrast responses to works of visual art on the basis of how well the works communicate intent and purpose.		
C. Judge the merit of selected artworks and provide the aesthetic basis for their positions.	5. Explain how the context in which an artwork is viewed influences the way it is perceived and judged.		

Unit Title: Watercolor Painting.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works. Content Standard: Analyzing and Responding Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They	1. Create original works of art that demonstrate increased complexity and skill and use a variety of two- dimensional and three-dimensional media. 2. Create artwork that interprets a theme, idea or concept and demonstrates technical skill and the perceptive use of visual art elements. 3. Create artworks that demonstrate a range of individual ideas, subject matter and themes with at least one idea explored in depth. 4. Use feedback and self-assessment to organize a collection of their artworks in a variety of media. 5. Use self-assessment to reflect on the effectiveness of their processes and choice of subject matter, materials and techniques to achieve their intent.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.			
A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.	1. Describe the relationship between the content or ideas in artworks and the artist's use of media and compositional elements.		
B. Explain how form, subject matter and context contribute to meanings in works of art.	2. Explain how visual, spatial and temporal concepts integrate with content to communicate meaning and artworks.		
C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	3. Apply peer review and critique processes to a student exhibition.		
Content Standard: Valuing the Arts/Aesthetic Reflection Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.			
A. Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others.	1. Explain how the value of a work of art is affective by the manner in which it is exhibited.		
B. Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view.	2. Analyze how society influences the interpretation of works of art. 3. Identify aesthetic issues connected to the public display of works of art. 4. Compare and contrast responses to works of visual art on the basis of how well the works communicate intent and purpose.		
C. Judge the merit of selected artworks and provide the aesthetic basis for their positions.	5. Explain how the context in which an artwork is viewed influences the way it is perceived and		

	judged		

Unit Title: Three-Dimensional paper sculpture.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<u>Content Standard: Connections, Relationships and Applications</u> Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art. A. Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism or postmodernism) on the development of visual art. B. Formulate and solve a visual art problem using strategies and perspectives from other disciplines. <u>Content Standard: Creative Expression and Communication</u> Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.	1. Identify ways in which culture has influenced the work of contemporary artists (e.g., photographers, painters and sculptors). 2. Research and explain the relationship between specific artworks and major historical events. 3. Research and demonstrate the relationship between visual art and other disciplines (e.g., ceramics-chemistry, photography-chemistry, mobile-physics, graphic art-technology). 1. Create original works of art that demonstrate increased complexity and skill and use a variety of two- dimensional and three-dimensional media. 2. Create artwork that interprets a theme, idea or concept and demonstrates technical skill and the perceptive use of visual art elements. 3. Create artworks that demonstrate a range of	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.	individual ideas, subject matter and themes with at least one idea explored in depth. 4. Use feedback and self-assessment to organize a collection of their artworks in a variety of media. 5. Use self-assessment to reflect on the effectiveness of their processes and choice of subject matter, materials and techniques to achieve their intent.		

Unit Title: Oil Pastel

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works. Content Standard: Analyzing and Responding Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art.	1. Create original works of art that demonstrate increased complexity and skill and use a variety of two- dimensional and three-dimensional media. 2. Create artwork that interprets a theme, idea or concept and demonstrates technical skill and the perceptive use of visual art elements. 3. Create artworks that demonstrate a range of individual ideas, subject matter and themes with at least one idea explored in depth. 4. Use feedback and self-assessment to organize a collection of their artworks in a variety of media. 5. Use self-assessment to reflect on the effectiveness of their processes and choice of subject matter, materials and techniques to achieve their intent.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

Students make judgments about the quality of works of art using the appropriate criteria.			
A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.	1. Describe the relationship between the content or ideas in artworks and the artist's use of media and compositional elements.		
B. Explain how form, subject matter and context contribute to meanings in works of art.	2. Explain how visual, spatial and temporal concepts integrate with content to communicate meaning and artworks.		
C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	3. Apply peer review and critique processes to a student exhibition.		
Content Standard: Valuing the Arts/Aesthetic Reflection Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.			
A. Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others.	1. Explain how the value of a work of art is affective by the manner in which it is exhibited.		
B. Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view.	2. Analyze how society influences the interpretation of works of art. 3. Identify aesthetic issues connected to the public display of works of art. 4. Compare and contrast responses to works of visual art on the basis of how well the works communicate intent and purpose.		
C. Judge the merit of selected artworks and provide the aesthetic basis for their positions.	5. Explain how the context in which an artwork is viewed influences the way it is perceived and judged		

Unit Title: Landscapes in several mediums.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Connections, Relationships and Applications Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art. A. Summarize and explain the impact of a historical event or movement (e.g., realism, feminism, modernism or postmodernism) on the development of visual art. Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. C. Engage in ongoing assessment to revise and	1. Identify ways in which culture has influenced the work of contemporary artists (e.g., photographers, painters and sculptors). 1. Create original works of art that demonstrate increased complexity and skill and use a variety of two- dimensional and three-dimensional media. 2. Create artwork that interprets a theme, idea or concept and demonstrates technical skill and the perceptive use of visual art elements. 3. Create artworks that demonstrate a range of individual ideas, subject matter and themes with at least one idea explored in depth. 4. Use feedback and self-assessment to organize a collection of their artworks in a variety of	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

improve artworks and to produce a portfolio of works. **Content Standard: Analyzing and Responding** Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria. A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art. B. Explain how form, subject matter and context contribute to meanings in works of art. C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	media. 5. Use self-assessment to reflect on the effectiveness of their processes and choice of subject matter, materials and techniques to achieve their intent. 1. Describe the relationship between the content or ideas in artworks and the artist's use of media and compositional elements. 2. Explain how visual, spatial and temporal concepts integrate with content to communicate meaning and artworks. 3. Apply peer review and critique processes to a student exhibition.		

Lakewood City Schools
Course of Study for Art 4
Revised: July 29, 2008

Scope and Sequence – This senior course is designed for talented art students who are thinking of developing a career in the art world. Students will create a variety of large scale artwork that will refine their abilities in painting and drawing. The ideas and concepts used in Art 4 will produce portfolios in line with college requirements. At this advanced level homework and sketchbooks are a requirement. Art 3 is a prerequisite for this course of study.

Unit Title: Self reflective abstract.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.	1. Integrate the elements of art and principles of design using a variety of media to solve specific visual art problems and to convey meaning. 2. Solve visual art problems that demonstrate skill, imagination and in- depth understanding of media and processes.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc. Field Trips Visitation from Colleges and Universities Artists in Residence

C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.	3. Prepare a digital portfolio of artworks demonstrating knowledge of technology and its application to visual art. 4. Organize and display their original artworks as part of a public art exhibition. 5. Prepare a portfolio of personal works demonstrating technical skill, a range of media and various original solutions to two- and three-dimensional problems.		
Content Standard: Analyzing and Responding Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.			
A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.	1. Analyze and interpret the way in which the theme or meaning in an artwork expresses a social, political or cultural comment and use examples from the artwork to support the interpretation.		
B. Explain how form, subject matter and context contribute to meanings in works of art.	2. Explain the role of galleries, museums, art periodicals and performances in interpreting works of art. 3. Examine and evaluate the role of print media, film and video in visual art.		
C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	3. Construct a rationale for the merit of a specific work of art, using work that falls outside their conceptions of art		
Content Standard: Valuing the Arts/Aesthetic Reflection Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.			
	1. Compare the ways in which the emotional impact		

A. Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others. B. Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view. C. Judge the merit of selected artworks and provide the aesthetic basis for their positions.	of a specific artwork affects the interpretation. 2. Apply critical thinking skills to synthesize the beliefs of significant philosophers about the nature of art. 3. Demonstrate the ability to form and defend their judgments about the merits and significance of works of art. 4. Research and compare the reviews of different art critics of the same work of art.		

Unit Title: Self Portrait paintings on canvas.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.		I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc
A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.	1. Understand and apply knowledge of art history in oral and written discussions about selected works of art.		
B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.	2. Identify and compare the relationships between artworks on the basis of history, culture and aesthetic qualities.		
C. Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts.	3. Describe the use of technology as a visual art medium using computer- generated examples.		
D. Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture.	4. Determine the influence of community or cultural values on the choices artists make when creating art. 5. Incorporate knowledge and ideas from art history to produce innovative projects (e.g., independent study, senior portfolio and interdisciplinary		

	projects).		
Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.			
A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.	1. Integrate the elements of art and principles of design using a variety of media to solve specific visual art problems and to convey meaning.		
B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.	2. Solve visual art problems that demonstrate skill, imagination and in- depth understanding of media and processes.		
C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.	3. Prepare a digital portfolio of artworks demonstrating knowledge of technology and its application to visual art. 4. Organize and display their original artworks as part of a public art exhibition. 5. Prepare a portfolio of personal works demonstrating technical skill, a range of media and various original solutions to two- and three- dimensional problems		
Content Standard: Analyzing and Responding Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.			
A. Apply the knowledge and skills of art criticism			

to conduct in-depth analyses of works of art. B. Explain how form, subject matter and context contribute to meanings in works of art. C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works. **Content Standard: Valuing the Arts/Aesthetic Reflection** Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts. C. Judge the merit of selected artworks and provide the aesthetic basis for their positions.	1. Analyze and interpret the way in which the theme or meaning in an artwork expresses a social, political or cultural comment and use examples from the artwork to support the interpretation. 3. Examine and evaluate the role of print media, film and video in visual art. 4. Construct a rationale for the merit of a specific work of art, using work that falls outside their conceptions of art. 3. Demonstrate the ability to form and defend their judgments about the merits and significance of works of art.		

Unit Title: Printmaking using the mono-print technique.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people. A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made. B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works. C. Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts.	1. Understand and apply knowledge of art history in oral and written discussions about selected works of art. 2. Identify and compare the relationships between artworks on the basis of history, culture and aesthetic qualities. 3. Describe the use of technology as a visual art medium using computer- generated examples. 4. Determine the influence of community or cultural values on the choices artists make when creating art.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

D. Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture.	5. Incorporate knowledge and ideas from art history to produce innovative projects (e.g., independent study, senior portfolio and interdisciplinary projects).		
Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.			
A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.	1. Integrate the elements of art and principles of design using a variety of media to solve specific visual art problems and to convey meaning.		
B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.	2. Solve visual art problems that demonstrate skill, imagination and in- depth understanding of media and processes.		
C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.	3. Prepare a digital portfolio of artworks demonstrating knowledge of technology and its application to visual art. 4. Organize and display their original artworks as part of a public art exhibition. 5. Prepare a portfolio of personal works demonstrating technical skill, a range of media and various original solutions to two- and three- dimensional problems		
Content Standard: Analyzing and Responding Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features,			

analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria. A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art. B. Explain how form, subject matter and context contribute to meanings in works of art. C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works. **Content Standard: Valuing the Arts/Aesthetic Reflection** Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts. C. Judge the merit of selected artworks and provide the aesthetic basis for their positions.	1. Analyze and interpret the way in which the theme or meaning in an artwork expresses a social, political or cultural comment and use examples from the artwork to support the interpretation. 3. Examine and evaluate the role of print media, film and video in visual art. 4. Construct a rationale for the merit of a specific work of art, using work that falls outside their conceptions of art. 3. Demonstrate the ability to form and defend their judgments about the merits and significance of works of art.		

Unit Title: Figure Drawing.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
<u>Content Standard: Creative Expression and Communication</u> Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works. <u>Content Standard: Analyzing and Responding</u> Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary	1. Integrate the elements of art and principles of design using a variety of media to solve specific visual art problems and to convey meaning. 2. Solve visual art problems that demonstrate skill, imagination and in- depth understanding of media and processes. 3. Prepare a digital portfolio of artworks demonstrating knowledge of technology and its application to visual art. 4. Organize and display their original artworks as part of a public art exhibition. 5. Prepare a portfolio of personal works demonstrating technical skill, a range of media and various original solutions to two- and three-dimensional problems.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.			
A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.	1. Analyze and interpret the way in which the theme or meaning in an artwork expresses a social, political or cultural comment and use examples from the artwork to support the interpretation.		
B. Explain how form, subject matter and context contribute to meanings in works of art.	3. Examine and evaluate the role of print media, film and video in visual art.		
C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	4. Construct a rationale for the merit of a specific work of art, using work that falls outside their conceptions of art.		
Content Standard: Valuing the Arts/Aesthetic Reflection Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.			
B. Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view.	2. Apply critical thinking skills to synthesize the beliefs of significant philosophers about the nature of art.		
C. Judge the merit of selected artworks and provide the aesthetic basis for their positions.	3. Demonstrate the ability to form and defend their judgments about the merits and significance of works of art.		

Unit Title: Oil painting on canvas.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people. A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made. B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works. C. Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts. D. Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture.	1. Understand and apply knowledge of art history in oral and written discussions about selected works of art. 2. Identify and compare the relationships between artworks on the basis of history, culture and aesthetic qualities. 3. Describe the use of technology as a visual art medium using computer- generated examples. 4. Determine the influence of community or cultural values on the choices artists make when creating art. 5. Incorporate knowledge and ideas from art history to produce innovative projects (e.g., independent study, senior portfolio and interdisciplinary projects).	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc…

Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works	1. Integrate the elements of art and principles of design using a variety of media to solve specific visual art problems and to convey meaning. 2. Solve visual art problems that demonstrate skill, imagination and in- depth understanding of media and processes. 3. Prepare a digital portfolio of artworks demonstrating knowledge of technology and its application to visual art. 4. Organize and display their original artworks as part of a public art exhibition. 5. Prepare a portfolio of personal works demonstrating technical skill, a range of media and various original solutions to two- and three-dimensional problems.		
Content Standard: Analyzing and Responding Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria. A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art. B. Explain how form, subject matter and context	1. Analyze and interpret the way in which the theme or meaning in an artwork expresses a social, political or cultural comment and use examples from the artwork to support the interpretation.		

contribute to meanings in works of art. C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works. **Content Standard: Valuing the Arts/Aesthetic Reflection** Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts. A. Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others. B. Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view. C. Judge the merit of selected artworks and provide the aesthetic basis for their positions. **Content Standard: Connections, Relationships and Applications** Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art. B. Formulate and solve a visual art problem using strategies and perspectives from other disciplines.	3. Examine and evaluate the role of print media, film and video in visual art. 4. Construct a rationale for the merit of a specific work of art, using work that falls outside their conceptions of art. 1. Compare the ways in which the emotional impact of a specific artwork affects the interpretation. 2. Apply critical thinking skills to synthesize the beliefs of significant philosophers about the nature of art. 3. Demonstrate the ability to form and defend their judgments about the merits and significance of works of art. 4. Research and compare the reviews of different art critics of the same work of art.		

	3. Select interdisciplinary visual art projects for a portfolio and write a description of the processes used.		

Unit Title: Watercolor.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works. Content Standard: Analyzing and Responding Students identify and discriminate themes, media, subject matter and formal technical	1. Integrate the elements of art and principles of design using a variety of media to solve specific visual art problems and to convey meaning. 2. Solve visual art problems that demonstrate skill, imagination and in- depth understanding of media and processes. 3. Prepare a digital portfolio of artworks demonstrating knowledge of technology and its application to visual art. 4. Organize and display their original artworks as part of a public art exhibition. 5. Prepare a portfolio of personal works demonstrating technical skill, a range of media and various original solutions to two- and three-dimensional problems.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.			
A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.	1. Analyze and interpret the way in which the theme or meaning in an artwork expresses a social, political or cultural comment and use examples from the artwork to support the interpretation.		
B. Explain how form, subject matter and context contribute to meanings in works of art.	3. Examine and evaluate the role of print media, film and video in visual art.		
C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	4. Construct a rationale for the merit of a specific work of art, using work that falls outside their conceptions of art.		
Content Standard: Valuing the Arts/Aesthetic Reflection Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.			
B. Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view.	2. Apply critical thinking skills to synthesize the beliefs of significant philosophers about the nature of art.		
C. Judge the merit of selected artworks and provide the aesthetic basis for their positions.	3. Demonstrate the ability to form and defend their judgments about the merits and significance of works of art.		

Unit Title: Sketchbooks.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works. Content Standard: Analyzing and Responding Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features,	1. Integrate the elements of art and principles of design using a variety of media to solve specific visual art problems and to convey meaning. 2. Solve visual art problems that demonstrate skill, imagination and in- depth understanding of media and processes. 3. Prepare a digital portfolio of artworks demonstrating knowledge of technology and its application to visual art. 4. Organize and display their original artworks as part of a public art exhibition. 5. Prepare a portfolio of personal works demonstrating technical skill, a range of media and various original solutions to two- and three-dimensional problems.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.			
A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.	1. Analyze and interpret the way in which the theme or meaning in an artwork expresses a social, political or cultural comment and use examples from the artwork to support the interpretation.		
B. Explain how form, subject matter and context contribute to meanings in works of art.	3. Examine and evaluate the role of print media, film and video in visual art.		
C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	4. Construct a rationale for the merit of a specific work of art, using work that falls outside their conceptions of art.		
Content Standard: Valuing the Arts/Aesthetic Reflection Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.			
A. Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others.	1. Compare the ways in which the emotional impact of a specific artwork affects the interpretation.		
B. Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view.	2. Apply critical thinking skills to synthesize the beliefs of significant philosophers about the nature of art.		
C. Judge the merit of selected artworks and provide the aesthetic basis for their positions.	3. Demonstrate the ability to form and defend their judgments about the merits and significance of works of art. 4. Research and compare the reviews of different art critics of the same work of art.		

Unit Title: Portfolio preparation.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works. Content Standard: Analyzing and Responding Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art.	1. Integrate the elements of art and principles of design using a variety of media to solve specific visual art problems and to convey meaning. 2. Solve visual art problems that demonstrate skill, imagination and in- depth understanding of media and processes. 3. Prepare a digital portfolio of artworks demonstrating knowledge of technology and its application to visual art. 4. Organize and display their original artworks as part of a public art exhibition. 5. Prepare a portfolio of personal works demonstrating technical skill, a range of media and various original solutions to two- and three-dimensional problems.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.			
A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.	1. Analyze and interpret the way in which the theme or meaning in an artwork expresses a social, political or cultural comment and use examples from the artwork to support the interpretation.		
B. Explain how form, subject matter and context contribute to meanings in works of art.	3. Examine and evaluate the role of print media, film and video in visual art.		
C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	4. Construct a rationale for the merit of a specific work of art, using work that falls outside their conceptions of art.		
Content Standard: Valuing the Arts/Aesthetic Reflection Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.			
A. Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others.	1. Compare the ways in which the emotional impact of a specific artwork affects the interpretation.		
B. Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view.	2. Apply critical thinking skills to synthesize the beliefs of significant philosophers about the nature of art.		
C. Judge the merit of selected artworks and provide the aesthetic basis for their positions.	3. Demonstrate the ability to form and defend their judgments about the merits and		

	significance of works of art. 4. Research and compare the reviews of different art critics of the same work of art.		

Lakewood City Schools
Course of Study for Ceramics
Revised: July 29, 2008

Scope and Sequence – Using clay the students will experience art in three - dimensional form. The projects will be using various methods including hand building and throwing, along with several finish techniques. Vessels, tiles, and other sculptural designs will be featured during this semester class. Ceramics is an integral part of the art curriculum and students are encouraged to take this course as a supplement to other studio courses. However, no previous studio prerequisite is required and is open to any freshman, sophomore, junior or senior student.

Unit Title: Recycling.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.	3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

Unit Title: Pinch pot.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.		I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc
A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.	1. Discuss the roles of visual art forms within social contexts. 2. Explain the relationship of a selected work of art to the time period in which it was created. 3. Research and describe the cultural values in various traditions that influence contemporary art media.		
B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.	4. Compare and contrast the stylistic characteristics of visual art from one historical period with the those of the previous time period.		
C. Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts.	5. Connect a variety of contemporary art forms, media and styles to their cultural, historical and social origins. 6. Explain how art history interrelates with the		

D. Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture.	study of aesthetics, criticism and art making. 7. Analyze major changes to selected artistic styles in art history and determine the historical, social, political or artistic factors that influenced the change.		
Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.			
A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.	1. Create original artworks in at least two three-dimensional media and several two-dimensional media that show the development of a personal style. 2. Evaluate their choices of compositional elements in terms of how those choices affect the subject matter of the work. 3. Trace the origin of symbolism, imagery and metaphor in art and demonstrate the use of these visual devices in their artworks. 4. Use criteria to revise works-in- progress and describe changes made and what was learned in the process.		
Content Standard: Valuing the Arts/Aesthetic Reflection Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.			
C. Judge the merit of selected artworks and provide the aesthetic basis for their positions.	5. Develop and apply criteria that address the aesthetic characteristics in works of art (e.g., expressive or contextual).		

Unit Title: Texture Tiles.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people. A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made. B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works. Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.	1. Discuss the roles of visual art forms within social contexts. 2. Explain the relationship of a selected work of art to the time period in which it was created. 3. Research and describe the cultural values in various traditions that influence contemporary art media.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.	1. Create original artworks in at least two three-dimensional media and several two-dimensional media that show the development of a personal style		
B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.	3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects.		
C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.	4. Explain artistic processes from conceiving an idea to completing a work of art.		
Content Standard: Analyzing and Responding Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.			
A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.	1. Apply various methods of art criticism to analyze and interpret works of art (e.g., the methods of Edmund Burke Feldman, Louis Lankford or Terry Barrett). 2. Explain how form and media influence artistic decisions.		
B. Explain how form, subject matter and context contribute to meanings in works of art.	3. Research and describe the work of an artist on the basis of how the artist's choice of media and style contribute to the meaning of the work.		
C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art. 5. Analyze and describe the visual aspects of their own artworks and the work of others.		

Unit Title: Coil Pots.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.		I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc
A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.	1. Discuss the roles of visual art forms within social contexts. 2. Explain the relationship of a selected work of art to the time period in which it was created. 3. Research and describe the cultural values in various traditions that influence contemporary art media.		
B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.	4. Compare and contrast the stylistic characteristics of visual art from one historical period with those of the previous time period.		
C. Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts.	5. Connect a variety of contemporary art forms, media and styles to their cultural, historical and social origins. 6. Explain how art history interrelates with the study of aesthetics, criticism and art making.		

D. Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture.	7. Analyze major changes to selected artistic styles in art history and determine the historical, social, political or artistic factors that influenced the change.		
Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.			
A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.	1. Create original artworks in at least two three-dimensional media and several two-dimensional media that show the development of a personal style.		
B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.	2. Evaluate their choices of compositional elements in terms of how those choices affect the subject matter of the work. 3. Trace the origin of symbolism, imagery and metaphor in art and demonstrate the use of these visual devices in their artworks.		
C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.	4. Use criteria to revise works-in- progress and describe changes made and what was learned in the process		
Content Standard: Analyzing and Responding			

Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.			
A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.	1. Apply various methods of art criticism to analyze and interpret works of art (e.g., the methods of Edmund Burke Feldman, Louis Lankford or Terry Barrett). 2. Explain how form and media influence artistic decisions.		
B. Explain how form, subject matter and context contribute to meanings in works of art.	1. Analyze the way media, technique, compositional elements and subject matter work together to create meaning in selected artworks. 2. Apply methods of art criticism in writing and speaking about works of art. 3. Understand how the structure and composition of an art form relate to its purpose.		
C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art. 5. Analyze and describe the visual aspects of their own artworks and the work of others.		
Content Standard: Connections, Relationships and Applications Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance			

of lifelong learning and experience in visual art. B. Formulate and solve a visual art problem using strategies and perspectives from other disciplines.	2. Compare the media, materials and processes (e.g., perceiving, responding, creating and communicating) used in visual art with those used in other arts disciplines.		

Unit Title: Slab Pots.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.		I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc
A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.	1. Discuss the roles of visual art forms within social contexts. 2. Explain the relationship of a selected work of art to the time period in which it was created. 3. Research and describe the cultural values in various traditions that influence contemporary art media.		
B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the works.	4. Compare and contrast the stylistic characteristics of visual art from one historical period with those of the previous time period.		
C. Explain ways in which selected, contemporary works of art relate to the themes, issues and events of their contexts.	5. Connect a variety of contemporary art forms, media and styles to their cultural, historical and social origins. 6. Explain how art history interrelates with the study of aesthetics, criticism and art making.		

D. Select a culture and create an original work of art that demonstrates understanding of a historical, social or political issue of the culture.	7. Analyze major changes to selected artistic styles in art history and determine the historical, social, political or artistic factors that influenced the change.		
Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.			
A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.	1. Create original artworks in at least two three-dimensional media and several two-dimensional media that show the development of a personal style.		
B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.	2. Evaluate their choices of compositional elements in terms of how those choices affect the subject matter of the work. 3. Trace the origin of symbolism, imagery and metaphor in art and demonstrate the use of these visual devices in their artworks.		
C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.	4. Use criteria to revise works-in- progress and describe changes made and what was learned in the process		
Content Standard: Analyzing and			

Responding Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.			
A. Apply the knowledge and skills of art criticism to conduct in-depth analyses of works of art.	1. Apply various methods of art criticism to analyze and interpret works of art (e.g., the methods of Edmund Burke Feldman, Louis Lankford or Terry Barrett). 2. Explain how form and media influence artistic decisions. 1. Analyze the way media, technique, compositional elements and subject matter work together to create meaning in selected artworks.		
B. Explain how form, subject matter and context contribute to meanings in works of art.	2. Apply methods of art criticism in writing and speaking about works of art. 3. Understand how the structure and composition of an art form relate to its purpose.		
C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art. 5. Analyze and describe the visual aspects of their own artworks and the work of others.		
Content Standard: Connections, Relationships and Applications Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and			

ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art. B. Formulate and solve a visual art problem using strategies and perspectives from other disciplines.	2. Compare the media, materials and processes (e.g., perceiving, responding, creating and communicating) used in visual art with those used in other arts disciplines.		

Unit Title: Glazing, surface technique and design.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works. Content Standard: Analyzing and Responding Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art	1. Create original artworks in at least two three-dimensional media and several two-dimensional media that show the development of a personal style. 2. Evaluate their choices of compositional elements in terms of how those choices affect the subject matter of the work. 3. Trace the origin of symbolism, imagery and metaphor in art and demonstrate the use of these visual devices in their artworks. 4. Use criteria to revise works-in- progress and describe changes made and what was learned in the process.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

using the appropriate criteria.			
C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art. 5. Analyze and describe the visual aspects of their own artworks and the work of others.		
Content Standard: Valuing the Arts/Aesthetic Reflection Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.			
A. Communicate how an aesthetic point of view contributes to the ideas, emotions and overall impact of personal artworks and the works of others.	1. Distinguish the aesthetic qualities in works of art and determine how the artist achieved the effect.		
B. Identify and analyze a variety of viewpoints on aesthetic issues and themes in visual art and develop a personal point of view.	2. Demonstrate logical reasoning when arguing the merit of a selected work of art and discuss the arguments put forward by others.		

Unit Title: Procedure: Kiln Loading and unloading.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.	3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

Unit Title: Wheel Throwing.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.	1. Create original artworks in at least two three-dimensional media and several two-dimensional media that show the development of a personal style. 2. Evaluate their choices of compositional elements in terms of how those choices affect the subject matter of the work. 3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects. 4. Use criteria to revise works-in- progress and describe changes made and what was learned in the process.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

Lakewood City Schools
Course of Study for Fibers and Jewelry
Revised: July 29, 2008

Scope and Sequence – Using tactile and versatile materials the students will learn to create unique and powerful artworks. The technical processes can range from metals to fabric to direct applications of dyes and paints. Students will work on art criticism and critiques and learn through teacher demonstrations and exemplars. Fibers and Jewelry is an integral part of the art curriculum and students are encouraged to take this course as a supplement to other studio courses. However, no previous studio prerequisite is required and is open to any student.

Unit Title: Tie Dye.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people. A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made. B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the work.	2. Explain the relationship of a selected work of art to the time period in which it was created. 3. Explain the circumstances and events that influence artists to create monuments and site-	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter. C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.	specific works. 1. Create original artworks in at least two three-dimensional media and several two-dimensional media that show the development of a personal style. 2. Evaluate their choices of compositional elements in terms of how those choices affect the subject matter of the work. 3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects. 4. Use criteria to revise works-in- progress and describe changes made and what was learned in the process.		

Unit Title: Beadwork.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people. A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made. B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the work. Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the	2. Explain the relationship of a selected work of art to the time period in which it was created. 3. Explain the circumstances and events that influence artists to create monuments and site-specific works. 1. Create original artworks in at least two three-dimensional media and several two-dimensional media that show the development of a personal style. 2. Evaluate their choices of compositional elements in terms of how those choices affect	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

relationship among form, materials, techniques and subject matter.	the subject matter of the work. 3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects.		
C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works.	4. Use criteria to revise works-in- progress and describe changes made and what was learned in the process.		
Content Standard: Analyzing and Responding Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.			
C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works.	4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art. 5. Analyze and describe the visual aspects of their own artworks and the work of others.		
Content Standard: Connections, Relationships and Applications Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.			
B. Formulate and solve a visual art problem using strategies and perspectives from other disciplines.	2. Compare the media, materials and processes		

	(e.g., perceiving, responding, creating and communicating) used in visual art with those used in other arts disciplines.		

Unit Title: Fibers and Yarn.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people. A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made. B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the work. Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the	2. Explain the relationship of a selected work of art to the time period in which it was created. 3. Explain the circumstances and events that influence artists to create monuments and site-specific works. 1. Create original artworks in at least two three-dimensional media and several two-dimensional media that show the development of a personal style. 2. Evaluate their choices of compositional	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

relationship among form, materials, techniques and subject matter. C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works. **Content Standard: Analyzing and Responding** Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria. C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works. **Content Standard: Connections, Relationships and Applications** Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art. B. Formulate and solve a visual art problem using	elements in terms of how those choices affect the subject matter of the work. 3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects. 4. Use criteria to revise works-in- progress and describe changes made and what was learned in the process. 4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art. 5. Analyze and describe the visual aspects of their own artworks and the work of others.		

strategies and perspectives from other disciplines.	2. Compare the media, materials and processes (e.g., perceiving, responding, creating and communicating) used in visual art with those used in other arts disciplines.		

Unit Title: Clay and Wire Jewelry.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people. A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made. B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the work. Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the	2. Explain the relationship of a selected work of art to the time period in which it was created. 3. Explain the circumstances and events that influence artists to create monuments and site-specific works. 1. Create original artworks in at least two three-dimensional media and several two-dimensional media that show the development of a personal style. 2. Evaluate their choices of compositional	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

relationship among form, materials, techniques and subject matter.	elements in terms of how those choices affect the subject matter of the work. 3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects.		
C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works. **Content Standard: Analyzing and Responding** Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.	4. Use criteria to revise works-in- progress and describe changes made and what was learned in the process.		
C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works. **Content Standard: Connections, Relationships and Applications** Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.	4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art. 5. Analyze and describe the visual aspects of their own artworks and the work of others.		
B. Formulate and solve a visual art problem using strategies and perspectives from other	2. Compare the media, materials and processes		

disciplines.	(e.g., perceiving, responding, creating and communicating) used in visual art with those used in other arts disciplines.		

Unit Title: Batik / Silk Painting.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people. A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made. B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the work. Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.	2. Explain the relationship of a selected work of art to the time period in which it was created. 3. Explain the circumstances and events that influence artists to create monuments and site-specific works. 1. Create original artworks in at least two three-dimensional media and several two-dimensional media that show the development of a personal	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

	style.		
B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.	2. Evaluate their choices of compositional elements in terms of how those choices affect the subject matter of the work. 3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects.		
C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works. **Content Standard: Analyzing and Responding** Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.	4. Use criteria to revise works-in- progress and describe changes made and what was learned in the process.		
C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works. **Content Standard: Connections, Relationships and Applications** Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.	4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art. 5. Analyze and describe the visual aspects of their own artworks and the work of others.		

B. Formulate and solve a visual art problem using strategies and perspectives from other disciplines.	2. Compare the media, materials and processes (e.g., perceiving, responding, creating and communicating) used in visual art with those used in other arts disciplines.		

Unit Title: Basketry.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people. A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made. B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the work. Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks. B. Create expressive artworks that demonstrate a sense of purpose and understanding of the	2. Explain the relationship of a selected work of art to the time period in which it was created. 3. Explain the circumstances and events that influence artists to create monuments and site-specific works. 1. Create original artworks in at least two three-dimensional media and several two-dimensional media that show the development of a personal style. 2. Evaluate their choices of compositional	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

relationship among form, materials, techniques and subject matter.	elements in terms of how those choices affect the subject matter of the work. 3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects.		
C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works. **Content Standard: Analyzing and Responding** Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.	4. Use criteria to revise works-in- progress and describe changes made and what was learned in the process.		
C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works. **Content Standard: Connections, Relationships and Applications** Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.	4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art. 5. Analyze and describe the visual aspects of their own artworks and the work of others.		
B. Formulate and solve a visual art problem using strategies and perspectives from other disciplines.	2. Compare the media, materials and processes (e.g., perceiving, responding, creating and		

	communicating) used in visual art with those used in other arts disciplines.		

Unit Title: Collage Development.

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
Content Standard: Historical, Cultural and Social Contexts Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people. A. Explain how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made. B. Compare works of art to one another in terms of the historical, cultural, social and political influences evident in the work. Content Standard: Creative Expression and Communication Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms. A. Demonstrate mastery of materials, concepts and personal concentration when creating original artworks.	2. Explain the relationship of a selected work of art to the time period in which it was created. 3. Explain the circumstances and events that influence artists to create monuments and site-specific works. 1. Create original artworks in at least two three-dimensional media and several two-dimensional media that show the development of a personal style.	I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc

B. Create expressive artworks that demonstrate a sense of purpose and understanding of the relationship among form, materials, techniques and subject matter.	2. Evaluate their choices of compositional elements in terms of how those choices affect the subject matter of the work. 3. Make informed choices in the selection of materials, subject matter and techniques to achieve certain visual effects.		
C. Engage in ongoing assessment to revise and improve artworks and to produce a portfolio of works. **Content Standard: Analyzing and Responding** Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.	4. Use criteria to revise works-in- progress and describe changes made and what was learned in the process.		
C. Critique their own works, the works of peers and other artists on the basis of the formal, technical and expressive aspects in the works. **Content Standard: Connections, Relationships and Applications** Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.	4. Use appropriate vocabulary to define and describe techniques, materials and methods that artists use to create works of art. 5. Analyze and describe the visual aspects of their own artworks and the work of others.		

B. Formulate and solve a visual art problem using strategies and perspectives from other disciplines.	2. Compare the media, materials and processes (e.g., perceiving, responding, creating and communicating) used in visual art with those used in other arts disciplines.		

Lakewood City Schools
Course of Study for AP Art History
Revised: July 29, 2008

Scope and Sequence – This full year course will provide a thorough description of the theory, content, and requirements for a successful advanced placement art history course. The student will learn college content in art history, primarily Western Art, with attention to the art of non-European cultures. View the grandeur of the Golden Age of Greece; be inspired by the sculptures of Michelangelo, and be intrigued by the paintings of Picasso. Research papers/projects are a requirement.

Unit Title:

Standard and Benchmark	Grade Level Indicators	Clear Learning Targets	Strategies/Resources
		I can…	Teacher and student artwork examples Teacher demonstration Internet Resources Art History Books Visual Aids: Posters, magazines, etc Field Trip to the Cleveland Museum of Art European Trips Abroad