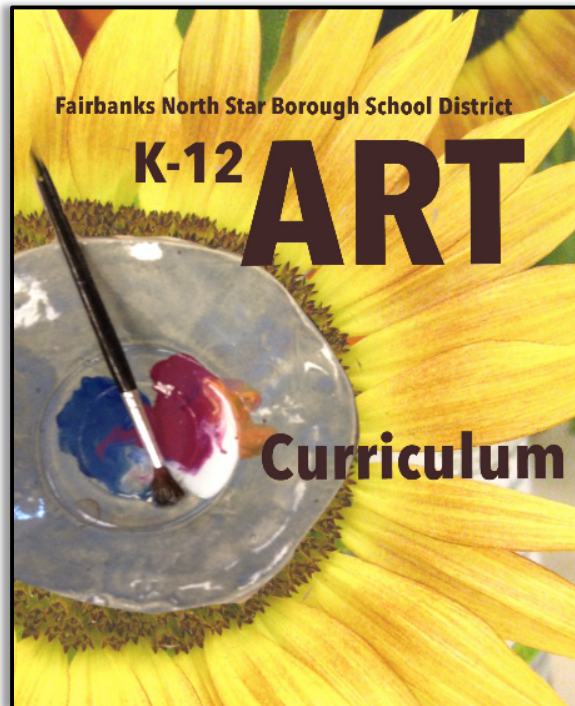




Fairbanks North Star Borough School District

# Art Curriculum



**Grades K – 12**  
**Adopted April 1, 2025**

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# Acknowledgements

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## Curriculum Researchers

Art teachers met during professional development in September 2023 to begin the research stage for Art curriculum.

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## **We would also like to recognize**

The Board Curriculum Committee, the Fairbanks North Star Board of Education, and the many teachers, administrators, parents, and community members who have provided input during the curriculum revision process.

# Philosophy & Mission Statements

## **Philosophy:**

Art is a universal language bridging time, culture, and national barriers. It continually reflects and preserves society. Art education is a discipline in which a student actively participates intellectually, emotionally, socially, and aesthetically. It is an integral part of the core curriculum and has a fundamental presence in all curricular areas.

The growth and development of each individual is enriched through art education since it celebrates uniqueness, self-expression, and diversity. Art education and production encourage critical thinking and creative problem-solving skills. It provides a means for appreciating and respecting ourselves and others.

Art instruction helps children with the development of motor and language skills, social-emotional learning (SEL), decision-making, risk-taking, and inventiveness. Teaching through the arts can present difficult concepts visually, making them easier to understand. Integrating art with other disciplines reaches students who might not otherwise be engaged in classwork. Art experiences enhance student concentration and observation. The arts provide challenges for learners at all levels. Art education connects students with their own culture, as well as with the broader global community.

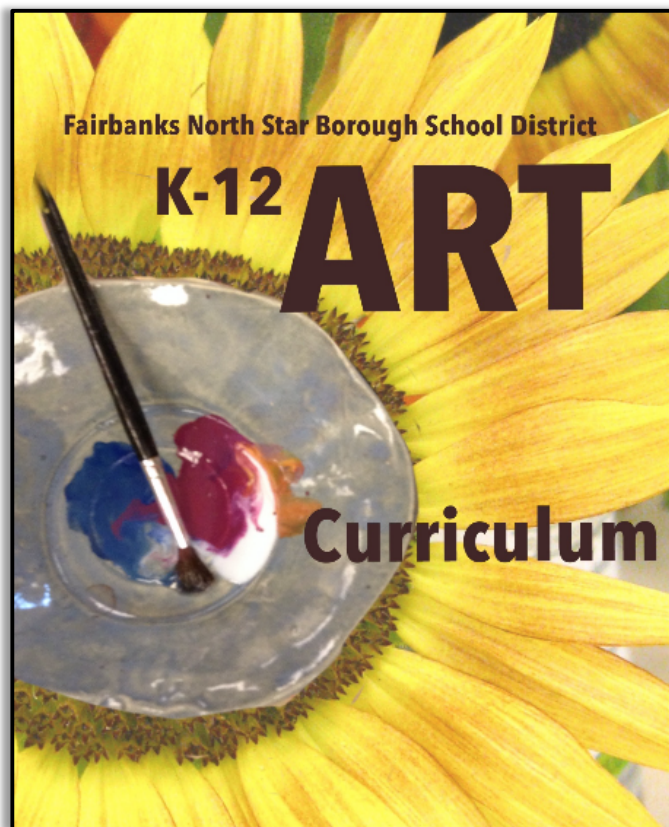
## **Mission Statement:**

The Fairbanks North Star Borough School District will support, develop, and expand quality art instruction at all levels. To maximize student success, the district will support art educators and classroom teachers in ongoing professional development.

The FNSBSD Art Curriculum will include:

- Classroom opportunities appropriate to students' intellectual and physical levels.
- Art lessons that reflect historical, multicultural, and community respect.
- A positive climate to encourage exploration and reflection.
- Opportunities to promote and recognize students' intellectual and artistic development.
- Transferable knowledge and skills that provide for future growth and development.
- Links from visual arts to other disciplines.
- Technological resources and support.
- Opportunities to share student work at local, state, and national levels.
- Support for student instruction with ongoing professional development for teachers.

# Elementary



**Grades K-5**

# Elementary Art Program

The elementary art program is a system of instruction and support that has evolved since the program began in 1981. At the heart of all the components is this document, the curriculum, which represents a comprehensive approach to art education and reflects the Alaska Content Standards in the Arts. Aspects of this program are changing to adapt with current trends in education. FNSBSD continues to offer a selection of art kits and digital lessons as well as suggested resources to support our general education teachers in high quality arts education. This is an ongoing process. Our goal is to create a rich evolving body of material for art instruction, encouraging teachers to add to the basket.

The Fairbanks North Star Borough School District Art Curriculum is comprised of:

## 1. Written Curriculum

This document outlines what teachers at each grade level should strive to teach their students. The elementary written curriculum is divided into three sections according to student actions: Producing Art; Reflecting on Art Critically; and Perceiving Art from a Contemporary, Historic, and Aesthetic Perspective. These, in turn, directly reflect the Alaska State Standards expectation that all students will have some instruction in art production, historical/contemporary studies, art criticism, and the consideration of the beauty and meaning of art.

## 2. Art Kits

There are a limited number of art kits available for check out through Library Media Services. Some art lessons include a kit of materials as well as a lesson plan, and some lesson plans are a digital download without provided materials.

## 3. Grade-Level Artists and Biographies

Every grade level has been assigned artists. These selections were made in the early 1990s and then reviewed in 2021. They were selected considering student age and interests, social studies themes, and a historical, multicultural, and gender-based overview. Artists' names and their biographies are listed in the curriculum. They are organized by grade level.

The above components combine to make the Fairbanks North Star Borough School District Art Curriculum. Through this approach, we have been successful in training teachers and assuring a quality art program for our students.

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

~ Young Student to Art Teacher

# Elements of Art by Grade Level

## Building Blocks of Visual Art

### Line

**Line is the path of a point moving through space. Types of line can include actual, implied, vertical, horizontal, diagonal, and contour lines.**

- K** Find a variety of lines and name them.
- 1** Recognize different lines and name them.
- 2** Name lines found in the classroom and in art.
- 3** Find the lines at the edge of shapes.
- 4** Recognize contour lines in drawings.
- 5** Distinguish between contour line, outline, and sketching.

### Shape

**When lines meet, shapes are formed. Shapes are flat. Some shapes are geometric such as squares, circles, triangles, rectangles, and ovals. Other shapes are organic or irregular.**

- K** Recognize a circle, square, triangle, rectangle, and oval.
- 1** Find basic geometric shapes and name them.
- 2** Recognize the difference between geometric and organic shapes.
- 3** Distinguish between shape, (2-dimensional) and form (3-dimensional).
- 4** Locate and differentiate between circle/sphere, square/cube, triangle/cone, and rectangle/cylinder.
- 5** Differentiate between a variety of shapes and forms in art.

### Form

**Form has three dimensions: length, width, depth; and resides in space. Form may be an actual object having volume or implied on a 2D surface with the use of light and shading techniques.**

- K** Begin to recognize the difference between flat and not flat.
- 1** Recognize the difference between flat and not flat.
- 2** Recognize the difference between geometric and organic forms.
- 3** Distinguish between shape (2-dimensional) and form (3-dimensional).
- 4** Locate and differentiate between circle/sphere, square/cube, triangle/cone, and rectangle/cylinder.
- 5** Distinguish between a variety of forms in art.

## Color

**Color is derived from reflected light. The color wheel shows the chromatic scale and demonstrates three properties:**

1. hue, the name of the color (determined by the dominant wave length);
2. intensity, or the purity and strength of the color defined as brightness or dullness; and
3. value, the lightness or darkness of the color.

**K** Recognize primary colors.

- 1 Recognize primary and secondary colors.
- 2 Recognize primary and secondary colors.
- 3 Distinguish between and recognize warm, cool, and neutral colors.
- 4 Recognize intensity changes through use of complementary colors.
- 5 Identify primary, secondary, complementary, warm, cool, and neutral colors; begin to recognize monochromatic color schemes including value, tint, and tone.

## Value

**Value refers to lightness or darkness. Value depends on how much light a surface reflects and is one of the three properties of color.**

**K** Discern between light and dark in the same colors.

- 1 Begin to recognize neutral tones.
- 2 Find colors in a piece of art that shows light and dark values.
- 3 Recognize that a painting may use many values (light/dark) of one color.
- 4 Understand how values change through use of black and white; recognize different values of light/dark.
- 5 Identify examples of monochromatic color schemes.

## Texture

**Texture appeals to sense of touch, either actual or implied.**

**K** Find actual or visual texture in art and invent descriptive words.

- 1 Find actual or visual texture in art and invent descriptive words.
- 2 Use texture words when discussing art.
- 3 Differentiate between pieces of art that use actual and visual (implied) texture.
- 4 Experience an actual texture and differentiate from visual (implied) examples of that texture.
- 5 Experience an actual texture and differentiate from visual (implied) examples of that texture.

## Space

**Space refers to 1) the area in which art is organized, and 2) an area showing depth or perspective. Space can be two-dimensional (2-D), three-dimensional (3-D), negative, and/or positive.**

- K** Look at art reproductions and discuss what looks closer; be aware of near and far.
- 1** Find overlapping objects and discuss what looks closer and why.
- 2** Recognize that objects appear closer when placed lower on a page (placement); recognize that closer objects can appear larger (relative size); begin to recognize the concept of foreground and background.
- 3** Recognize that large spaces can be created within small confines; recognize concepts of overlapping, relative size (scale), page placement, and foreground/background as means to show perspective.
- 4** Begin to recognize positive and negative space; distinguish the degree of detail in the foreground is a way of showing perspective (detail); recognize foreground/ background, overlapping, intersecting, size, and placement as perspective tools.
- 5** Identify positive and negative space; use perspective terms including placement, overlapping, intersecting, size/scale, foreground/background, and detail when discussing art; begin to recognize that color intensity implies depth.

*An educated mind without an educated heart is no education at all.*

*I think the arts are for educating the heart.*

~ Celeste Hart

# Principles of Art by Grade Level

## Use or arrangement of the building blocks of visual art

### Balance

**Balance is a sense of stability in an artwork. There are three kinds of balance: symmetrical (formal), asymmetrical (informal), and radial.**

- K** Discuss if an artwork looks or feels balanced.
- 1** Discuss if an artwork looks or feels balanced.
- 2** Relate geometry and bilateral symmetry in a work of art.
- 3** Recognize radial symmetry and find it in nature and in art.
- 4** Continue to recognize symmetry and radial design in works of art; consider if a work of art is (feels) balanced.
- 5** Identify examples of visual balance in art.

### Contrast

**Contrast emphasizes the differences in the elements of art used in a work of art (refers to distinctive compositional areas created by the arrangement of the elements of art).**

- K** Identify different areas in a piece of art.
- 1** Identify and discuss different areas in a piece of art.
- 2** Discuss different areas in a piece of art and identify how they are different.
- 3** Identify different areas in art using the words dark, light, smooth, and textured.
- 4** Identify different areas in art using the words dark, light, smooth, textured, color variations, and types of lines and shapes.
- 5** Identify different areas in art using the words dark, light, smooth, textured, color variations, types of lines and shapes, and mood changes.

### Emphasis

**Emphasis refers to developing points of interest that pull the viewer's eye to important parts of the artwork.**

- K** Discuss the most important area is in an artwork.
- 1** Discuss where the most important area is in an artwork.
- 2** Identify the focal point or center of interest in a work of art.
- 3** Identify the focal point or center of interest in a work of art.
- 4** Identify the focal point or center of interest in a work of art.
- 5** Find and identify examples of focal point (i.e., visual accent or stress) in a work of art.

## **Rhythm/ Pattern**

**Rhythm/pattern refers to the repetition or recurrence of a design element, exact or varied, which establishes a visual beat.**

- K** Look for repetition in art and use the word “pattern.”
- 1** Find rhythmic patterns in art and invent descriptive words to describe them.
- 2** Look for expanding and contracting patterns.
- 3** Recognize that repetition creates the visual illusion of rhythm.
- 4** Look for patterns and patterns created through negative space.
- 5** Recognize how rhythm and patterns can be created through color, line, shape, and form.

## **Proportion/ Scale**

**Proportion is the size relationship of parts to a whole and is within an object. Scale is the size/weight relationships between shapes/forms and compares different objects.**

- K** Compare size of objects in an artwork as an introduction to scale.
- 1** Compare size of forms and objects within art as an introduction to scale.
- 2** Compare the relative sizes of objects or people as an introduction to scale.
- 3** Look at an object and compare the relationship of one part to another and to the whole as an introduction to proportion.
- 4** Begin to learn body proportions and vocabulary.
- 5** Continue to learn body proportions and vocabulary.

## **Movement**

**Movement refers to the suggestion of motion through the intentional use of various elements of art. Movement adds excitement by showing action and directing the viewer’s eye through the artwork.**

- K** Look for the suggestion of motion in art.
- 1** Look for the suggestion of motion in art.
- 2** Describe how movement is shown in a work of art.
- 3** Find examples of movement in art and compare and contrast the artists’ techniques.
- 4** Find examples of movement in art and compare and contrast the artists’ techniques.
- 5** Find examples of movement in art and compare and contrast the artists’ techniques.

## Unity

**Unity is the appearance of oneness.**

- K** Discuss whether an artwork seems complete.
- 1** Discuss whether an artwork seems complete.
- 2** Discuss whether an artwork seems complete.
- 3** Discuss whether a work of art seems complete or unified.
- 4** Discuss whether a work of art seems complete or unified.
- 5** Discuss whether a work of art seems complete or unified.

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

~ James D. Wolfensohn

# Kindergarten

## Course Overview:

Kindergarten students will continue to be introduced to beginning art concepts and vocabulary, and use a broad range of both 3D and 2D art materials and techniques. All young students believe they are artists and they will be encouraged to maintain that confidence while they enjoy the diverse, exciting, and fulfilling art processes. They will be encouraged to express themselves through various art lessons and to creatively tell their own stories through art.

## Kindergarteners will:

- Apply imagination and creativity to their art.
- Learn to find relationships between art and the world beyond the classroom.
- Seek solutions to art problems and questions.
- Exhibit self-discipline when working as an artist.
- Learn to respect the working and thinking space of others.
- Work individually and collaboratively.
- Learn to care for tools and materials.
- Use tools safely.
- Enjoy the process while learning how to use materials and tools with own ideas.
- Finish work and share with others developing pride as “an artist.”
- Demonstrate personal responsibility through the care, safe use, and clean up of tools, materials, and equipment.

## Suggested Resources:

- [Project Articulate](#)
  - See the appendix for:
    - [Digital lesson plans](#)
    - [Additional resources](#)
- To view appendix items listed above, login to Google Drive with your district login credentials. If parents or anyone from the public would like to view these documents, contact Teaching and Learning at (907) 452-2000 ext. 11422 or [teachingandlearning@k12northstar.org](mailto:teachingandlearning@k12northstar.org).

## Vocabulary:

Artist	Horizontal	Overlap	Rhythm	Shape	Subject
Circle	Line	Primary Colors	Sculpture	Space	Texture
Color	Movement	Rectangle	Secondary Colors	Square	Triangle

Drawing	Oval	Reproduction	Self-portrait	Style	Vertical
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## Section I: Grade Level Artists

<b>Grade Level Artists (Required)</b>					
Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography	
<b>Dixie Alexander</b>			<ul style="list-style-type: none"> <li>Alaska Native artist</li> <li>Athabaskan bead worker</li> </ul>	Dixie is an educator, artist, bead worker and a cultural bearer of her Gwich'in Athabaskan traditions. She was raised in Ft. Yukon in a traditional lifestyle. Her works of art can be seen at the Museum of the North in Fairbanks, Alaska, and in Washington, D.C. at the Smithsonian. Dixie was hired in 2011 as the Director of Cultural Programs at the Morris Thompson Cultural and Visitors Center, "teaching (others) an appreciation for our way of life."	
<b>Bill Berry</b>	1926-1979		<ul style="list-style-type: none"> <li>Alaskan illustrator and painter</li> </ul>	Berry was born in California, but spent most of his life in Alaska. He is most known for his realistic wildlife sketches and fanciful art. He illustrated children's books and painted wall murals. An example of his mural painting is An Alaskan Fairy Tale installed at the Noel Wien Library in Fairbanks.	
<b>Henry Moore</b>	1898-1986	Royal College of Art	<ul style="list-style-type: none"> <li>British sculptor</li> </ul>	Moore was born and spent most of his working life in England. He is most known for his large stylized sculptures of human figures in relaxed or reclining poses. His work resides in public spaces around the world and sculpture gardens at prominent international museums.	

Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography
<b>Hannah Solomon</b>	1908-2011		<ul style="list-style-type: none"> <li>Alaska Native Artist</li> <li>Gwich'in Athabascan bead worker</li> </ul>	<p>Hannah was born near the border of Canada in the village of Old Rampart, and died only three weeks short of her 103rd birthday. As a child, she learned to bead from her mother, Eliza, and became a master bead worker into adulthood. She was willing to teach her craftsmanship of sewing beads and sewing skins and furs to anyone who was interested in learning.</p> <p>Hannah was an artist known for her bead work in the style of the Gwich'in Athabascan tradition. Samples of her artwork can be found in museums and private collections throughout the state and the country. Her beadwork and baby belts can be found in many places such as the UA Museum of the North, the Doyon Limited office, Alaska Native Medical Center in Anchorage, the Rasmuson Museum in Anchorage, and the Smithsonian Institution in Washington, D.C.</p>
<b>Delores Sloan</b>	1938-2023		<ul style="list-style-type: none"> <li>Alaska Native artist</li> <li>Gwich'in Athabascan beadworker</li> </ul>	<p>Delores Sloan is a Gwich'in Athabascan Bead Worker. She was born and raised in Fort Yukon, Alaska, the fifteenth of sixteen children. Her mother, Fanny Carroll, taught her bead work and skin sewing when she was a little girl. Her father was a trapper and an owner of Fort Yukon's trading post. As an adult, Delores' handiwork skills were so revered that she was asked to share her knowledge of beadwork and Athabascan tradition. She worked for the Fairbanks North Star Borough School District for ten years teaching in the Alaska Indian Education Program, and also traveled to schools in the Bering Straits region. She worked in the schools teaching children how to sew beads onto leather in the traditional Gwich'in style.</p>

Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography
Delores Sloan continued...				<p>Delores' beaded artwork can be viewed in venues such as the University of Alaska Fairbanks, the Smithsonian in Washington, D.C., the Anchorage Heritage Center, Ted Stevens Anchorage International Airport, and at the Elmendorf Air Force Base. In 1984, she beaded a stole for Pope John Paul II when he visited Alaska and it is now displayed in the Vatican Museum in Rome, Italy.</p> <p>Delores is known for beading beautiful baby belts, also known as baby straps. She has made 32 in her lifetime, and began making them in 1979. They are five-foot long straps originally made of moose hide with traditional beaded designs. They are traditional Athabaskan baby carriers worn over the back and shoulders with the baby snugly swaddled on its mother's back. According to Gwich'in culture, baby belts were made by the grandmothers as a way of saying "welcome into our rich culture," to give a baby beadwork.</p>
Vincent Van Gogh	1853-1890		<ul style="list-style-type: none"> <li>Dutch Impressionist painter</li> </ul>	<p>Van Gogh was born in Holland, but spent most of his working life in France. He is most known for vibrant, bold-colored paintings of flowers (especially sunflowers) and his many self-portraits. Van Gogh's work is displayed in virtually every notable modern museum in the world.</p>

## Section II: Producing Art

This is experiencing the processes of art; it is the act of solving problems.

<b>Drawing</b>			
is the portrayal of an ideas using line and/or tone.			
Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> <li>Practice drawing using a variety of tools.</li> <li>Explore many different lines when drawing.</li> <li>Draw using simple shapes and name them.</li> <li>Show near and far in drawings.</li> <li>Explore texture in drawings through rubbings, patterning, shading, etc.</li> <li>Work on horizontal and vertical formats.</li> <li>Draw story pictures and share them, telling about the details.</li> </ul>	<ul style="list-style-type: none"> <li>Pencil, pen, eraser</li> <li>Markers</li> <li>Crayons</li> <li>Oil pastels</li> <li>Colored pencils</li> <li>Charcoal, chalk</li> </ul>	<ul style="list-style-type: none"> <li>M.C. Escher</li> <li>Jaime Smith (local cartoonist)</li> <li>Chad Carpenter (local cartoonist)</li> <li>Bridget Riley</li> <li>Claire Fejes</li> <li>Florence Nupok</li> <li>Malewotkuk (Siberian Yupik)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Introduction to the Art Element Line, Part 1 (Art Tango)</a></li> <li><a href="#">The Art Element Line, Part 2 (Art Tango)</a></li> <li><a href="#">The Art Element Shape, Part 3 – Using Shapes and Lines to Create no-Objective Art (Art Tango)</a></li> <li><a href="#">Looking at Trees and Finding Lines (Art Tango)</a></li> <li><a href="#">A Parade of Thankful Turkeys (Art Tango)</a></li> <li><a href="#">Self Portrait, Part 1 – Children in Art (Art Tango)</a></li> <li><a href="#">Self Portrait, Part 2 – Completing Our Self Portrait (Art Tango)</a></li> <li><a href="#">Cool Curry Lines and Warm Angular Lines, Part 1 (Art Tango)</a></li> <li><a href="#">Cool Curry Lines &amp; Warm Angular Lines, Part 2 (Art Tango)</a></li> </ul>

## Painting

is the application of paint to a surface.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> <li>Be introduced to different types of paint (e.g., fingerpaint, tempera, tempera blocks, watercolor, painting crayons).</li> <li>Paint with a variety of tools (e.g., brushes, fingers, sponges, pieces of board).</li> <li>Paint on a variety of smooth or rough surfaces (e.g., papers, board, cardboard, cloth) of different shapes and sizes.</li> <li>Explore color mixing, learn words primary and secondary, and try mixing primary colors to make secondary.</li> <li>Distinguish between light and dark in the same color family.</li> <li>Identify colors by name and tell if they seem to be happy, sad, quiet, angry, hot, cold, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Watercolors</li> <li>Fingerpaint</li> <li>Tempera paint</li> <li>Painting crayons</li> <li>Washable tempera cakes</li> <li>Variety of tools</li> </ul>	<ul style="list-style-type: none"> <li><b>Bill Berry</b></li> <li><b>Vincent Van Gogh</b></li> <li>Janet Fish</li> <li>Crystal Kaakeyaa Worl</li> <li>Sonia Delaunay</li> <li>Edvard Munch</li> <li>Roy Lichtenstein</li> <li>Alma Thomas</li> <li>Jean-Michel Basquiat</li> <li>Frida Kahlo</li> <li>Jill Richie (local)</li> <li>Claire Fejes</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Color Critters (Project ARTiculate)</a></li> <li><a href="#">Landscapes with David</a></li> <li><a href="#">Mollett (Project ARTiculate)</a></li> <li><a href="#">Love Those Anemones (Project ARTiculate)</a></li> <li><a href="#">Sunflowers (Project ARTiculate)</a></li> <li><a href="#">Vincent Van Gogh Self-Portraits (Project ARTiculate)</a></li> <li><a href="#">A Snowman, Part I (Art Tango)</a></li> <li><a href="#">Texture Painting, Part I (Art Tango)</a></li> </ul>

## Printmaking

is the act that transfers an image, often with multiple copies.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> <li>Create patterns by stamping with objects.</li> <li>Make a monoprint by making a print from a wet painting.</li> <li>Make rubbings of different textures.</li> <li>Make a dried glue line print.</li> <li>Make three or more identical prints.</li> </ul>	<ul style="list-style-type: none"> <li>Found objects</li> <li>Sponges</li> <li>Stamps</li> <li>Ink</li> <li>Paint</li> <li>Stamp pad</li> <li>Brayers and rollers</li> <li>Glue</li> </ul>	<ul style="list-style-type: none"> <li>Elizabeth Catlett</li> <li>Kathe Kollwitz</li> <li>Samella Lewis</li> <li>Delita Martin</li> <li>Caledonia Curry</li> <li>Benjie Torrado Cabrera</li> <li>Favianna Rodriguez</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Shape-Ka-Bobs (Project ARTiculate)</a></li> <li><a href="#">Printing a Piece of Useful Art (Art Tango)</a></li> <li><a href="#">Printed Fall Trees (Kinder Art)</a></li> <li><a href="#">Texture and the World Around You (Kinder Art)</a></li> <li><a href="#">Slyfoam Prints (Kinder Art)</a></li> <li><a href="#">Fruit and Vegetable Prints (Kinder Art)</a></li> </ul>

## Mixed Media

is the combination of different materials.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> <li>Combine two or more materials (e.g., paper, string).</li> <li>Make a collage that has different textures.</li> <li>Plan a picture about themselves or their families using two or more materials.</li> <li>Make a symmetrical mask using two or more materials.</li> <li>Use basic drawing program to create and overlap shapes adding texture.</li> <li>Use scraps of fabric to create a picture.</li> </ul>	<ul style="list-style-type: none"> <li>Magazines</li> <li>Calendars</li> <li>Fabric, felt, yarn</li> <li>Craft materials (e.g., beads, feathers)</li> <li>Variety of paper</li> </ul>	<ul style="list-style-type: none"> <li><b>Dixie Alexander</b></li> <li><b>Hannah Solomon</b></li> <li><b>Delores Sloan</b></li> <li>Ellen Gallagher</li> <li>Amanda</li> <li>Phingbodihipakkiya</li> <li>Marilyn Nance</li> <li>Edmonia Lewis</li> <li>Meta Vaux Warrick Fuller</li> <li>Njideka Akunyili Crosby</li> <li>Tammy Holland (local &amp; Native)</li> <li>Teri Rofkar (Tlingit)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Athabaskan Mittens (Project ARTiculate)</a></li> <li><a href="#">Introduction to the Art Element Shape, Part 1 (Art Tango)</a></li> <li><a href="#">The Art Element Shape, Part 2 (Art Tango)</a></li> <li><a href="#">A Snowman, Part 2 (Art Tango)</a></li> <li><a href="#">Texture Painting, Part 2 (Art Tango)</a></li> </ul>

## Sculpture

is the creation of forms that fill space or three dimensions (3D).

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> <li>Explore various materials to create forms in space.</li> <li>Be able to differentiate between flat and not flat.</li> <li>Use word sculpture when talking about 3D art.</li> <li>Manipulate clay or dough.</li> <li>Texture patterns to the soft forms.</li> <li>Use found objects to create a sculpture.</li> <li>Make a self-portrait using combinations of materials.</li> </ul>	<ul style="list-style-type: none"> <li>Clay</li> <li>Modeling dough</li> <li>Paper</li> <li>Wire pipe cleaners</li> <li>Clay tools</li> <li>Wood</li> <li>Fabric and yarn</li> <li>Found objects</li> </ul>	<ul style="list-style-type: none"> <li><b>Henry Moore</b></li> <li>Christo and Jeanne Claude</li> <li>Valerie Maynard</li> <li>Yayoi Kusama</li> <li>Tyree Guyton</li> <li>Juan Quezada</li> <li>Louise Nevelson</li> <li>Lawrence James Beck</li> <li>Diane Didi Rojas</li> <li>Cheryl Eve Acosta</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Henry Moore Sculpture (Project ARTiculate)</a></li> <li><a href="#">Creating Paper Mask (Art Tango)</a></li> <li><a href="#">Working with Form, Making Play Dough Pinch Pots (Art Tango)</a></li> <li><a href="#">Coil Pots (Kinder Art)</a></li> <li><a href="#">Bean Mosaics (Kinder Art)</a></li> <li><a href="#">Paper Amusement Parks (Kinder Art)</a></li> </ul>

## Kits Available Through Destiny

([See instructions here.](#))

Lessons with Kits (Digital lessons available.)	Lessons Without Kits
<ul style="list-style-type: none"> <li>• Anemones Art Kit</li> <li>• Busy Bee Helpers Art Kit</li> <li>• Color Critters Art Kit</li> <li>• Moore, Henry: Figure Sculptures Art Kit</li> <li>• Athabaskan Regalia : [kit]. Dentialia Headbands (Lesson 1 of 3), Patterned Necklaces (Lesson 2 of 3), and Baby Belts (Lesson 3 of 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Children’s Day Koi Streamers Art Kit</li> <li>• Gogh to Bed! Art Kit</li> <li>• Piggy Backed Shapes Art Kit</li> <li>• Postcards From Van Gogh Art Kit</li> <li>• Shape-Ka-Bobs Art Kit</li> <li>• Toy Boxes in Perspective Art Kit</li> <li>• Van Gogh’s Swirly Feathers Art Kit</li> <li>• Whale Migrations Art Kit</li> </ul>

### Section III: Reflecting on Art Critically

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

1. Kindergarteners describe art using these design elements:	
<b>Line</b>	<ul style="list-style-type: none"> <li>• Find a variety of lines and name them.</li> </ul>
<b>Shape</b>	<ul style="list-style-type: none"> <li>• Recognize a circle, square, triangle, rectangle, and oval.</li> </ul>
<b>Form</b>	<ul style="list-style-type: none"> <li>• Recognize difference between flat and round.</li> </ul>
<b>Color</b>	<ul style="list-style-type: none"> <li>• Recognize primary colors.</li> </ul>
<b>Value</b>	<ul style="list-style-type: none"> <li>• Discern between light and dark in same colors.</li> </ul>
<b>Texture</b>	<ul style="list-style-type: none"> <li>• Find actual or visual texture in art and invent descriptive words.</li> </ul>
<b>Space</b>	<ul style="list-style-type: none"> <li>• Look at art reproductions and discuss what looks closer; be aware of near and far.</li> </ul>



## Section IV: Perceiving Art from a Contemporary, Historic, & Aesthetic Perspective

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

### Kindergarteners will:

Learn About Their Grade-Level Artists (Refer to the art chart, biographies, and grade-level reproductions)	Consider the Historical & Contemporary Role of Art in Their Lives & the Lives of Others
<ul style="list-style-type: none"> <li>• Vincent Van Gogh</li> <li>• Delores Sloan</li> <li>• Henry Moore</li> <li>• Hannah Solomon</li> <li>• Dixie Alexander</li> <li>• Bill Berry</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between drawing, painting, and sculpture.</li> <li>• View a variety of styles from different times and places.</li> <li>• Distinguish between original art and reproductions.</li> <li>• Look at different styles from cultures represented in their classroom.</li> <li>• Focus on the art and culture of indigenous interior Alaska Athabascan people.</li> <li>• Begin to understand that styles change over time.</li> <li>• Talk about personal art using simple vocabulary as preparation for writing.</li> <li>• Look at the design of art products in the classroom and discuss whether they like it.</li> <li>• Discuss that advertising has one intent – to sell.</li> </ul>
Consider the Role of Art in Their Lives	Understand that There are Artists Working in Their Community
<ul style="list-style-type: none"> <li>• Look for universal themes in art (e.g., self, family, animals).</li> <li>• Recognize and understand that art is a form of communication.</li> <li>• Begin to understand that their art is unique.</li> <li>• Be aware that art is found in many places (e.g., library, school, museum, home).</li> <li>• Recognize that museums house and display works of art.</li> <li>• Look at art in the classroom and talk about it using simple vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on artists that make art.</li> </ul>

# Grade 1

## Course Overview:

First grade students will continue to be introduced to beginning art concepts and vocabulary through the use of a broad range of both 2D and 3D art materials and techniques. All young students believe they are artists and will be encouraged to maintain that confidence while they enjoy diverse, exciting, and fulfilling art processes. They will be encouraged to express themselves through various art lessons and to creatively tell their own stories through art.

## First Graders will:

- Apply imagination and creativity to their art.
- Learn to find relationships between art and the world beyond the classroom.
- Seek solutions to art problems and questions.
- Exhibit self-discipline when working as an artist.
- Learn to respect the working and thinking space of others.
- Work individually and collaboratively.
- Learn to care for tools and materials.
- Use tools safely.
- Enjoy the process while learning how to use materials and tools with own ideas.
- Finish work and share with others developing pride as “an artist.”
- Demonstrate personal responsibility through the care, safe use, and clean up of tools, materials, and equipment.

## Suggested Resources:

- [Project Articulate](#)
- See the appendix for:
  - [Digital lesson plans](#)
  - [Additional resources](#)

To view appendix items listed above, login to Google Drive with your district login credentials. If parents or anyone from the public would like to view these documents, contact Teaching and Learning at (907) 452-2000 ext. 11422 or [teachingandlearning@k12northstar.org](mailto:teachingandlearning@k12northstar.org).

## Vocabulary:

<ul style="list-style-type: none"> <li>• Clay</li> <li>• Collage</li> <li>• Drawing</li> <li>• Horizontal/vertical</li> </ul>	<ul style="list-style-type: none"> <li>• Line</li> <li>• Monoprint</li> <li>• Movement</li> <li>• Original art</li> </ul>	<ul style="list-style-type: none"> <li>• Overlapping</li> <li>• Painting</li> <li>• Pattern/repetition</li> <li>• Perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Primary colors</li> <li>• Printing</li> <li>• Reproduction</li> <li>• Scale</li> </ul>	<ul style="list-style-type: none"> <li>• sculpture</li> <li>• Secondary colors</li> <li>• Self-portrait</li> <li>• Shape</li> </ul>	<ul style="list-style-type: none"> <li>• Symmetry</li> <li>• Texture</li> <li>• Three-dimensional</li> <li>• Two-dimensional</li> </ul>
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## Section I: Grade Level Artists

### Grade Level Artists (Required)

Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography
<b>Alexander S. Calder</b>	1898-1976	<ul style="list-style-type: none"> <li>• Engineering</li> </ul>	<ul style="list-style-type: none"> <li>• American sculptor</li> <li>• Inventor of mobiles</li> </ul>	<p>Calder was born in Pennsylvania. With the exception of some pivotal years living in Paris early in his career, he spent most of his working life in New York City and upstate Connecticut. He is most known for being the inventor of mobiles. Additionally, he developed a new aesthetic for non-kinetic sculpture called stables. He created rugs, illustrations, and paintings, as well as designs for several full-size jetliners. Calder's color pallet revolved around white, black, and the primary colors. For more biographic information and images of Alexander Calder's artwork: <a href="http://www.calder.org">www.calder.org</a>.</p>
<b>Sonya Kelliher-Combs</b>	1969-	<ul style="list-style-type: none"> <li>• BFA from the University of Alaska Fairbanks (1992)</li> <li>• MFA from Arizona State University in Tempe, AZ (1998)</li> </ul>	<ul style="list-style-type: none"> <li>• Alaska Native artist</li> </ul>	<p>Contemporary artist Sonya Kelliher-Combs is an Inupiaq/Athabaskan (German/Irish) visual and jewelry artist. She was born in Bethel, Alaska, was raised in Nome, and presently resides and works in Anchorage. Her family hails from the interior Alaska village of Nulato and the coastal communities of Nome and Barrow. Her cultural background includes Inupiaq Eskimo, Athabaskan Indian, Irish and German. Kelliher-Combs was born and raised in the state of Alaska, only leaving to attend graduate school. High school was completed in Nome and she continued education at the University of Alaska</p>

Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography
<b>Piet Mondrian</b>	1872-1940		<ul style="list-style-type: none"> <li>Dutch painter</li> </ul>	<p>Mondrian was born in Holland and spent most of his working life in France, though at the onset of WWII he moved to New York City. He started out working in the traditional Dutch style of landscape painting, but soon departed to a more pure and expressionistic style. He is most known for simple, abstract paintings consisting of blocks of primary colors and horizontal and vertical black lines. The impact of Mondrian's work is evident in contemporary art as well as architecture and commercial design. For more images of Piet Mondrian's artwork: <a href="http://www.jbiblio.org/wm/paint/auth/Mondrian">www.jbiblio.org/wm/paint/auth/Mondrian</a></p>
<b>Anna Mary Robertson Moses</b>	1860-1961	<ul style="list-style-type: none"> <li>Self-taught artist</li> </ul>	<ul style="list-style-type: none"> <li>Late-blooming American painter</li> </ul>	<p>Grandma Moses was born in rural New York and spent her early adulthood in Virginia. Moses began painting when she was about seventy years old. She painted countryside and people busy doing things during the different seasons. Moses, a self-taught painter, is most know for direct, simple, paintings filled with feelings for the subject. When she was eighty, a New York City gallery owner gave Moses her first one-woman exhibition. Subsequently, Moses's work gained notoriety and she continued painting until she died at 101.</p>

## Section II: Producing Art

This is experiencing the processes of art; it is the act of solving problems.

<b>Drawing</b>			
is the portrayal of an ideas using line and/or tone.			
Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> <li>Practice drawing using a variety of tools.</li> <li>Continue to use and name many different lines.</li> <li>Draw using simple shapes and name them.</li> <li>Use overlapping and size to show near and far; talk about fore- and background.</li> <li>Explore texture in drawings through rubbings, patterning, shading, etc.</li> <li>Work on horizontal and vertical formats and name them.</li> <li>Draw story pictures and share them telling about the details.</li> </ul>	<ul style="list-style-type: none"> <li>Pencil, pen, eraser</li> <li>Markers</li> <li>Crayons</li> <li>Oil pastels</li> <li>Colored pencils</li> <li>Charcoal, chalk</li> </ul>	<ul style="list-style-type: none"> <li>M.C. Escher</li> <li>Jaime Smith (local cartoonist)</li> <li>Chad Carpenter (local cartoonist)</li> <li>Bridget Riley</li> <li>Claire Fejes</li> <li>Florence Nupok</li> <li>Malewotkuk (Siberian Yupik)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Alaska Bear Dreams (Project ARTiculate)</a></li> <li><a href="#">Base Line Self Portraits (Art Tango)</a></li> <li><a href="#">Decorative Lettering, Part 1 (Art Tango)</a></li> <li><a href="#">Decorative Lettering, Part 2 (Art Tango)</a></li> <li><a href="#">Midterm Portrait, Looking at Michelangelo (Art Tango)</a></li> <li><a href="#">Expressions on my Face (Art Tango)</a></li> <li><a href="#">Looking at “The Scream,” by Munch, Painting Our Final Portrait Background (Art Tango)</a></li> <li><a href="#">Drawing Our Own Expressions with Oil Pastels (Art Tango)</a></li> </ul>

## Painting

is the application of paint to a surface.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> <li>• Be introduced to different types of paint (e.g., fingerpaint, tempera, tempera blocks, watercolor, painting crayons).</li> <li>• Paint with a variety of tools (e.g., brushes, fingers, sponges, pieces of board).</li> <li>• Paint on a variety of smooth or rough surfaces (e.g., papers, board, cardboard, cloth) of different shapes and sizes.</li> <li>• Explore color mixing; learn words primary and secondary; try mixing primary colors to make secondary.</li> <li>• Distinguish between light and dark in the same color family; paint with three values (light, medium, dark) in one color family.</li> <li>• Identify colors by name and tell if they seem to be happy, sad, quiet, angry, hot, cold, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Watercolors</li> <li>• Fingerpaint</li> <li>• Tempera paint</li> <li>• Painting crayons</li> <li>• Washable tempera cakes</li> <li>• Variety of tools</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Anna Mary Robertson Moses</b></li> <li>• <b>Piet Mondrian</b></li> <li>• Janet Fish</li> <li>• Crystal Kaakeyaa Worl</li> <li>• Sonia Delaunay</li> <li>• Edward Munch</li> <li>• Roy Lichtenstein</li> <li>• Alma Thomas</li> <li>• Jean-Michel Basquiat</li> <li>• Frida Kahlo</li> <li>• Jill Richie (local)</li> <li>• Claire Fejes</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">A Color of Our Own (Project ARTiculate)</a></li> <li>• <a href="#">African Painted Rhythms (Project ARTiculate)</a></li> <li>• <a href="#">Animal Portraits with Todd Sherman (Project ARTiculate)</a></li> <li>• <a href="#">Mondrian Trees (Project ARTiculate)</a></li> <li>• <a href="#">Mouse Colors (Project ARTiculate)</a></li> <li>• <a href="#">Working with Value, Part I (Art Tango)</a></li> </ul>

## Printmaking

is the act that transfers an image, often with multiple copies.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> <li>• Create patterns by stamping with objects.</li> <li>• Make a monoprint by making a print from a wet painting.</li> <li>• Make rubbings of different textures, lines and overlap some images.</li> <li>• Make two or more simple stencils to use in a picture or sponge painting.</li> <li>• Experiment with different relief-printing techniques using glue.</li> <li>• Make three or more identical prints and neatly sign.</li> </ul>	<ul style="list-style-type: none"> <li>• Found objects</li> <li>• Sponges</li> <li>• Stamps</li> <li>• Ink</li> <li>• Paint</li> <li>• Stamp pad</li> <li>• Brayers and rollers</li> <li>• Glue</li> </ul>	<ul style="list-style-type: none"> <li>• Elizabeth Catlett</li> <li>• Katha Kollwitz</li> <li>• Samella Lewis</li> <li>• Delta Martin</li> <li>• Caledonia Curry</li> <li>• Benjie Torrado Cabrera</li> <li>• Faviana Rodriguez</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Eric Carle Mural (Project ARTiculate)</a></li> <li>• <a href="#">Geometric Shape Collage, Part 2 (Art Tango)</a></li> <li>• <a href="#">Printmaking, Part 1 (Art Tango)</a></li> <li>• <a href="#">Printmaking, Part 2 (Art Tango)</a></li> <li>• <a href="#">Working with Texture, Heart Collage (Art Tango)</a></li> </ul>

## Mixed Media

is the combination of different materials.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> <li>• Combine two or more materials (e.g., paper, string).</li> <li>• Make a collage that has different textures.</li> <li>• Plan a picture about themselves or their families using a variety of materials.</li> <li>• Make a symmetrical mask using two or more materials.</li> <li>• Use basic drawing program to create and overlap shapes adding texture.</li> <li>• Use fabric crayons to design on fabric.</li> </ul>	<ul style="list-style-type: none"> <li>• Magazines</li> <li>• Calendars</li> <li>• Fabric, felt, yarn</li> <li>• Craft materials: e.g., beads, feathers</li> <li>• Variety of paper</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sonya Kellner-Combs</b></li> <li>• Ellen Gallagher</li> <li>• Amanda Phingbodhipakkiya</li> <li>• Marilyn Nance</li> <li>• Edmonia Lewis</li> <li>• Meta Vaux Warrick Fuller</li> <li>• Njideka Akunyili Crosby</li> <li>• Tammy Holland (local &amp; Native)</li> <li>• Teri Rofkar (Tlingit)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">On Mother's Lap (Project ARTiculate)</a></li> <li>• <a href="#">Cutting Lines, Creating a Collage (Art Tango)</a></li> <li>• <a href="#">Fall Leaves, Part 1 (Art Tango)</a></li> <li>• <a href="#">Fall Leaves, Part 2 (Art Tango)</a></li> <li>• <a href="#">Geometric Shape Collage, Part 1 (Art Tango)</a></li> <li>• <a href="#">Texture, Bean Wiggles (Art Tango)</a></li> <li>• <a href="#">Flower Design, Part 1 (Art Tango)</a></li> <li>• <a href="#">Flower Design, Part 2 (Art Tango)</a></li> </ul>

## Sculpture

is the creation of forms that fill space or three dimensions (3D).

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> <li>• Explore various materials to create forms in space.</li> <li>• Be able to differentiate between 2D and 3D.</li> <li>• Use word sculpture when talking about 3D art.</li> <li>• Model simple forms in clay using rolling and pinching techniques.</li> <li>• Add textured patterns to the forms while soft.</li> <li>• Use found objects to create a sculpture.</li> <li>• Bring recycled materials from home to use in the classroom.</li> <li>• Use gluing skills or paper joining techniques to build a found object sculpture.</li> <li>• Make an animal sculpture using combinations of materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Clay</li> <li>• Modeling dough</li> <li>• Paper</li> <li>• Wire pipe cleaners</li> <li>• Clay tools</li> <li>• Wood</li> <li>• Fabric and yarn</li> <li>• Found objects</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Alexander S. Calder</b></li> <li>• Christo and Jeanne Claude</li> <li>• Valerie Maynard</li> <li>• Yayoi Kusama</li> <li>• Tyree Guyton</li> <li>• Juan Quezada</li> <li>• Louise Nevelson</li> <li>• Lawrence James Beck</li> <li>• Diane Didi Rojas</li> <li>• Cheryl Eve Acosta</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Folded Lines (Project ARTiculate)</a></li> <li>• <a href="#">Clay Pinch Pot Animals (Kinder Art)</a></li> <li>• <a href="#">Clay Birds (Kinder Art)</a></li> <li>• <a href="#">Pipe Cleaner Flowers (Kinder Art)</a></li> <li>• <a href="#">Salt Dough Ladybug (Kinder Art)</a></li> </ul>

## Kits Available Through Destiny

(See [instructions here.](#))

Lessons with Kits (Digital lessons available.)	Lessons Without Kits
<ul style="list-style-type: none"> <li>• Antler Art : Seasonal Symmetry Art Kit</li> <li>• Arctic Terns : Chasing the Sun Art Kit</li> <li>• Drawing with shapes Art Kit (2 parts)</li> <li>• Folded Lines Art Kit</li> <li>• Grandma Moses - Kid Cards Art Kit</li> <li>• Sonya's shapes : Art Kit [kit] : Circle "Pore" (Lesson 1), Oblong "Secret" (Lesson 2), Spiral "Eddy" (Lesson 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Delicious Fruit Art Kit</li> <li>• Grandma Moses - Feather Weather Art Kit</li> <li>• Grandma Moses - Window Landscape Art Kit</li> <li>• On Mother's Lap Art Kit</li> <li>• Picasso's Collages Art Kit</li> </ul>

## Section III: Reflecting on Art Critically

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

<b>1. First graders describe art using these design elements:</b>	
<b>Line</b>	<ul style="list-style-type: none"> <li>Recognize different lines and name them.</li> </ul>
<b>Shape</b>	<ul style="list-style-type: none"> <li>Find basic geometric shapes and name them.</li> </ul>
<b>Form</b>	<ul style="list-style-type: none"> <li>Recognize difference between flat and round.</li> </ul>
<b>Color</b>	<ul style="list-style-type: none"> <li>Recognize primary and secondary colors.</li> </ul>
<b>Value</b>	<ul style="list-style-type: none"> <li>Begin to recognize neutral tones.</li> </ul>
<b>Texture</b>	<ul style="list-style-type: none"> <li>Find actual or visual texture in art and invent descriptive words.</li> </ul>
<b>Space</b>	<ul style="list-style-type: none"> <li>Find overlapping objects and discuss what looks closer and why.</li> </ul>
<b>Elements</b> (Building blocks of art.)	

<b>2. First graders analyze art using these design principles:</b>	
<b>Balance</b>	<ul style="list-style-type: none"> <li>Discuss whether an artwork looks or feels balanced.</li> </ul>
<b>Contrast</b>	<ul style="list-style-type: none"> <li>Recognize differences with a piece of art.</li> </ul>
<b>Emphasis</b>	<ul style="list-style-type: none"> <li>Discuss where the most important area in an artwork.</li> </ul>
<b>Rhythm/ Pattern</b>	<ul style="list-style-type: none"> <li>Look for repetition in art.</li> <li>Find patterns in art and invent descriptive works to name them.</li> </ul>
<b>Proportion/ Scale</b>	<ul style="list-style-type: none"> <li>Compare size of forms and objects within art as an introduction to scale.</li> </ul>
<b>Movement</b>	<ul style="list-style-type: none"> <li>Begin to describe art as “still” or with “movement.”</li> </ul>
<b>Unity</b>	<ul style="list-style-type: none"> <li>Discuss whether an artwork seems complete.</li> </ul>
<b>Principles</b> (Ways to use the building blocks.)	

### **3. First graders interpret art using an art vocabulary and personal perspective.**

Students will:

- View art and discuss content and subject matter using developing art vocabulary.
- View art and discuss by looking for something in the art that seems familiar to their life.
- Learn about still life, landscape, and portrait art forms in painting and sculpture.
- Talk about still life, landscapes, and portraits using simple art vocabulary.
- View paintings and sculptures and discuss what type of artist made this art (e.g., painter, sculptor).
- Discuss what an artist might communicate in a portrait.
- Consider and discuss how the art makes them feel (what is the mood?); discuss why they think they have those feelings.
- Share their reasons for making certain artworks.
- Discuss how artists have their own meaning in their artwork.
- Consider that people are 'inspired' to make art.

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

Students will:

- Learn to express preferences in a respectful and knowledgeable way.
- Compare two similar artworks, discuss how they are alike and different, and express a preference.
- Look at and discuss artworks from different world cultures.
- Use simple vocabulary to talk about art.

## Section IV: Perceiving Art from a Contemporary, Historic, & Aesthetic Perspective

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

First graders will:	
<p><b>Learn About Their Grade-Level Artists</b> (Refer to the art chart, biographies, and grade-level reproductions)</p> <ul style="list-style-type: none"> <li>• Alexander Calder</li> <li>• Piet Mondrian</li> <li>• Grandma Moses</li> <li>• Sonya Kellner-Combs</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between drawing, painting, and sculpture.</li> <li>• View a variety of styles from different times and places.</li> <li>• Distinguish between original art and reproductions.</li> <li>• Begin to understand that style is influenced by history and culture.</li> <li>• Focus on the art and culture of indigenous interior Alaska Athabascan people.</li> <li>• Begin to understand that styles change over time.</li> <li>• Talk about personal art using simple vocabulary as preparation for writing.</li> <li>• Look at the design of art products in the classroom and discuss whether they like it.</li> <li>• Discuss that advertising has one intent – to sell.</li> </ul>
<p><b>Consider the Role of Art in Their Lives</b></p> <ul style="list-style-type: none"> <li>• Look for universal themes in art (e.g., self, family, animals).</li> <li>• Recognize and understand that art is a form of communication.</li> <li>• Understand that art is unique to individuals.</li> <li>• Recognize that everyone makes artistic choices in everyday living.</li> <li>• Be aware that art is found in many places (e.g., library, school, museum, home).</li> <li>• Recognize that museums house and display works of art.</li> <li>• Look at art in the classroom and talk about it using simple vocabulary.</li> </ul>	<p><b>Understand that There are Artists Working in Their Community</b></p> <ul style="list-style-type: none"> <li>• Look for different jobs that artists do.</li> <li>• Focus on ice sculptors, mural painters, Alaska Native artists, and art teachers.</li> </ul>

# Grade 2

## Course Overview:

Second grade students will continue to learn expanding art concepts and vocabulary, while using a broad range of both 2D and 3D art materials and techniques. All young students believe they are artists and will be taught with care in order to maintain that confidence while they enjoy the process of art. They will be encouraged to express themselves through various art lessons, and to creatively tell their own stories through art.

## Second Graders will:

- Apply imagination and creativity to their art.
- Learn to find relationships between art and the world beyond the classroom.
- Seek solutions to art problems and questions.
- Exhibit self-discipline when working as an artist.
- Learn to respect the working and thinking space of others.
- Work individually and collaboratively.
- Learn to care for tools and materials.
- Use tools safely.
- Enjoy the process while learning how to use materials and tools with own ideas.
- Finish work and share with others developing pride as “an artist.”
- Demonstrate personal responsibility through the care, safe use, and clean up of tools, materials, and equipment.

## Suggested Resources:

- [Project Articulate](#)
- See the appendix for:
  - [Digital lesson plans](#)
  - [Additional resources](#)

To view appendix items listed above, login to Google Drive with your district login credentials. If parents or anyone from the public would like to view these documents, contact Teaching and Learning at (907) 452-2000 ext. 11422 or [teachingandlearning@k12northstar.org](mailto:teachingandlearning@k12northstar.org).

## Vocabulary:

Collage	Focal point	Historic	Potter	Sculpture	Still life
Color	Landscape	Contemporary	Objective	Shape	Stitchery
Cool/warm	Light/dark values	Museum	Nonobjective	Primary colors	Weaving
Detail	Line	Perspective	Proportion	Secondary colors	Style
	Monoprint	Portrait	Realistic abstract	Stencil	Symmetrical

Foreground Background					
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## Section I: Grade Level Artists

<b>Grade Level Artists (Required)</b>					
Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography	
<b>Maria Martinez</b>	1887-1980		American Potter	<p>Martinez was born and spent most of her working life in the pueblo village of San Ildefonso, New Mexico. She is most known for reviving her craft. Her success, commitment to her work, and willingness to share knowledge led to similar revivals in other native communities. Early in her career, Martinez visited her husband at his work excavating prehistoric Pueblo sites. During her visit, she noticed the decorated pieces of pottery (shards) lying on the ground. She was very interested in them and was asked if she could recreate this polychrome pottery. This was the start of a long life of pottery making.</p>	
<b>Henri Matisse</b>	1868-1954	Law School	French Impressionist Painter	<p>Matisse was born and spent most of his working life in France. He is most known for his colorful Fauvist oil paintings and later in his career, he successfully worked with stained glass and colorful cut paper shapes. As a young man, Matisse was bedridden due to appendicitis and his mother gave him a set of paints to keep him occupied while convalescing. When he got better, he decided to go to Paris to study art. He traveled around Europe, where he met and was influenced by many</p>	

			artists. He was soon labeled an expressionist painter because of his bright colors, patterns, and radical style.
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Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography
<b>Grant Wood</b>	1891-1942		American Regionalist  Painter	Wood was born and spent most of his working life in Iowa. He is most known for being a regionalist painter of Iowa farmers, farm scenes, and the local scenery. Wood had a humble upbringing and he developed his skills by drawing on scraps of cardboard from cracker boxes that his mother saved for him. Later in life, he worked and studied in Europe where he was very taken with the work of the Flemish masters. This influence can be seen in his most recognized painting, American Gothic.
<b>Denise Wallace</b>	1957-		Chugach/Sugpiag artist	Denise Wallace is a Chugach/Sugpiag artist. She was born in Seattle, Washington and raised in Cordova, Alaska. She is a contemporary artist inspired by a timeless connection between her people and the northwest coast of North America. Thousands of years have passed since humans found a home in this region, yet the link between animals, plants, and the environment continues. The themes of Denise Wallace’s jewelry are as rooted in history as they are inspirational for the future.

## Section II: Producing Art

This is experiencing the processes of art; it is the act of solving problems.

<b>Drawing</b>			
is the portrayal of an ideas using line and/or tone.			
Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> <li>Continue drawing and experimenting with a wide variety of tools.</li> <li>Draw quick sketches and extended drawings.</li> <li>Produce a drawing using both geometric and amorphous (organic) shapes.</li> <li>Use overlapping and size to show near and far; talk about fore- and background.</li> <li>Explore texture in drawings through rubbings, patterning, shading, etc.</li> <li>Draw on a variety of surfaces (e.g., types, shapes, sizes).</li> <li>Continue to draw from stories, nature, imagination, memory, observation; begin to use music for inspiration.</li> </ul>	<ul style="list-style-type: none"> <li>Pencil, pen, eraser</li> <li>Markers</li> <li>Crayons</li> <li>Oil pastels</li> <li>Colored pencils</li> <li>Charcoal, chalk</li> <li>Variety of tools</li> </ul>	<ul style="list-style-type: none"> <li><b>Henri Matisse</b></li> <li><b>Grant Wood</b></li> <li>Leonardo da Vinci</li> <li>Kesler Woodward (local)</li> <li>M.C. Escher</li> <li>Jaine Smith (local cartoonist)</li> <li>Chad Carpenter (local cartoonist)</li> <li>Bridget Riley</li> <li>Claire Fejes</li> <li>Florence Nuppek</li> <li>Malewetskuk</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Textured Landscapes (Project Articulate)</a></li> <li><a href="#">Grant Wood Art Lesson (Meet the Masters)</a></li> <li><a href="#">Looking at Totem Poles, Part 1 (Art Tango)</a></li> <li><a href="#">Looking at Totem Poles, Part 2 (Art Tango)</a></li> </ul>

## Painting

is the application of paint to a surface.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> <li>• Be introduced to different types of paint (e.g., fingerpaint, tempera, tempera blocks, watercolor, painting crayons).</li> <li>• Paint with a variety of tools (e.g., brushes, fingers, sponges, pieces of board).</li> <li>• Paint on a variety of smooth or rough surfaces (e.g., papers, board, cardboard, cloth) of different shapes and sizes.</li> <li>• Explore color mixing; learn words primary and secondary; try mixing primary colors to make secondary.</li> <li>• Distinguish between light and dark in the same color family; paint with three values (light, medium, dark) in one color family.</li> <li>• Use warm or cool colors to paint a simple landscape that has a mood.</li> </ul>	<ul style="list-style-type: none"> <li>• Watercolors</li> <li>• Fingerpaint</li> <li>• Tempera paint</li> <li>• Painting crayons</li> <li>• Washable tempera cakes</li> <li>• Variety of tools</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Henri Matisse</b></li> <li>• <b>Grant Wood</b></li> <li>• <b>Denise Wallace</b></li> <li>• Pablo Picasso</li> <li>• Georgia O’Keeffe</li> <li>• Byron Birdsall (local)</li> <li>• Janet Fish</li> <li>• Crystal Kaakeyaa Worl</li> <li>• Sonia Delaunay</li> <li>• Edvard Munch</li> <li>• Roy Lichtenstein</li> <li>• Alma Thomas</li> <li>• Jean-Michel Basquiat</li> <li>• Frida Kahlo</li> <li>• Claire Fejes</li> <li>• Jill Richie (local)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Trees and Beyond (Project Articulate)</a></li> <li>• <a href="#">How to Create Easy Watercolor Resist Flowers (Deep Space Sparkle)</a></li> <li>• Principles of Art: EMPHASIS (Check out in <a href="#">Destiny</a>)</li> <li>• <a href="#">Coloring Fall Trees, Part 2 (Art Tango)</a></li> </ul>

## Printmaking

is the act that transfers an image, often with multiple copies.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> <li>• Create a two-color pattern by stamping with objects.</li> <li>• Continue experimenting with monoprints using at least two primary colors.</li> <li>• Continue to use rubbings of different textures.</li> <li>• Make a simple stencil and overlap when printing.</li> <li>• Create a foam plate relief print.</li> <li>• Learn the concept of a single print versus an edition; make an edition of three or more prints, sign, and number.</li> </ul>	<ul style="list-style-type: none"> <li>• Found objects</li> <li>• Sponges</li> <li>• Stamps</li> <li>• Ink</li> <li>• Paint</li> <li>• Stamp pad</li> <li>• Brayers and rollers</li> <li>• Glue</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Henri Matisse</b></li> <li>• Andy Warhol</li> <li>• Sangmi Yoo</li> <li>• Steve A. Prince</li> <li>• Evon Zerbetz (local)</li> <li>• Elizabeth Catlett</li> <li>• Kathe Kollwitz</li> <li>• Samella Lewis</li> <li>• Delta Martin</li> <li>• Caledonia Curry</li> <li>• Benjie Torrado Cabrera</li> <li>• Favianna Rodriguez</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">In the Art Room: Andy Warhol Inspired Flower Prints (Cassie Stephens Blog)</a></li> <li>• <a href="#">Printmaking: Self-Portraits (Young Art Love)</a></li> <li>• <a href="#">Quilts: Capture the Feeling (FNBSD Art Kit Lesson)</a></li> <li>• <a href="#">In the Art Room: Second Grade Kindness Prints (Cassie Stephens Blog)</a></li> </ul>

## Mixed Media

is the combination of different materials.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> <li>• Combine three or more materials to make a collage.</li> <li>• Consider texture, pattern, and focal point when designing a collage using many materials.</li> <li>• Create a self-portrait using various materials including some that tell about themselves.</li> <li>• Create a geometric design reinforcing the concept of bilateral symmetry.</li> <li>• Produce computer art with shapes, textures, and fills.</li> <li>• Explore fabric arts (e.g., stitchery, weaving, found objects).</li> </ul>	<ul style="list-style-type: none"> <li>• Magazines</li> <li>• Calendars</li> <li>• Fabric, felt, yarn</li> <li>• Craft materials: beads, feathers</li> <li>• Variety of paper</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Maria Martinez</b></li> <li>• <b>Denise Wallace</b></li> <li>• Susan Goethel Campbell</li> <li>• Ellen Gallagher</li> <li>• Amanda Phingboodhipakkiya</li> <li>• Marilyn Nance</li> <li>• Edmonia Lewis</li> <li>• Meta Vaux Warrick Fuller</li> <li>• Njideka Akunyili Crosby</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Masks and Symmetry (Project ARTiculate)</a></li> <li>• <a href="#">Abstract Self-Portrait Paintings (Art with Mrs. Filmore)</a></li> <li>• <a href="#">Shaveroomies (Project ARTiculate)</a></li> <li>• <a href="#">Hip-Hip-Array-Ray (FNBSBSD Art Kit Lesson)</a></li> </ul>

## Sculpture

is the creation of forms that fill space or three dimensions (3D).

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> <li>● Explore various materials to create forms in space.</li> <li>● Be able to differentiate between 2D and 3D.</li> <li>● Use word sculpture when talking about 3D art.</li> <li>● Make a simple pot using pinch and coil techniques.</li> <li>● Complete clay work with some type of finish.</li> <li>● Use found objects to create a sculpture.</li> <li>● Bring recycled materials from home to use in the classroom.</li> <li>● Use gluing skills or paper joining techniques to build a found object sculpture.</li> <li>● Use wire as a sculptural material to create a line design in space.</li> <li>● Make a simple sculpture using plastic clay and then draw it.</li> </ul>	<ul style="list-style-type: none"> <li>● Clay</li> <li>● Modeling dough</li> <li>● Paper</li> <li>● Wire pipe cleaners</li> <li>● Clay tools</li> <li>● Wood</li> <li>● Fabric and yarn</li> <li>● Found objects</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Maria Martinez</b></li> <li>● Antony Gormley</li> <li>● Jeff Koons</li> <li>● Christo and Jeanne Claude</li> <li>● Valerie Maynard</li> <li>● Yayoi Kusama</li> <li>● Tyree Guyton</li> <li>● Juan Quezada</li> <li>● Louise Nevelson</li> <li>● Lawrence James Beck</li> <li>● Tammy Holland (local)</li> <li>● Diane Rejas</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Story Sculptures (Project ARTiculate)</a></li> <li>● <a href="#">In the Art Room: Getting to Know Paper Sculptures (Cassie Stephens Blog)</a></li> <li>● <a href="#">Alien Life in Abstract (FNSBSD Art Kit Lesson)</a></li> <li>● <a href="#">How to Make a Sculpture (Education.com)</a></li> </ul>

## Kits Available Through Destiny

([See instructions here.](#))

Lessons with Kits (Digital lessons available.)	Lessons Without Kits
<ul style="list-style-type: none"> <li>• Benny Benson &amp; My Personal Flag Art Kit. [kit]</li> <li>• Collaborative "Peace" Art Kit [Kit].</li> <li>• Contemporary Cats Art Kit. [kit]</li> <li>• Fantastic Fish Collage</li> <li>• Leaves, Line and Color</li> <li>• Maria's Pueblo Portrait Art Kit</li> <li>• Martinez Maria: Shards of Clay Art Kit</li> <li>• Masks and Symmetry Art Kit.</li> <li>• Matisse: Jazz Art Kit</li> <li>• Melody Makers Art Kit</li> <li>• Noggin Nesters Art Kit</li> <li>• Quilts: Capture the Feeling</li> <li>• Texture Town : Fairbanks</li> <li>• Textured Landscapes with Grant Wood Art Kit</li> <li>• Chimpanzees and Jane Goodall</li> <li>• Matisse Windows Art Kit</li> <li>• Story Sculpture</li> <li>• Trees and Beyond Art Kit</li> </ul>	<ul style="list-style-type: none"> <li>• Cut-Shape Pictures Art</li> <li>• Dinosaur Texture</li> <li>• Friends : Hand-n-Hand</li> <li>• Henri Rousseau: An Alaskan Dino Rainforest Art Kit</li> <li>• Hip - Hip - Array - Ray!!! Art Kit</li> <li>• Martinez Avanyu Art</li> <li>• Martinez Feather Design Art</li> <li>• Martinez, Maria: Potter Art Kit</li> <li>• Principles of Art</li> <li>• Shape Stations Art</li> <li>• Finding Forms Art</li> </ul>

## Section III: Reflecting on Art Critically

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

<b>1. Second graders describe art using these design elements:</b>	
<b>Line</b>	<ul style="list-style-type: none"> <li>Name lines found in the classroom and in art.</li> </ul>
<b>Shape</b>	<ul style="list-style-type: none"> <li>Recognize the difference between geometric and organic shapes.</li> </ul>
<b>Form</b>	<ul style="list-style-type: none"> <li>Recognize and discuss flat or round.</li> </ul>
<b>Color</b>	<ul style="list-style-type: none"> <li>Recognize primary and secondary colors.</li> </ul>
<b>Value</b>	<ul style="list-style-type: none"> <li>Find colors in a piece of art that shows light and dark values.</li> </ul>
<b>Texture</b>	<ul style="list-style-type: none"> <li>Use texture words when discussing art.</li> </ul>
<b>Space</b>	<ul style="list-style-type: none"> <li>Recognize that objects appear closer when placed lower on a page (placement).</li> <li>Recognize that closer objects can appear larger (relative size).</li> <li>Begin to recognize the concept of foreground/background.</li> </ul>
<b>Elements</b> (Building blocks of art.)	

<b>2. Second graders analyze art using these design principles:</b>	
<b>Balance</b>	
<ul style="list-style-type: none"> <li>Relate geometry and bilateral symmetry in a work of art.</li> </ul>	
<b>Contrast</b>	
<ul style="list-style-type: none"> <li>Recognize and describe differences in a piece of art.</li> </ul>	
<b>Emphasis</b>	
<ul style="list-style-type: none"> <li>Identify the focal point or center of interest in an artwork.</li> </ul>	
<b>Rhythm/ Pattern</b>	
<ul style="list-style-type: none"> <li>Look for repetition in art.</li> <li>Recognize patterns in the environment and in artworks.</li> </ul>	
<b>Proportion/ Scale</b>	
<ul style="list-style-type: none"> <li>Compare size of forms and objects within art as an introduction to scale.</li> </ul>	
<b>Movement</b>	
<ul style="list-style-type: none"> <li>Recognize “still” or “movement” and identify in art.</li> </ul>	
<b>Unity</b>	
<ul style="list-style-type: none"> <li>Discuss whether an artwork seems complete.</li> </ul>	
<b>Principles</b> (Ways to use the building blocks.)	

### 3. Second graders interpret art using an art vocabulary and personal perspective.

Students will:

- View art and discuss content and subject matter using developing art vocabulary.
- View art and discuss by looking for something in the art that seems familiar to their life.
- Learn about still life, landscape, and portrait art forms in painting and sculpture.
- Talk about still life, landscapes, and portraits using simple art vocabulary.
- View paintings and sculptures and discuss what type of artist made this art (e.g., painter, sculptor).
- Discuss what an artist might communicate in a portrait.
- Consider and discuss how the art makes them feel (what is the mood?); discuss why they think they have those feelings.
- Share their reasons for making certain artworks.
- Discuss how artists have their own meaning in their artwork.
- Consider that people are ‘inspired’ to make art.

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

Students will:

- Learn to express preferences in a respectful and knowledgeable way.
- Recognize similarities and differences between two artworks and support a preference using appropriate vocabulary.
- Look at and discuss artworks from different world cultures.
- Use simple vocabulary to discuss subject matter and elements of art in an artwork.

## Section IV: Perceiving Art from a Contemporary, Historic, & Aesthetic Perspective

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

### Second graders will:

Second graders will:	
<p><b>Learn About Their Grade-Level Artists</b> (Refer to the art chart, biographies, and grade-level reproductions)</p> <ul style="list-style-type: none"> <li>• Maria Martinez</li> <li>• Henri Matisse</li> <li>• Grant Wood</li> <li>• Denise Wallace</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to distinguish between drawing, painting, and sculpture.</li> <li>• View a variety of styles from different times and places.</li> <li>• Distinguish between original art and reproductions.</li> <li>• Begin to understand that style is influenced by history and culture.</li> <li>• Focus on the art and culture of indigenous interior Alaska Athabascan people.</li> <li>• Recognize that art has been made in all times and places; distinguish between historic and contemporary.</li> <li>• Begin to write simple descriptions of art and artifacts using art vocabulary.</li> <li>• Look at the design of art products in the classroom and discuss whether they like it.</li> <li>• Discuss that advertising has one intent – to sell.</li> </ul>
<p><b>Consider the Role of Art in Their Lives</b></p> <ul style="list-style-type: none"> <li>• Look for universal themes in art (e.g., self, family, animals).</li> <li>• Recognize and understand that art is a form of communication.</li> <li>• Understand that each artwork is an original and personal statement.</li> <li>• Be aware that art is found in many places (e.g., library, school, museum home).</li> <li>• Understand that art enriches their environment through beauty and meaning by focusing on the role of museums.</li> <li>• Look at art in the classroom and talk about it using simple vocabulary.</li> </ul>	<p><b>Understand that There are Artists Working in Their Community</b></p> <ul style="list-style-type: none"> <li>• Look for different jobs that artists do.</li> <li>• Be introduced to the role of a painter, potter, sculptor, and designer.</li> </ul>

# Grade 3

## Course Overview:

Third grade students will continue to learn expanding art concepts and vocabulary, while using a broad range of both 2D and 3D art materials and techniques. Third graders are just beginning to develop real skills in handling materials and applying developed ideas to their work. They will be expected to build on these skills. Some students may also begin to ‘fear failure’ and shy away from art. Therefore, lessons will be diverse, encouragement will be broad, and flexibility will be expected in every lesson so that students are strengthened as artists. Lastly, verbal fluency will be encouraged when discussing art.

## Third Graders will:

- Apply imagination and creativity to their art.
- Learn to find relationships between art and the world beyond the classroom.
- Seek solutions to art problems and questions.
- Exhibit self-discipline when working as an artist.
- Learn to respect the working and thinking space of others.
- Work individually and collaboratively.
- Learn to care for tools and materials during and after work.
- Use tools safely.
- Enjoy the process while learning how to use materials and tools with own ideas.
- Finish work and share with others developing pride as an artist.
- Demonstrate personal responsibility through the care, safe use, and clean up of tools, materials, and equipment.

## Suggested Resources:

- [Project Articulate](#)
  - See the appendix for:
    - [Digital Lesson Plans](#)
    - [Additional resources](#)
- To view appendix items listed above, login to Google Drive with your district login credentials. If parents or anyone from the public would like to view these documents, contact Teaching and Learning at (907) 452-2000 ext. 11422 or [teachingandlearning@k12northeast.org](mailto:teachingandlearning@k12northeast.org).

## Vocabulary:

architect	monoprint	original art	primary/secondary colors	self-portrait	two-dimensional
collage	horizontal/vertical	overlapping	radial symmetry	shape/form	three-dimensional
drawing	illustration	painting	reproduction	space	
emphasis	objective/non-objective	pattern/repetition	scale	symmetry	

line	perspective	sculpture	texture
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## Section I: Grade Level Artists

<b>Grade Level Artists (Required)</b>				
Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography
<b>Claude Monet</b>	1840-1926	Le Havre Secondary School of the Arts.	French Impressionist Painter	Monet was born in Paris and was raised in the port town of Le Havre, France. He spent most of his working life in and around Paris. Monet was one of the original French Impressionist painters, and it was his painting called <i>Impression-Sunrise</i> that gave the Impressionist art movement its name. He painted outdoors and was interested in the changing effect of light and air on subject matter. Consequently, he painted the same motif many times to capture the changing light. He is most known for his water lily, haystack, and Rouen cathedral paintings.
<b>Pablo Ruiz Picasso</b>	1881-1973	Royal Academy in Madrid	Spanish Master of Modern Art	Picasso was born in southern Spain and spent his working life in northern France in the winter and southern France in the summer. Picasso went through several artistic periods and he individually developed numerous artist styles, notably analytic and synthetic cubism. Additionally, Picasso is thought to be the inventor of collage and assemblage. During his career, he produced paintings and sculptures influenced by African masks to highly academic renderings for medical textbooks to gentle renderings of his son. Picasso's art was often controversial and always highly inventive.

Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography
<b>Faith Ringgold</b>	1930-2024	Earned a bachelor's and master's degrees from the City College of New York	African-American Artist, Painter, Mixed Media Sculptor.	Ringgold was born and spent most of her working life in New York City with short stints in Cape Cod, Massachusetts and Paris, France. She is most known for politically charged paintings done in the 1960s and her story quilts that combined her affinity for painting with a written narrative. Ringgold also wrote and illustrated children's literature. Ringgold studied in New York, earning a B.S. and a M.A., both in fine art. She taught in New York City public schools while making and exhibiting her art. Ringgold learned on her own about African-American artists like Romare Bearden and Jacob Lawrence. She began to seek out other African-American artists, eventually joining groups of African-American artists and African-American women artists to exchange ideas. For more information and images of Faith Ringgold's artwork: <a href="http://www.faithringgold.com">www.faithringgold.com</a> .
<b>Robert James “Jim” Schoppert</b>	1947-1992	Anchorage Community College Instituto de Allende, Mexico BFA Univ. of Alaska Anchorage MFA Univ. of Washington	Tlingit artist	James “Jim” Schoppert was a Tlingit artist, carver, poet, and educator. Schoppert was known for challenging cultural stereotypes. He believed it was okay for Native American artists to recognize and respect their traditions. He expressed how it was equally important for artists to reach beyond those traditions. Schoppert argued "it is a spiritual reawakening, not political or economic, it's purely intuitive rebirth," when discussing his interest in the revitalization and abstractions of traditional Native American art. He is represented in private and corporate collections worldwide.

## Section II: Producing Art

This is experiencing the processes of art; it is the act of solving problems.

<b>Drawing</b>			
is the portrayal of an ideas using line and/or tone.			
Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> <li>• Use an assortment of tools to explore a variety of lines.</li> <li>• Continue to draw using quick sketches and extended drawings.</li> <li>• Continue producing drawings using geometric and amorphous (organic) shapes.</li> <li>• Compare foregrounds/background.</li> <li>• Use drawn patterns as textures in drawing.</li> <li>• Explore unconventional formats.</li> <li>• Continue to draw from stories, nature, imagination, memory, observation; begin to use music for inspiration.</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil, pen, eraser</li> <li>• Markers</li> <li>• Crayons</li> <li>• Oil pastels</li> <li>• Colored pencils</li> <li>• Charcoal, chalk</li> <li>• Variety of tools</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pablo Picasso</b></li> <li>• Emily Britton</li> <li>• Linda Lomahatfewa</li> <li>• M.C. Escher</li> <li>• Jaime Smith (local cartoonist)</li> <li>• Chad Carpenter (local cartoonist)</li> <li>• Bridget Riley</li> <li>• Claire Fejes</li> <li>• Florence Nupok Malewotkuk (Siberian Yupik)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Picasso Portraits (Project ARTiculate)</a></li> <li>• <a href="#">Caribou on the Tundra (Project ARTiculate)</a></li> <li>• <a href="#">Murals of Our Towns and Villages (Project ARTiculate)</a></li> <li>• <a href="#">Symbolism and Place: Linda Lomahatfewa (National Gallery of Art)</a></li> </ul>

## Painting

is the application of paint to a surface.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> <li>● Use an assortment of tools to explore a variety of lines.</li> <li>● Continue to draw using quick sketches and extended drawings.</li> <li>● Continue producing drawings using geometric and amorphous (organic) shapes.</li> <li>● Compare foregrounds/background.</li> <li>● Use drawn patterns as textures in drawing.</li> <li>● Explore unconventional formats.</li> <li>● Continue to draw from stories, nature, imagination, memory, observation; begin to use music for inspiration.</li> </ul>	<ul style="list-style-type: none"> <li>● Watercolors</li> <li>● Fingerpaint</li> <li>● Tempera paint</li> <li>● Painting crayons</li> <li>● Washable tempera cakes</li> <li>● Variety of tools</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Claude Monet</b></li> <li>● Franz Marc</li> <li>● Muir</li> <li>● Carl Saxild (Local Artist)</li> <li>● Janet Fish</li> <li>● Crystal Kaakeyaa Worl (Local Artist)</li> <li>● Sonia Delaunay</li> <li>● Edvard Munch</li> <li>● Alma Thomas</li> <li>● Jean-Michel Basquiat</li> <li>● Frida Kahlo</li> <li>● Jill Richie (local)</li> <li>● Claire Fejes</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Frog in Monet's Pond (Project ARTtulate)</a></li> <li>● <a href="#">Natural Landforms (UAF School of Education)</a></li> <li>● <a href="#">Celebrating the Art Elements (Project ARTtulate)</a></li> <li>● <a href="#">Alaska Animals and Franz Marc (Project ARTtulate)</a></li> <li>● <a href="#">Grandfather Hemlock, Grades K-6 (Anchorage Museum)</a></li> <li>● <a href="#">Exploring Weather: How Does Weather Influence Our culture, Daily Life, and Mood? (The Kennedy Center)</a></li> </ul>

## Printmaking

is the act that transfers an image, often with multiple copies.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> <li>• Create a stamped print showing a complex pattern.</li> <li>• Make a monoprint by printing from a printing plate, blue line, and/or string print.</li> <li>• Create a composition by rubbing and overlapping with a variety of textures.</li> <li>• Use stencils to create a two-color stencil print with dabbing, rubbing, or sponge painting.</li> <li>• Construct a relief plate using cardboard and produce a print.</li> <li>• Review the concept of a single print versus an edition; make an edition of three or more prints, sign, and number.</li> </ul>	<ul style="list-style-type: none"> <li>• Found objects</li> <li>• Sponges</li> <li>• Stamps</li> <li>• Ink</li> <li>• Paint</li> <li>• Stamp pad</li> <li>• Brayers and rollers</li> <li>• Glue</li> </ul>	<ul style="list-style-type: none"> <li>• Andy Warhol</li> <li>• Marx Ernst</li> <li>• Elizabeth Catlett</li> <li>• Kathe Kollwitz</li> <li>• Samella Lewis</li> <li>• Delta Martin</li> <li>• Caledonia Curry</li> <li>• Benjie Torrado Cabrera</li> <li>• Favianna Rodriguez</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Print + Repeat Print. Inspired by Andy Warhol's National Velvet (San Francisco Museum of Modern Art)</a></li> <li>• <a href="#">Recycled Cardboard – Tropical Fish Earth Day Project (Deep Space Sparkle)</a></li> <li>• <a href="#">Mondays with MoMA (Museum of Modern Art)</a></li> <li>• <a href="#">Complementary Creature Prints (Art with Mrs. Filmore)</a></li> </ul>

## Mixed Media

is the combination of different materials.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> <li>Combine materials to create mixed media prints, paintings, drawings, collages, and graphic art.</li> <li>Consider texture, pattern, and focal point when designing a collage using many materials.</li> <li>Create a self-portrait using various materials including some that tell about themselves.</li> <li>Create a geometric design reinforcing the concept of radial symmetry.</li> <li>Explore computer art with images.</li> <li>Explore fabric arts (e.g., stitchery, weaving, found objects).</li> </ul>	<ul style="list-style-type: none"> <li>Magazines</li> <li>Calendars</li> <li>Fabric</li> <li>Yarn</li> <li>Variety of paper</li> <li>Computer programs</li> </ul>	<ul style="list-style-type: none"> <li><b>Faith Ringgold</b></li> <li>Roy Lichtenstein</li> <li>Ellen Gallagher</li> <li>Amanda</li> <li>Phingboodhipakkiya</li> <li>Marilyn Nance</li> <li>Edmonia Lewis</li> <li>Meta Vaux Warrick Fuller</li> <li>Njideka Akunyili Crosby</li> </ul>	<ul style="list-style-type: none"> <li><b>Faith Ringgold:</b> <a href="#">Our Own Story Quilts (Project Articulate)</a></li> <li><a href="#">Quilting with Fractions and Symmetry (Project Articulate)</a></li> <li><a href="#">Overlapping Shapes, Working with Texture and Pattern (Art Tango)</a></li> <li><a href="#">Tissue Paper Collage, Part 1 (Art Tango)</a></li> <li><a href="#">Tissue Paper Collage, Part 2 (Art Tango)</a></li> <li>Tissue Paper Collage, Part 3 (<a href="#">Art Tango</a>)</li> </ul>

## Sculpture

is the creation of forms that fill space or three dimensions (3D).

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> <li>● Explore various materials to create forms in space.</li> <li>● Be able to differentiate between 2D and 3D.</li> <li>● Use word sculpture when talking about 3D art.</li> <li>● Use a clay cube to create a subtractive sculpture by carving it.</li> <li>● Hand-build with clay learning slab construction techniques.</li> <li>● Create free-standing sculptures using found objects.</li> <li>● After making a simple sculpture, draw it.</li> <li>● Continue to draw with wire, adding other materials to create an assemblage or additive sculpture.</li> <li>● Work with a partner to make a free-standing sculpture using a variety of materials.</li> </ul>	<ul style="list-style-type: none"> <li>● Clay</li> <li>● Modeling dough</li> <li>● Paper</li> <li>● Wire pipe cleaners</li> <li>● Clay tools</li> <li>● Wood</li> <li>● Fabric and yarn</li> <li>● Found objects</li> </ul>	<ul style="list-style-type: none"> <li>● John Hoover</li> <li>● Alexander Calder</li> <li>● Christo and Jeanne Claude</li> <li>● Valerie Maynard</li> <li>● Yayoi Kusama</li> <li>● Tyree Guyton</li> <li>● Juan Quezada</li> <li>● Louise Nevelson</li> <li>● Lawrence James Beck</li> <li>● Diane Didi Rojas</li> <li>● Cheryl Eve Acosta</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Raven Sculptures: John Hoover (Project ARTiculate)</a></li> <li>● <a href="#">Expressionist Environments (Project ARTiculate)</a></li> <li>● <a href="#">The Elements of Art: Form (National Gallery of Art)</a></li> </ul>

## Kits Available Through Destiny

(See [instructions here.](#))

Lessons with Kits (Digital lessons available.)	Lessons Without Kits
<ul style="list-style-type: none"> <li>● Birch Poetree Art Kit</li> <li>● Caribou on the Tundra</li> <li>● Fairbanks River Travel During the gold Rush Days</li> <li>● Faith Ringgold's Bridges Art Kit</li> <li>● Frog in Monet's Pond Art Kit\</li> <li>● James Schoppert-Modern Faces ( 2 parts) art Kit</li> <li>● Magic Machines Art Kiit</li> <li>● Monet's Underwater World Art Kit</li> <li>● Quilting with Fractions and Symmetry Art Kit</li> <li>● Ringgold: I can fly Art Kit</li> <li>● Alaskan Animals and Franz Art Kit</li> <li>● Celebrating the Art Elements Art Kit</li> <li>● Dog mushing: Sprinting and Printing</li> <li>● Flower Parts Art Kit</li> <li>● Haring's Action Figures Art Kit</li> <li>● Murals of Our Towns and Villages Art Kit</li> <li>● Picasso's Musicians (2 parts) Art Kit</li> <li>● Picasso's Portraits Art Kit</li> <li>● Ringgold's Memory Quilt Art Kit</li> </ul>	<ul style="list-style-type: none"> <li>● Line and Shape Messages Art Kit</li> <li>● Blue Dog: A Pop Art Icon Art Kit</li> <li>● Ringgold's Rhombus City Srt Kit</li> <li>● Trying out Triangles Art Kit</li> <li>● Watercolor Monotype Art Kit</li> <li>● Expressionist Environment</li> </ul>

## Section III: Reflecting on Art Critically

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

<b>1. Third graders describe art using these design elements:</b>	
<b>Line</b>	<ul style="list-style-type: none"> <li>Find the lines at the edge of shapes.</li> </ul>
<b>Shape</b>	<ul style="list-style-type: none"> <li>Recognize shape as 2D.</li> </ul>
<b>Form</b>	<ul style="list-style-type: none"> <li>Discuss form as 3D and distinguish from 2D shape.</li> </ul>
<b>Color</b>	<ul style="list-style-type: none"> <li>Distinguish between and recognize warm, cool, and neutral colors.</li> </ul>
<b>Value</b>	<ul style="list-style-type: none"> <li>Recognize that a painting may use many values (light/dark) of one color.</li> </ul>
<b>Texture</b>	<ul style="list-style-type: none"> <li>Differentiate between pieces of art that use actual or visual (implied) texture.</li> </ul>
<b>Space</b>	<ul style="list-style-type: none"> <li>Recognize that large spaces can be created within small confines.</li> <li>Recognize concepts of overlapping, relative size (scale), page placement, and foreground/background as a means to show perspective.</li> </ul>
<b>Elements</b> (Building blocks of art.)	

<b>2. Third graders analyze art using these design principles:</b>	
<b>Balance</b>	<ul style="list-style-type: none"> <li>Recognize radial symmetry and find it in nature and in art.</li> </ul>
<b>Contrast</b>	<ul style="list-style-type: none"> <li>Begin to recognize and identify differences in art.</li> </ul>
<b>Emphasis</b>	<ul style="list-style-type: none"> <li>Identify focal point or center of interest in an artwork.</li> </ul>
<b>Rhythm/ Pattern</b>	<ul style="list-style-type: none"> <li>Look for repetition that suggests movement.</li> <li>Begin to recognize that repetition of elements in patterns creates the visual illusion of rhythm.</li> </ul>
<b>Proportion/ Scale</b>	<ul style="list-style-type: none"> <li>Look at an object and compare the relationship of one part to another and to the whole as an introduction to proportion.</li> </ul>
<b>Movement</b>	<ul style="list-style-type: none"> <li>Recognize "movement" in art.</li> </ul>
<b>Unity</b>	<ul style="list-style-type: none"> <li>Discuss whether an artwork seems complete or unified.</li> </ul>
<b>Principles</b> (Ways to use the building blocks.)	

### 3. Third graders interpret art using an art vocabulary and personal perspective.

Students will:

- View art and discuss content and subject matter using developing art vocabulary.
- View art and discuss by looking for something in the art that seems familiar to their life.
- Recognize the terms still life, landscape, portrait, self-portrait, objective, and non-objective art.
- Be able to discuss any art using developing art vocabulary.
- Distinguish between different types of artists including painter, printer, photographer, and sculptor and the art they make.
- Interpret the artist's meaning when viewing art.
- Consider how artists use symbols (symbolism) in their art to represent ideas.
- Consider and discuss how the art makes them feel; the mood the artist made.
- Identify sources of inspiration in artwork.
- Discuss how personal experience gives meaning to art.

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

Students will:

- Continue to express preferences in a respectful and knowledgeable way and support their statements.
- Recognize similarities and differences between two artworks and support a preference using appropriate vocabulary.
- Discuss and evaluate artwork in a man-made environment.
- Compare artworks from different world cultures.
- Use subject matter and elements of design to discuss works of art through verbal and written forms.

## Section IV: Perceiving Art from a Contemporary, Historic, & Aesthetic Perspective

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

### Third graders will:

<b>Learn About Their Grade-Level Artists</b> (Refer to the art chart, biographies, and grade-level reproductions)	<b>Consider the Historical &amp; Contemporary Role of Art in Their Lives &amp; the Lives of Others</b>
<ul style="list-style-type: none"> <li>● Claude Monet</li> <li>● Pablo Picasso</li> <li>● Faith Ringgold</li> <li>● Robert James “Jim” Schoppert</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to distinguish between drawing, painting, printmaking, and sculpture.</li> <li>● View a variety of styles from different times and places.</li> <li>● Distinguish between original art and reproductions.</li> <li>● Recognize that different cultures have different art forms, traditions, and rituals.</li> <li>● Focus on the art and culture of indigenous interior Alaska Athabaskan people.</li> <li>● Recognize that art has been made in all times and places; distinguish between historic and contemporary.</li> <li>● Write descriptions of art and artifacts using art vocabulary.</li> <li>● Understand that advertising is a form of art that is altered to the audience; find and discuss examples.</li> <li>● Discuss being a ‘smart shopper,’ realizing that products are designed to appeal for financial gain purposes.</li> <li>● Begin to understand how design and media shape public opinion through the use of art.</li> </ul>
<b>Consider the Role of Art in Their Lives</b>	<b>Understand that There are Artists Working in Their Community</b>
<ul style="list-style-type: none"> <li>● Start to identify universal themes in art (e.g., community, culture, nature).</li> <li>● Understand that artists purposefully communicate ideas, emotions, and events using art forms.</li> <li>● Recognize that artworks of the same style share certain characteristics.</li> <li>● Understand that art exists in a variety of public settings (e.g., churches, parks, airports).</li> <li>● Understand that art enriches their environment through beauty and meaning by focusing on the role of museums.</li> <li>● Continue to view and objectively discuss artwork in class, including their own and reproductions of famous work.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop awareness of the role of artists in objects of daily life.</li> <li>● Understand the role of the illustrator in addition to other artist career roles.</li> </ul>

# Grade 4

## Course Overview:

Fourth grade students will continue to learn expanding art concepts and vocabulary, while using a broad range of both 2D and 3D art materials and techniques. Fourth graders are beginning to develop real skills in handling materials and applying developed ideas to their work, and they will be expected to build on these abilities. Some students are also beginning to fear failure and may shy away from art. Therefore, lessons will be diverse, encouragement will be broad, and flexibility will be expected in every lesson so that students are strengthened as artists. Lastly, verbal fluency will be encouraged when discussing or writing about art.

## Fourth Graders will:

- Apply imagination and creativity to their art.
- Learn to find relationships between art and the world beyond the classroom.
- Seek solutions to art problems and questions.
- Exhibit self-discipline when working as an artist.
- Learn to respect the working and thinking space of others.
- Work individually and collaboratively.
- Learn to care for tools and materials during and after work.
- Use tools safely.
- Enjoy the process while learning how to use materials and tools with own ideas.
- Finish work and prepare for display.
- Learn to use tools properly for desired effects.
- Demonstrate personal responsibility through the care, safe use, and clean up of tools, materials, and equipment.

## Suggested Resources:

- [Project Articulate](#)
- See the appendix for:
  - [Digital lesson plans](#)
  - [Additional resources](#)

To view appendix items listed above, login to Google Drive with your district login credentials. If parents or anyone from the public would like to view these documents, contact Teaching and Learning at (907) 452-2000 ext. 11422 or [teachingandlearning@k12northstar.org](mailto:teachingandlearning@k12northstar.org).

## Vocabulary:

balance	contrast	emphasis	line/contour line	printmaker	square/cube
circle/sphere	culture	foreground	personal style	rectangle/cylinder	symbol
color scheme	detail	gallery/museum	photographer	shape/form	triangle/cone/pyramid
complementary colors	embellish	historic/modern	positive/negative space	space	value

## Section I: Grade Level Artists

Grade Level Artists (Required)					
Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography	
<b>Katsushika Hokusai</b>	1760-1849	Apprentice	Japanese woodblock painter	Hokusai was born in Japan and spent most of his working life in Tokyo. He is best known for his dynamic woodblock prints and drawings of landscapes. Hokusai started as an artist's apprentice and over time, he became a great draftsman. Subsequently, he developed his own dynamic, distinctive style. Hokusai's most iconic creation is "The Great Wave of Kanagawa." He is known as one of the greatest artists in art history. Notably, his work influenced Vincent Van Gogh and his impressionist peers.	
<b>Georgia O'Keeffe</b>	1887-1986		American painter	O'Keeffe was born in rural Wisconsin and divided her working life between New York City, Upstate New York, Texas, Virginia, and New Mexico. She is most known for her strong, personal vision resulting in simplified and sensual paintings showing images of the natural world from unusual perspectives. Her large format painting of flowers, bones, and landscapes are highly recognizable. She painted until age 98.	
<b>Melvin Olanna</b>	1941-1991	Institute of American Indian Arts in Sante Fe, New Mexico & University of Alaska	Alaska Native artist	Olanna was born in Shishmaref, Alaska, on the Bering Sea Coast. He spent most of his working life in Shishmaref and on the Suguanish Indian reservation in Washington. Olanna is most known for sculptural and graphic images of people and creatures from the Bering Sea coast where he grew up. A recognizable piece of Olanna's sculpture is his large bronze polar bear in front of the Patty Gymnasium at the University	

Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography
<p><b>Ron Senungetuk</b></p>	<p>1933-2020</p>	<p>AAS &amp; BFA from Rochester Institute of Technology, New York &amp; Statens Handverks &amp; Kunstindustri Skole in Oslo, Norway</p>	<p>Alaska Native artist</p>	<p>of Alaska Fairbanks. Olama produced sculptures in marble, bronze, bone, wood, and aluminum. His pieces may be found all over Alaska and in collections throughout the Pacific Northwest.</p> <p>Ron Senungetuk is an Inupiaq Eskimo artist. He was raised in Wales, Alaska and later lived in Homer. As a young hunting apprentice in Wales, he learned ivory carving techniques from his uncles. Later, he was introduced to modern European artists at Mt. Edgecumbe High and the basics of Alaska Native art through the collection at the Sheldon Jackson Museum.</p> <p>Senungetuk went to college at the Rochester Institute of Technology, New York, where he studied woodworking and metal smithing with two Danish professors. They encouraged him to learn about Scandinavian arts and crafts. He was awarded a Fulbright Scholarship to study art in Oslo, Norway and subsequently became proficient in the art of the region.</p> <p>Senungetuk was a long-standing professor of art and design at University of Alaska, Fairbanks (UAF). From 1965 to 1986, he was the director of the Native Arts Center at UAF and the head of the art department between 1977 and 1986. Upon his retirement in 1986, he moved to Homer where he continued to work. His work can be found in multiple locations in Fairbanks: Ticasuk Brown Elementary, Noel Wien Library, UAF Museum of The North, Denali Center and at Fairbanks International Airport.</p>

				Senungetuk produced art using the following mediums: sculpture, carved panels, jewelry, metal, and wood. Later in life he based much of his art on Old Bering Sea imagery that dates back 2000 years.
Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography
<b>Ron Senungetuk continued...</b>				Senungetuk was presented the following awards: Fulbright Fellowship, Denali National Park Artist-in-Residence (2008), and Governor’s Award for Lifetime Achievement in the Arts and Humanities (2014). His work can be found at the Anchorage Museum and the University of Alaska Museum of the North (Fairbanks). Also, he founded and directed the Native Arts Center at the University of Alaska Fairbanks.

## Section II: Producing Art

This is experiencing the processes of art; it is the act of solving problems.

Drawing			
is the portrayal of an ideas using line and/or tone.			
Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> <li>• Draw using a wide variety of tools (e.g., vine charcoal, eraser, assortment of hard/soft and colored pencils, pastels).</li> <li>• Recognize and practice contour line drawings.</li> <li>• Learn to draw basic 3D forms and add shading according to light sources.</li> <li>• Use a variety of techniques to show perspective; use detail in foreground.</li> <li>• Continue to experience actual textures, then draw them to create implied textures in drawing.</li> <li>• Explore unconventional formats.</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil, pen, eraser</li> <li>• Markers</li> <li>• Crayons</li> <li>• Oil pastels</li> <li>• Colored pencils</li> <li>• Charcoal, chalk</li> <li>• Variety of tools</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ron Senungetuk</b></li> <li>• William Berry</li> <li>• Andy Warhol</li> <li>• <b>Georgia O’keefe</b></li> <li>• Leonardo da Vinci</li> <li>• Michelangelo Buonarroti</li> <li>• Sydney Lawrence</li> <li>• <b>Hokusai</b></li> <li>• Mirium Shapiro</li> <li>• Bill Berry</li> <li>• Friedrich Hundertwasser</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Centennial Bridge</b></li> <li>• <b>Ron Senungetuk: Interpretive Shape</b></li> <li>• <b>Shells with Georgia O’Keeffe</b></li> <li>• <b>Hokusai’s Manga: Animal Drawing</b></li> <li>• Rachel Carson: Silent Spring</li> <li>• Portraits with Mood/Texture</li> <li>• Bird Drawing with Bill Berry</li> <li>• Can’s with Andy Warhol</li> </ul>

<ul style="list-style-type: none"> <li>Continue to draw from stories, nature, imagination, memory, observation, still-life, and curriculum themes; continue to use music, movement, and mood for inspiration.</li> </ul>	<ul style="list-style-type: none"> <li>Frank Lloyd Wright</li> <li>Florence Nupok Malewotkuk</li> <li>Doug Lindstrand</li> </ul>	<ul style="list-style-type: none"> <li>Salmon Summer in Kodiak</li> <li>Deep Space</li> <li>Blue Dog: Pop Art</li> <li>Plant Drawing</li> </ul>
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**Painting**  
is the application of paint to a surface.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> <li>Use a variety of painting medium (e.g., tempera, tempera cakes, watercolor, painting crayons, pencils).</li> <li>Use a variety of painting tools to create different effects (e.g., stipple, hard- and soft-edged, splatter, fluid).</li> <li>Paint on a variety of smooth or rough surfaces (e.g., papers, board, cardboard, cloth).</li> <li>Paint on a variety of smooth or rough surfaces (e.g., papers, board, cardboard, cloth) of different shapes and sizes.</li> <li>Produce a color wheel using primary and secondary colors; identify warm, cool, and neutral color schemes.</li> <li>Continue using black and white (or a deep color and white) to create a seven-range color scale; use in artwork.</li> <li>Create a painting that shows a mood; determine mood and colors beforehand.</li> </ul>	<ul style="list-style-type: none"> <li>Watercolors</li> <li>Fingerpaint</li> <li>Tempera paint</li> <li>Painting crayons</li> <li>Washable tempera cakes</li> <li>Variety of tools</li> </ul>	<ul style="list-style-type: none"> <li>Alvin Amason</li> <li>AnnaMary Robertson Moses</li> <li>Franz Marc</li> <li>Piet Modrian</li> <li>Henri Matisse</li> <li><b>Hokusai</b></li> <li>Grant Wood</li> <li>Claude Monet</li> <li>Pablo Picasso</li> <li>Michelangelo</li> <li>Mary Cassatt</li> <li>Andy Warhol</li> <li>Windlow Homer</li> <li>Sydney Lawrence</li> <li>Leonardo da Vinci</li> <li>Claire Fejes</li> <li>Kes Woodward</li> <li>Todd Sherman</li> </ul>	<ul style="list-style-type: none"> <li><b>Alaska Landscapes with Georgia O'Keeffe</b></li> <li><b>Hokusai's Waterfall</b></li> <li><b>Wonder Art kit</b></li> <li>African Painted Walls</li> <li>Alcut Basket Painting</li> <li>Rachel Carson Silent Spring</li> <li>Amason's 3D Animals</li> <li>Alaska Animals and Franz Marc</li> <li>Asian Bamboo Painting</li> <li>Statue of Liberty</li> </ul>

## Printmaking

is the act that transfers an image, often with multiple copies.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> <li>● Combine stamping with another style of printing.</li> <li>● Make a monoprint by printing from a printing plate and elaborating with pen.</li> <li>● Be introduced to embossing using a cardboard plate print.</li> <li>● Use stencils to create a two-color stencil print with dabbing, rubbing, or sponge painting.</li> <li>● Construct a relief print using string.</li> <li>● Make an edition of five prints, sign, and number properly.</li> </ul>	<ul style="list-style-type: none"> <li>● Found objects</li> <li>● Sponges</li> <li>● Stamps</li> <li>● Ink</li> <li>● Paint</li> <li>● Stamp pad</li> <li>● Brayers and rollers</li> <li>● Glue</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Hokusai</b></li> <li>● Andy Warhol</li> <li>● Albrecht Durer</li> <li>● Matisse</li> <li>● Pablo Picasso</li> <li>● Salvador Dali</li> <li>● Elizabeth Catlett</li> <li>● Elizabeth Murray</li> <li>● Wangechi Mutu</li> <li>● Karen Lederer</li> <li>● Delita Martin</li> <li>● Swoon (Caledonia Curry)</li> <li>● Barbara Jones-Hogu</li> <li>● Fransisco Souto</li> <li>● Benie Torrado Cabrera</li> <li>● Favianna Rodriguez</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Hokusai Insect Prints</b></li> <li>● Jellybean Books</li> <li>● Snowflake Prints</li> <li>● Olann's Arctic Animal Prints</li> <li>● Japanese Fish Prints</li> </ul>

## Mixed Media

is the combination of different materials.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> <li>• Combine materials to create mixed media prints, paintings, drawings, collages, and graphic art.</li> <li>• Combine materials to create a landscape showing perspective techniques (e.g., size, placement, overlapping, detail).</li> <li>• Use various materials to create a collage that has a ‘statement’ about a social or environmental issue; with a partner, create a mixed media piece that has humor.</li> <li>• Make ever more complex examples of bilateral and radial design using a mix of materials.</li> <li>• Explore and produce computer art with imported images.</li> <li>• Make a simple loom and do a weaving, understanding warp and weft.</li> </ul>	<ul style="list-style-type: none"> <li>• Magazines</li> <li>• Calendars</li> <li>• Fabric</li> <li>• Yarn</li> <li>• Variety of paper</li> <li>• Computer programs</li> </ul>	<ul style="list-style-type: none"> <li>• Romare Bearden</li> <li>• Denise Wallace</li> <li>• Faith Ringgold</li> <li>• Kathleen Carlo-Kendall</li> <li>• <b>Hokusai</b></li> <li>• Henri Matisse</li> <li>• Andy Goldsworthy</li> <li>• Miriam Shapiro</li> <li>• Henri Matisse</li> <li>• Kathleen Carol-Kendall</li> <li>• Dixie Alexander</li> <li>• Hannah Solomon</li> <li>• Delores Sloan</li> <li>• Njideka Akunyili Crosby</li> <li>• Teri Rofkar</li> </ul>	<ul style="list-style-type: none"> <li>• Romare Bearden: Mood Collages</li> <li>• Aleut Basket Painting</li> <li>• Ocean Life Diorama</li> <li>• Ringgold’s Memory Quilt</li> <li>• Northern Migrations: Cranes, Caribous and Salmon</li> <li>• Hokusai’s Waterfall Wonder</li> <li>• Matisse Cutouts</li> <li>• Ocean Life Diorama</li> <li>• Spirit Masks</li> </ul>

## Sculpture

is the creation of forms that fill space or three dimensions (3D).

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> <li>● Explore various materials to create forms in space.</li> <li>● Use the following words in context: two-dimensional (2D), three-dimensional (3D), additive/subtractive sculpture, and modeling.</li> <li>● Combine two construction techniques in a single clay piece (e.g., pinch, coil, slab, modeling).</li> <li>● Learn how to score and join pieces using slab construction techniques.</li> <li>● Understand the basics of why and how clay is “fired.”</li> <li>● Create an additive sculpture using wire, paper, and other materials in combination with found objects.</li> <li>● Continue to draw with wire, adding other materials to create an assemblage or additive sculpture.</li> <li>● Make a bas relief sculpture using wood scraps and other materials.</li> </ul>	<ul style="list-style-type: none"> <li>● Clay</li> <li>● Modeling dough</li> <li>● Paper</li> <li>● Wire pipe cleaners</li> <li>● Clay tools</li> <li>● Wood</li> <li>● Fabric and yarn</li> <li>● Found objects</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Melvin Olanna</b></li> <li>● <b>Ron Sennungetuk</b></li> <li>● Henry Moore</li> <li>● Maria Martinez</li> <li>● James Schoppert</li> <li>● Alexander Calder</li> <li>● Victor Vasarely</li> <li>● Henry Rousseau</li> <li>● Deborah Butterfield</li> <li>● Tammy Holland</li> <li>● Diana Rojas</li> <li>● Da-ka-xeen Mehner</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Melvin Olanna Butterfly Paper Sculpture</b></li> <li>● <b>Olanna’s Paper Sculpture</b></li> <li>● Cans with Andy Warhol</li> <li>● James Schoppert: Modern Faces Art Kit</li> <li>● Solar Sculpture</li> <li>● Insect Sculptures</li> </ul>

## Kits Available Through Destiny

(See [instructions here.](#))

Lessons with Kits (Digital lessons available.)	Lessons Without Kits
<ul style="list-style-type: none"> <li>● Aleut Basket Weaving</li> <li>● Amason's 3D Animals</li> <li>● Antlers : Observe like O'Keeffe</li> <li>● Bearden: Mood Collages</li> <li>● BEARing Messages</li> <li>● Bird Drawing with Bill Berry.</li> <li>● Butterfly Paper Sculpture</li> <li>● Deep Space</li> <li>● Exploring Perspective</li> <li>● Hokusai - Blooms, Birds and Bugs</li> <li>● Hokusai Insect: Japanese Prints</li> <li>● Hokusai's Manga - Animal Drawings</li> <li>● Hokusai's Waterfall Wonder</li> <li>● O'Keeffe: Alaskan Landscapes Art</li> <li>● Olanna's Arctic Animal Prints Art</li> </ul>	<ul style="list-style-type: none"> <li>● Kandinsky's Secret World Art Kit</li> <li>● Ron Senungetuk : Interpretive Shapes (Lesson 1), Migration Interpretation (Lesson 2), Concentric Circles (Lesson 3)</li> <li>● Ron Senungetuk's Sunscapes</li> <li>● Salmon Summer in Kodiak</li> <li>● Senungetuk's Repeated Shapes</li> <li>● Spirit Masks</li> <li>● Statue of Liberty (2 Parts)</li> <li>● Stomp to the Music</li> <li>● Storyknifing Our Symbols</li> <li>● Tolerance Banners</li> <li>● Andy Goldsworthy: Art from the Earth Art</li> <li>● Bamboo Painting</li> <li>● Maya Designs</li> </ul>

## Section III: Reflecting on Art Critically

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

*I found I could say things with color and shapes that I couldn't  
say any other way... things I had no words for.*

~ Georgia O'Keeffe

1. Fourth graders describe art using these design elements:		
<b>Elements</b> (Building blocks of art.)	<b>Line</b>	<ul style="list-style-type: none"> <li>Recognize contour lines in drawings.</li> </ul>
	<b>Shape</b>	<ul style="list-style-type: none"> <li>Name geometric shapes as related to forms (e.g., circle/sphere, square/cube, triangle/cone, and rectangle/cylinder).</li> <li>Begin to understand organic shapes (e.g., puddle, leaf).</li> </ul>
	<b>Form</b>	<ul style="list-style-type: none"> <li>Continue to identify forms as related to shapes.</li> </ul>
	<b>Color</b>	<ul style="list-style-type: none"> <li>Recognize intensity changes through use of complementary colors.</li> </ul>
	<b>Value</b>	<ul style="list-style-type: none"> <li>Understand how values change through use of black and white.</li> <li>Recognize different values of light/dark.</li> </ul>
	<b>Texture</b>	<ul style="list-style-type: none"> <li>Experience an actual texture and differentiate from visual (implied) examples of that texture.</li> </ul>
	<b>Space</b>	<ul style="list-style-type: none"> <li>Begin to recognize positive and negative space.</li> <li>Distinguish the degree of detail in the foreground is a way of showing perspective (detail).</li> <li>Recognize foreground/background, overlapping, intersecting, size, and placement as perspective tools.</li> </ul>

## 2. Fourth graders analyze art using these design principles:

<b>Principles</b> (Ways to use the building blocks.)	<b>Balance</b>	<ul style="list-style-type: none"><li>• Continue to recognize symmetry and radial design in works of art.</li><li>• Consider whether a work of art is (feels) balanced.</li></ul>
	<b>Contrast</b>	<ul style="list-style-type: none"><li>• Consider whether a work of art has contrast.</li></ul>
	<b>Emphasis</b>	<ul style="list-style-type: none"><li>• Identify the focal point or center of interest in an artwork.</li></ul>
	<b>Rhythm/ Pattern</b>	<ul style="list-style-type: none"><li>• Recognize that repetition of elements creates the visual illusion of rhythm and movement.</li><li>• Recognize how patterns can create rhythm using color, line, shape, and form.</li></ul>
	<b>Proportion/ Scale</b>	<ul style="list-style-type: none"><li>• Begin to learn body proportions and vocabulary.</li></ul>
	<b>Movement</b>	<ul style="list-style-type: none"><li>• Recognize and identify “movement” in art.</li></ul>
	<b>Unity</b>	<ul style="list-style-type: none"><li>• Discuss whether an artwork seems complete or unified.</li></ul>

## 3. Fourth graders interpret art using an art vocabulary and personal perspective.

Students will:

- Discuss the content of a work of art using maturing art vocabulary.
- View artwork(s) and share opinions in a positive way, supported by personal perspective.
- Begin to recognize the implied content in artwork.
- Recognize the terms still life, landscape, portrait, self-portrait, objective, and non-objective art.
- Be able to discuss any art using developing art vocabulary.
- Distinguish between different types of artists including painter, printer, photographer, and sculptor and the art they make.
- Interpret the artist’s meaning when viewing art.
- Consider how artists use symbols (symbolism) in their art to represent ideas.
- Consider and discuss how the art makes them feel; the mood did the artist make.
- Consider how artists can intentionally use elements and principles to create mood.
- Identify sources of inspiration in artwork.
- Discuss how personal experience gives meaning to art.

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

Students will:

- Continue to express preferences in a respectful and knowledgeable way and support their statements.
- Make and support personal decisions and statements about art preferences.
- Compare and contrast two works of art.
- Discuss and evaluate artwork in a man-made environment.
- Compare artworks from different world cultures.
- Use subject matter and elements of design to discuss works of art through verbal and written forms.

## Section IV: Perceiving Art from a Contemporary, Historic, & Aesthetic Perspective

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

### Fourth graders will:

<p><b>Learn About Their Grade-Level Artists</b> (Refer to the art chart, biographies, and grade-level reproductions)</p>	<p><b>Consider the Historical &amp; Contemporary Role of Art in Their Lives &amp; the Lives of Others</b></p>
<ul style="list-style-type: none"> <li>● Katsushika Hokusai</li> <li>● Georgia O’Keeffe</li> <li>● Melvin Olanna</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to distinguish between ways of making art.</li> <li>● Identify photography and printmaking as art forms.</li> <li>● View a variety of styles from different times and places.</li> <li>● Distinguish between original art and reproductions.</li> <li>● Understand that art reflects culture by recording ideas, emotions, and events.</li> <li>● Focus on Alaska’s native indigenous cultures.</li> <li>● Recognize that art has been made in all times and places; distinguish between historic and contemporary.</li> <li>● Continue to write descriptions of art and artifacts using art vocabulary.</li> <li>● Use ‘criticisms’ techniques to talk or write about art (e.g., describe elements, analyze principles, interpret intent and meaning, judge, ask w questions: what, where, why, when, who).</li> <li>● Understand that advertising is a form of art that is altered to the audience; find and discuss examples.</li> <li>● Discuss being a ‘smart shopper,’ realizing that products are designed to appeal for financial gain purposes.</li> <li>● Begin to understand how design and media shape public opinion through the use of art.</li> </ul>

## Fourth graders will:

<b>Consider the Role of Art in Their Lives</b>	<b>Understand that There are Artists Working in Their Community</b>
<ul style="list-style-type: none"><li>• Start to identify universal themes in art (e.g., community, culture, nature).</li><li>• Understand that artists purposefully communicate ideas, emotions, and events using art forms.</li><li>• Begin to understand personal style and how it is evident in a classroom.</li><li>• Identify similarities among artwork made in a specific style.</li><li>• Understand that art exists in a variety of public settings (e.g., churches, parks, airports).</li><li>• Begin to understand that museums are vital institutions that collect, preserve, classify, and display important works of art and culture.</li><li>• Differentiate between the role of a museum versus the various types of galleries that house collections for sale.</li><li>• Continue to view and objectively discuss artwork in class, including their own and reproductions of famous work.</li></ul>	<ul style="list-style-type: none"><li>• Develop awareness of the role of artists in objects of daily life.</li><li>• Understand the role of the photographer and printmaker in addition to other artist career roles.</li></ul>

*If heaven had only granted me five more years,  
I could have become a real painter.*

~ Katsushika Hokusai

# Grade 5

## Course Overview:

Fifth grade students will learn developing art concepts and vocabulary, while using a broad range of both 2D and 3D art materials and techniques. Fifth graders are developing lasting skills in handling materials and applying developed ideas to their work, and they will be expected to build on these abilities. Some students are also beginning to “fear failure” and may shy away from art. Therefore, lessons will be diverse, encouragement will be broad, and flexibility will be expected in every lesson so that students are strengthened as artists. Verbal fluency will be encouraged when discussing or writing about art.

## Fifth Graders will:

- Apply imagination and creativity to their art.
- Learn to find relationships between art and the world beyond the classroom.
- Seek solutions to art problems and questions.
- Exhibit self-discipline when working as an artist.
- Learn to respect the working and thinking space of others.
- Work individually and collaboratively.
- Learn to care for tools and materials during and after work.
- Use tools safely.
- Enjoy the process while learning how to use materials and tools with own ideas.
- Finish work and prepare for display.
- Learn to use tools properly for desired effects.
- Demonstrate personal responsibility through the care, safe use, and clean up of tools, materials, and equipment.

## Suggested Resources:

- [Project Articulate](#)
- See the appendix for:
  - [Digital Lesson plans](#)
  - [Additional resources](#)

To view appendix items listed above, login to Google Drive with your district login credentials. If parents or anyone from the public would like to view these documents, contact Teaching and Learning at (907) 452-2000 ext. 11422 or [teachingandlearning@k12northstar.org](mailto:teachingandlearning@k12northstar.org).

## Vocabulary:

abstract architect collagraph	Computer-generated art construction graphic art/designer	illustration mobile monochromatic	mosaic nonrepresentational museum curator	principles of design proportion/scale realistic/abstract	sketch stable style
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color intensity	heritage	monoprint	outline	resist	surface texture
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## Section I: Grade Level Artists

<b>Grade Level Artists (Required)</b>					
Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography	
<b>Alvin Eii Amason</b>	1948-	MFA from Arizona State University		<p>Amason is an Alutiig/Sugpiag painter and sculptor born in Kodiak, Alaska. He received his Master of Fine Arts from Arizona State University and taught at Navajo Community College. He is now retired from the University of Alaska Fairbanks, where he was the head of the Alaska Native Art Studies program. He is also a member of the Alaska Native Arts Foundation Board of Directors.</p> <p>Amason was raised catching fish, digging for clams, and asking questions such as “Papa, why do salmon jump?” He had asked a lot of people, but his grandfather’s answer made the most sense to him - “They jump to see where they’re at.”</p> <p>Amason’s painting , which often incorporates sculptural elements attached or in relief, draws less upon the traditional imagery of his Native culture than on his affection for and understanding of the animals that he grew up hunting and observing with his grandfather, a hunting guide in Kodiak. Titles like <i>My Heart Goes Boom, Boom, Boom, Every Time I Come Here I’m Seeing You</i>, and <i>So Pretty to Me</i> accompany expressionistically painted images that are both good-natured and insightful.</p>	

Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography
Alvin Eli Amason continued...				Amason has created paintings for Anchorage International Airport and the U.S. Federal Courthouse Building in Anchorage, as well as public schools in Alaska. His work has been in invitational shows in Alaska, Arizona, Michigan, Montana, Oklahoma, and Washington, DC, and his works are in the Nordjyllands Kunstmuseum in Denmark, the University of Alaska Museum of the North, the Alaska State Museum, the Smithsonian American Art Museum, and the Heard Museum.
Michelangelo Buonarroti	1475-1654	Apprentice ages 13 - 17	Italian Renaissance artist	Michelangelo was born and remained in Italy, spending his working life in Florence, Bologna, and Rome. He was a Renaissance era artist and he showed incredible aptitude within a variety of artistic disciplines. Michelangelo is most known for his highly recognizable larger-than-life sculpture of <i>David</i> , fresco paintings on the Sistine Chapel ceiling, and the architectural design of St. Peter's Basilica in Rome.
Mary Cassatt	1844-1926		American Impressionist painter	Cassatt was born into a wealthy banking family in Pennsylvania. She spent most of her working life in France. Cassatt is most known for paintings and prints of women and children. Notably, her colored print work influenced her male Impressionist peers. Mary Cassatt was quite successful at a time when single women were not expected or encouraged to be independent.
Andy Warhol	1925-1987	Carnegie Institute in Pittsburgh	American pop artist	Warhol (originally Warhola) was born in Pennsylvania and his working life was mostly spent in New York City. He is most known for being the father of the American Pop Art Movement. His work incorporated iconography produced through commercial art and pre-existing photographs of celebrities: Campbell's soup cans, Brillo pad boxes, and images of Marilyn Monroe and Jacki Kennedy.



## Section II: Producing Art

This is experiencing the processes of art; it is the act of solving problems.

<b>Drawing</b>			
is the portrayal of an ideas using line and/or tone.			
<b>Students will:</b>	<b>Materials</b>	<b>Suggested Artists</b>	<b>Lessons &amp; Resources</b>
<ul style="list-style-type: none"> <li>• Draw using a wide variety of tools (e.g., vine charcoal, eraser, assortment of hard/soft and colored pencils, pastels).</li> <li>• Continue to explore contour line; use and name several types of line (e.g., sketching, outline, contour).</li> <li>• Continue to practice modeling and shaping techniques; learn portrait and human body proportions.</li> <li>• Use placement, overlapping, size scale, and detail when drawing to show perspective; learn that color intensity fades with distance and use in drawing.</li> <li>• Continue to experience actual textures, then draw them to create implied textures in drawing.</li> <li>• Work on unconventional formats; experiment with breaking the edges.</li> <li>• Continue to draw from stories, nature, imagination, memory, observation, still-life, and curriculum themes; continue to use music, movement, and mood for inspiration.</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil, pen, eraser</li> <li>• Markers</li> <li>• Crayons</li> <li>• Oil pastels</li> <li>• Colored pencils</li> <li>• Charcoal, chalk</li> <li>• Variety of tools</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Andy Warhol</b></li> <li>• <b>Michelangelo Buonarroti</b></li> <li>• Hokusai</li> <li>• Mirium Shapiro</li> <li>• Matisse</li> <li>• Bill Berry</li> <li>• Leonardo da Vinci</li> <li>• Friedrich Hundertwasser</li> <li>• Frank Lloyd Wright</li> <li>• Florence Nupok</li> <li>• Malewotkuk</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Warhol Space Fruit Art Kit</b></li> <li>• <b>Michelangelo's Hands</b></li> <li>• Exploring Perspective</li> <li>• Hokusai: Birds, Bugs and Blooms</li> <li>• Action Figure Collage</li> <li>• Kes Woodward Birch Birch Trees</li> <li>• Friedrich Hundertwasser: Architect Drawing</li> </ul>

## Painting

is the application of paint to a surface.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> <li>● Combine the use of a variety of painting medium (e.g., tempera, tempera cakes, watercolor, painting crayons, pencils) in one artwork.</li> <li>● Use a variety of painting tools to create different effects (e.g., stipple, hard- and soft-edged, splatter, fluid).</li> <li>● Experiment with a variety of paints on a variety of smooth or rough surfaces (e.g., papers, board, cardboard, cloth) of different shapes and sizes.</li> <li>● Explore complementary colors and observe how they affect each other when mixed (brightness, dullness, intensity); use and name color schemes (e.g., warm, cool, neutral, complementary).</li> <li>● Recognize value (lightness/darkness) as a design element and that in a landscape value lightness in the distance (atmospheric interference); paint a monochromatic landscape that shows at least seven ranges and fore-, middle-, and background.</li> <li>● Distinguish between opaque, translucent and transparent, and consider how they relate to lightness/darkness or value.</li> <li>● Create a painting that shows a mood; determine mood and colors beforehand.</li> </ul>	<ul style="list-style-type: none"> <li>● Watercolors</li> <li>● Fingertpaint</li> <li>● Tempera paint</li> <li>● Painting crayons</li> <li>● Washable tempera cakes</li> <li>● Variety of tools</li> </ul>	<ul style="list-style-type: none"> <li>● Alvin Amason</li> <li>● Mary Cassatt</li> <li>● Andy Warhol</li> <li>● Henri Matisse</li> <li>● Grant Wood</li> <li>● Vincent Van Gogh</li> <li>● Frida Kahlo</li> <li>● Anna Mary Robertson Moses</li> <li>● Sydney Lawrence</li> <li>● Claire Fejes</li> <li>● Kes Woodward</li> <li>● Todd Sherman</li> <li>● Jill Richie</li> </ul>	<ul style="list-style-type: none"> <li>● Amason Animal Portraits Art Kit : Lesson 1 (Eyes on You)</li> <li>● Amazon's Whimsical Animals</li> <li>● Portraits by Mary Cassatt Art Kit</li> <li>● Birch Trees with Kes Woodward</li> <li>● Bamboo Painting Art Kit</li> <li>● Mr. McKinley: Sydney Lawrence</li> </ul>

## Printmaking

is the act that transfers an image, often with multiple copies.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> <li>● Combine stamping with another style of printing.</li> <li>● Make a monoprint by printing from a printing plate and elaborating with pen.</li> <li>● Combine rubbing with another style of printmaking.</li> <li>● Use stencils to create a two-color stencil print with dabbing, rubbing, or sponge painting.</li> <li>● Construct a relief print using two of the following: cardboard, glue lines, found objects, and string.</li> <li>● Make an edition of five prints, sign, and number properly.</li> </ul>	<ul style="list-style-type: none"> <li>● Found objects</li> <li>● Sponges</li> <li>● Stamps</li> <li>● Ink</li> <li>● Paint</li> <li>● Stamp pad</li> <li>● Brayers and rollers</li> <li>● Glue</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Andy Warhol</b></li> <li>● Hokusai</li> <li>● Albrecht Durer</li> <li>● Matisse</li> <li>● Pablo Picasso</li> <li>● Salvador Dali</li> <li>● Elizabeth Catlett</li> <li>● Elizabeth Murray</li> <li>● Wanggechi Mutu</li> <li>● Karen Lederer</li> <li>● Delita Martin</li> <li>● Swoon (Caledonia Curry)</li> <li>● Barbara Jones-Hogu</li> <li>● Fransisco Souto</li> <li>● Benie Torrado Cabrera</li> <li>● Favianna Rodriguez</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Warhol Blotted Line Prints</b></li> <li>● <b>Warhol Two Shoes, Monotype Printmaking</b></li> <li>● Hokusai Insect Prints</li> <li>● African Textile Designs</li> </ul>

## Mixed Media

is the combination of different materials.

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> <li>● Combine materials to create mixed media prints, paintings, drawings, collages, and graphic art.</li> <li>● Combine materials to create a landscape showing perspective techniques (e.g., size, placement, overlapping, detail).</li> <li>● Use various materials to create a collage that has a ‘statement’ about a social or environmental issue; with a partner, create a mixed media piece that has humor.</li> <li>● Make ever more complex examples of bilateral and radial design using a mix of materials.</li> <li>● Produce computer art that shows ability to manipulate and integrate images into a piece of art.</li> <li>● Combine a number of materials with fabrics to create a composition of color and design.</li> </ul>	<ul style="list-style-type: none"> <li>● Magazines</li> <li>● Calendars</li> <li>● Fabric</li> <li>● Yarn</li> <li>● Variety of paper</li> <li>● Computer programs</li> </ul>	<ul style="list-style-type: none"> <li>● Andy Goldsworthy</li> <li>● Romare Bearden</li> <li>● Miriam Shapiro</li> <li>● Henri Matisse</li> <li>● Kathleen Carol-Kendall</li> <li>● Dixie Alexander</li> <li>● Hannah Solomon</li> <li>● Delores Sloan</li> <li>● Njideka Akunyili Crosby</li> <li>● Teri Rofkar</li> </ul>	<ul style="list-style-type: none"> <li>● Andy Goldsworthy: Art from the Earth</li> <li>● Jazz Collages, Romare Bearden</li> <li>● Action Figure Collage</li> <li>● Landscape Paper Collages</li> <li>● 1-2-3 Henri Matisse</li> </ul>

## Sculpture

is the creation of forms that fill space or three dimensions (3D).

Students will:	Materials	Suggested Artists	Lessons & Resources
<ul style="list-style-type: none"> <li>● Explore various materials to create forms in space.</li> <li>● Use the following words in context: two-dimensional (2D), three-dimensional (3D), additive/subtractive sculpture, and modeling.</li> <li>● Combine two construction techniques in a single clay piece (e.g., pinch, coil, slab, modeling).</li> <li>● Learn how to ‘score and join’ pieces using slab construction techniques.</li> <li>● Understand the basics of why and how clay is “fired.”</li> <li>● Create an additive sculpture using wire, paper, and/or found objects put together.</li> <li>● Continue to draw with wire, adding other materials to create an assemblage or additive sculpture.</li> <li>● Design and build a free-standing sculpture using three different materials.</li> </ul>	<ul style="list-style-type: none"> <li>● Clay</li> <li>● Modeling dough</li> <li>● Paper</li> <li>● Wire pipe cleaners</li> <li>● Clay tools</li> <li>● Wood</li> <li>● Fabric and yarn</li> <li>● Found objects</li> </ul>	<ul style="list-style-type: none"> <li>● Michelangelo Buonarroti</li> <li>● Alexander Calder</li> <li>● Henry Moore</li> <li>● Victor Vasarely</li> <li>● Henry Rousseau</li> <li>● Deborah Butterfield</li> <li>● Tammy Holland</li> <li>● Diana Rojas</li> <li>● Da-ka-xeen Mehner</li> </ul>	<ul style="list-style-type: none"> <li>● Michalangelo’s Hands</li> <li>● Flower Paper Sculpture Celebrations</li> <li>● Oaxacan Animaltos</li> <li>● Deborah Butterfield Horse Studies</li> <li>● Geometric Shapes/Forms, Vasarely</li> <li>● Rousseau’s Alaskan Rainforest</li> <li>● Paper Fish Sculptures</li> </ul>

## Kits Available Through Destiny

(See [instructions here.](#))

Lessons with Kits (Digital lessons available.)	Lessons Without Kits
<ul style="list-style-type: none"> <li>• Portraits of Mary Cassatt</li> <li>• Posters of Famous Achievers and Explores (2 Parts)</li> <li>• Words of Wisdom Collage (2 parts)</li> <li>• African Textile Designs</li> <li>• Amazon Animal Portraits (Lesson 1)</li> <li>• Amazon Animal Portraits (Lesson 2)</li> <li>• Amazon's Whimsical Animals</li> <li>• Bamboo Painting</li> <li>• Barn Art Reflections</li> <li>• Brainstorm!</li> <li>• Diatom s: Microscopic Jewels</li> <li>• Grateful Hands Book Art</li> <li>• Henri Rousseau: An Alaskan Rainforest</li> <li>• inFORMative Drawing and Shading</li> <li>• Inside and Outside of Me</li> <li>• Landscapes: Points of View</li> <li>• Michelangelo's Hands</li> </ul>	<ul style="list-style-type: none"> <li>• New Ways of Using Color (Art Appreciation)</li> <li>• Ray Troll Salmon Sketches</li> <li>• Warhol Blotted Line Prints</li> <li>• Warhol Space Fruit</li> <li>• Warhol Wallpaper</li> <li>• Andy Goldsworthy: Art from the Earth</li> <li>• Cans, Cans, Cans- Andy Warhol, Graphic Artist</li> <li>• Cassatt, Mary: American Impressionist</li> <li>• Maya Designs</li> <li>• Monograms</li> <li>• Northern Migrations: Cranes, Caribou and Salmon</li> <li>• Oaxacan Patterned Animalitos</li> <li>• Snowflake Prints</li> <li>• Storyknifing Our Symbols</li> <li>• Tolerance Banners</li> </ul>

## Section III: Reflecting on Art Critically

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

*If painting is no longer needed, it seems a pity that some of us are born into the world with such a passion for line and color.*

~ Mary Cassatt

1. Fifth graders describe art using these design elements:		
<b>Elements</b> (Building blocks of art.)	<b>Line</b>	<ul style="list-style-type: none"> <li>Distinguish between contour line, outline, and sketching.</li> <li>Name 2D shapes that relate to forms.</li> </ul>
	<b>Shape</b>	<ul style="list-style-type: none"> <li>Name 3D forms and relate to corresponding shapes.</li> </ul>
	<b>Form</b>	<ul style="list-style-type: none"> <li>Identify primary, secondary, complementary, warm, cool, and neutral colors.</li> <li>Begin to recognize monochromatic color schemes (e.g., value, tint, tone).</li> </ul>
	<b>Color</b>	<ul style="list-style-type: none"> <li>Identify examples of monochromatic color schemes.</li> </ul>
	<b>Value</b>	<ul style="list-style-type: none"> <li>Experience an actual texture and differentiate from visual (implied) examples of that texture.</li> </ul>
	<b>Texture</b>	<ul style="list-style-type: none"> <li>Identify positive and negative space.</li> <li>Use perspective terms (e.g., overlapping, intersecting, size/scale, foreground/background, detail) when discussing art.</li> <li>Begin to that color intensity implies depth.</li> </ul>
	<b>Space</b>	

## 2. Fifth graders analyze art using these design principles:

<b>Principles</b> (Ways to use the building blocks.)	<b>Balance</b>	<ul style="list-style-type: none"><li>• Identify examples of visual balance in art.</li><li>• Recognize and identify why a work of art has contrast.</li></ul>
	<b>Contrast</b>	<ul style="list-style-type: none"><li>• Find and identify examples of focal point in an artwork (e.g., visual accent, stress).</li></ul>
	<b>Emphasis</b>	<ul style="list-style-type: none"><li>• Recognize that repetition of elements creates the visual illusion of rhythm and movement.</li></ul>
	<b>Rhythm/ Pattern</b>	<ul style="list-style-type: none"><li>• Recognize symmetry and pattern in increasingly complex works of art.</li></ul>
	<b>Proportion/ Scale</b>	<ul style="list-style-type: none"><li>• Continue to learn body proportions and vocabulary.</li></ul>
	<b>Movement</b>	<ul style="list-style-type: none"><li>• Recognize and identify “movement” in art.</li></ul>
	<b>Unity</b>	<ul style="list-style-type: none"><li>• Discuss whether an artwork seems complete or unified.</li></ul>

## 3. Fifth graders interpret art using an art vocabulary and personal perspective.

Students will:

- Discuss the content of a work of art using maturing art vocabulary.
- View artwork(s) and share opinions in a positive way, supported by personal perspective.
- Begin to recognize the implied content in artwork.
- Recognize the terms still life, landscape, portrait, self-portrait, objective, and non-objective art.
- Be able to discuss any art using developing art vocabulary.
- Distinguish between different types of artists including painter, printer, photographer, and sculptor and the art they make.
- Interpret the artist’s meaning when viewing art.
- Consider how artists use symbols (symbolism) in their art to represent ideas.
- Consider and discuss how the art makes them feel; the mood did the artist made.
- Consider how artists can intentionally use elements and principles to create mood.
- Identify sources of inspiration in artwork.
- Discuss how personal experience gives meaning to art.

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

Students will:

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

## Section IV: Perceiving Art from a Contemporary, Historic, & Aesthetic Perspective

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

### Fifth graders will:

<b>Learn About Their Grade-Level Artists</b> (Refer to the art chart, biographies, and grade-level reproductions)	<b>Consider the Historical &amp; Contemporary Role of Art in Their Lives &amp; the Lives of Others</b>
<ul style="list-style-type: none"><li>• Michelangelo Buonarroti</li><li>• Mary Cassatt</li><li>• Andy Warhol</li></ul>	<ul style="list-style-type: none"><li>• Understand that printmaking and computer graphic art are the sources for generating most written materials.</li><li>• Realize visual media are art forms (e.g., TV, movies, newspapers, computers).</li><li>• View a variety of styles from different times and places.</li><li>• Distinguish between original art and reproductions.</li><li>• Understand that art is a reflection of culture and its traditions.</li><li>• Focus on American artists (e.g., Native-American, African-American, immigrant culture).</li><li>• Study art from past and present through reproductions, films, books, and actual objects.</li><li>• Continue to write descriptions of art and artifacts using art vocabulary.</li><li>• Use ‘criticisms’ techniques to talk or write about art (e.g., describe elements, analyze principles, interpret intent and meaning, judge, ask “w” questions: what, where, why, when, who).</li><li>• Understand that advertising is a form of art that is altered to the audience; find and discuss examples.</li><li>• Discuss being a ‘smart shopper,’ realizing that products are designed to appeal for financial gain purposes.</li><li>• Begin to understand how design and media shape public opinion through the use of art.</li></ul>

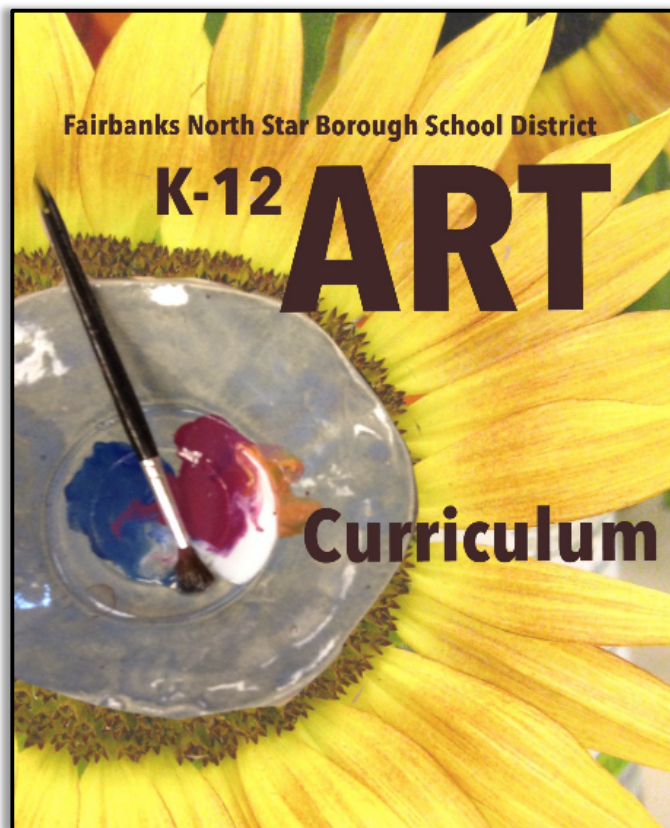
## Fifth graders will:

<b>Consider the Role of Art in Their Lives</b>	<b>Understand that There are Artists Working in Their Community</b>
<ul style="list-style-type: none"><li>• Start to identify universal themes in art (e.g., community, culture, nature).</li><li>• Examine how artists use artistic techniques, elements, and principles to communicate ideas, emotions, and events.</li><li>• View art objectively and respectfully, recognizing personal style.</li><li>• Recognize and discuss local landmarks as a reflection of local culture.</li><li>• Find examples of commercial art in commonplace (e.g., retail stores, libraries).</li><li>• Begin to understand that museums are vital institutions that collect, preserve, classify, and display important works of art and culture.</li><li>• Differentiate between the role of a museum versus the various types of galleries that house collections for sale.</li><li>• Continue to view and objectively discuss famous art as well as their own and their peers' artwork.</li></ul>	<ul style="list-style-type: none"><li>• Continue to be aware that art is all around them.</li><li>• Understand the role of the filmmaker, graphic designer, fashion designer and museum curator.</li></ul>

*Why do people think artists are special?  
It's just another job.*

~Andy Warhol

# Middle School



**Grades 6-8**

# Art Concepts

<p><b>Grade:</b> 6</p> <p><b>Length:</b> One quarter or one semester</p> <p><b>Prerequisite:</b> None</p>	<p><b>Course Overview:</b></p> <p><i>Art Concepts</i> is a survey of art experiences designed for sixth graders. Students experiment with a variety of techniques and materials that may include drawing, painting, printmaking, sculpture, weaving, pottery, digital photography, videography and portfolio development. They also study artists and their work, learn to make judgments about art, and consider different theories and purposes of art.</p> <p>Sixth Grade students will be expected to apply art concepts and use vocabulary, while working with a broad range of both 2D and 3D art materials and techniques. Sixth graders are developing lasting skills in handling materials and applying developed ideas to their work, and will be expected to build on these abilities. Many students at this age ‘fear failure’ and lean toward their strengths. In order to encourage growth, lessons will be diverse, exciting, challenging and draw on personal input. Verbal fluency will be encouraged when discussing or writing about art.</p> <p><b><u>Essential Learnings</u></b></p> <p>Four artistic processes will be developed:</p> <ol style="list-style-type: none"><li>1. Creating</li><li>2. Presenting</li><li>3. Responding</li><li>4. Connecting</li></ol>
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## Section I: Suggested Artists

Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>• Kathleen Carlo-Kendall- (Contemporary Athabaskan Artist- See Bio Below)</li> <li>• Egyptian Art (3100-1100 BC)- See Bio Below</li> <li>• Leonard Da Vinci (1452-1519)- See Bio Below</li> <li>• Frank Lloyd Wright (1867-1959)- See Bio Below</li> <li>• Wassily Kandinsky (1866-1954)</li> <li>• Frida Kahlo (1907-1954)</li> <li>• Elizabeth Catlett (1915 to 2012)</li> <li>• Lorien Stem (contemporary ceramics artist)</li> <li>• Gabriel Dawe (contemporary fiber artist)</li> <li>• Jean-Michel Basquiat (1960-1988)</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing – graphite, charcoal, oil pastel, conte, value scales, gesture, perspective</li> <li>• Paper– cutting, tearing, making, folding, sculpture, trading cards</li> <li>• Painting – watercolor, acrylic, pointillism, portraits, canvas, abstract</li> <li>• Printmaking – monoprints, relief, collagraph, silkscreen, stencil</li> <li>• Fiber arts- weaving, fabric painting</li> <li>• Sculpture- clay, wood carving, metal repoussé, mobile, jewelry, beading</li> </ul>	<ul style="list-style-type: none"> <li>• Digital photography</li> <li>• Digital portfolios</li> <li>• Time lapse photography</li> <li>• Digital photo editing</li> <li>• Internet research</li> <li>• Slide presentations</li> <li>• Collaborative shared documents</li> <li>• Slide presentations</li> <li>• Web 2.0 Tools</li> </ul>

## Section II: Creating Art

- Generate and conceptualize artistic ideas and work.
- Organize and develop artistic ideas and work.
- Refine and complete artistic work.

Elements and Principles of Art		Color Vocabulary	
Develop a Visual Arts Vocabulary by Using and Applying the Elements and Principles of Art.			
Elements of Art	Principles of Art	Primary	Secondary
<ul style="list-style-type: none"> <li>• Line</li> <li>• Shape</li> <li>• Form</li> <li>• Color</li> <li>• Value</li> <li>• Texture</li> <li>• Space</li> </ul>	<ul style="list-style-type: none"> <li>• Balance</li> <li>• Contrast</li> <li>• Emphasis</li> <li>• Rhythm/pattern</li> <li>• Proportion/scale</li> <li>• Movement</li> <li>• Unity</li> </ul>	<ul style="list-style-type: none"> <li>• Primary</li> <li>• Secondary</li> <li>• Tertiary</li> <li>• Hue</li> <li>• Value</li> <li>• Intensity</li> <li>• Tint</li> </ul>	<ul style="list-style-type: none"> <li>• Tone</li> <li>• Shade</li> <li>• Neutral</li> <li>• Complementary</li> <li>• Split complementary</li> <li>• Analogous</li> <li>• Monochromatic</li> </ul>
		Begin to Understand Color Vocabulary, Theory, and its Application.	
		<ul style="list-style-type: none"> <li>• Achromatic</li> <li>• Pigment color wheel</li> <li>• Light color wheel (RGB)</li> <li>• Print colors (CMYK)</li> </ul>	

### **Basic Skills**

Demonstrate basic skills through various media including drawing, painting, printmaking, sculpture, metals, fiber, mixed media, digital arts, and creative technologies.

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

### **Produce Original Art**

Begin to understand and apply the creative process and produce original art.

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

### **Personal Responsibility**

Demonstrate personal responsibility through:

- Quality craftsmanship in all work, care, safe use and cleanup of tools, materials, and equipment.
- Respectful interaction with peers and adults.
- Self-motivation and developing the ability to meet personal learning goals.
- Efficient use of class time.
- Credibility and accuracy of visual and written resources.
- Avoiding plagiarism, copyright violations and following rules for digital citizenship and a standard format for citation.

## Section III: Presenting Art

- Analyze, interpret, and select artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.

### Prepare Art

Consider and prepare art for exhibit, display, or portfolio.

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

## Section IV: Responding to Art

- Perceive and analyze artistic work.
- Apply criteria to evaluate artistic work.

### Critiquing Skills

Learn critiquing skills and develop skills of critiquing a work in progress.

- Identify the piece.
- Share first impressions.
- Describe the basic elements.
- Analyze the use of basic principles.
- Interpret meaning and the artist's intent.
- Generate thoughtful and respectful responses.

## Section V: Connecting with Art

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

### Historical & Multicultural Influences

Demonstrate an increase awareness of historical and multicultural influences in art.

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

### Beauty & Meaning

Perceiving beauty and meaning through art.

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

## Section VI: Grade Level Artists

<b>Grade Level Artists</b> (Required)				
Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography
<b>Kathleen Carlo-Kendall</b>		Bachelor of Fine Arts in Metalsmithing from the University of Alaska Fairbanks	Contemporary Athabaskan Artist	<p>Kathleen Carlo was born in Tanana, Alaska, the daughter of Poldine and William "Bill" Carlo. She moved to Fairbanks at the age of five where she lives today. She started making her artwork from the Native Arts Center at the University of Alaska, Fairbanks; her teacher was Ronald Senungetuk. She began her artwork in high school. Kathleen's artwork sometimes symbolizes an event or spirit, other times it is just what comes out of the shape of the wood. Although she received a Bachelor of Fine Arts in Metalsmithing from the University of Alaska Fairbanks, she considers herself a woodworker. She was one of only a few women to carve masks at that time. Besides mask making, Kathleen also enjoys working with panels of wood and metals, ice sculpting, and teaching. Since 1990, she has worked as a Native Arts Carving Instructor for the University of Alaska Summer Fine Arts Camp.</p> <p>Carlo-Kendall considers herself a contemporary native artist as opposed to a traditional artist. As masks (denanaan' edeetonee in Central Koyukon) were not used extensively by her people, she turned to the sculpture of the Yup'ik masks and other cultures for inspiration.</p>

Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography
<b>Kathleen Carlo-Kendall</b> continued...				<p>She has won many awards for her work and twice has been chosen for Percent for Art Commissions. Her works are seen in the collections of:</p> <ul style="list-style-type: none"> <li>• University of Alaska State Museum;</li> <li>• Permanent Solo Exhibition Case;</li> <li>• Alaska State Council on the Arts, Contemporary Art Bank;</li> <li>• U.S. Department of the Interior, Indian Arts and Crafts Board;</li> <li>• Anchorage Museum of History and Art;</li> <li>• Doyon Limited; and</li> <li>• Numerous private collections in and outside Alaska.</li> </ul>
<b>Egyptian Art</b>	3100-1100 BC			<p>The development of the Egyptian artistic style was affected by each of Egypt's three Golden Ages:</p> <ul style="list-style-type: none"> <li>• The <b>Old Kingdom</b> (3100-2200 BC) is characterized by pattern-like motifs with flat colors showing figures at work.</li> <li>• During the <b>Middle Kingdom</b> (2100-1800 BC), painters developed an appreciation of art for its own beauty rather than for religious reasons and sculpture began showing faces with features that indicated specific persons.</li> <li>• In the <b>New Kingdom</b> (1580-1100 BC), painted figures were rendered on a thin ground line. Egyptian art did not overlap objects unless all depicted figures were engaged in the same activity. The size of the figure showed its importance and, if something was far away, it was placed higher in the image area. During this time, sculpture tried to capture the most prominent features of its subject.</li> </ul>

Name	Date of Birth/ Date of Death	Education/ Training	Category	Biography
<b>Leonardo da Vinci</b>	1844-1926		Italian Renaissance  Artist	<p>Da Vinci was born in Italy. He spent his working life in both Italy and France. He is known for being one of the world's greatest draftsmen, artists, inventors, and scientists. Da Vinci was the first of the Renaissance geniuses. He developed inventions and designs ranging from weapons of war to ladies' fashions, as well as musical, navigational, and surgical instruments. His best known paintings are the <i>Mona Lisa</i> and <i>The Last Supper</i>. From his example, people today call someone who can do many things well a "renaissance" person.</p>
<b>Frank Lloyd Wright</b>	1867-1959		American Architect	<p>Wright was born in Wisconsin and he divided his working between the Midwest and West Coast. He is most known for relating architecture to nature. Wright's most famous innovation was his "Prairie Style" which opened the house to nature, reflecting the local surroundings with long, low lines. The Guggenheim, which is a spiral museum in New York City, is a great example of the versatility of his work. Sometimes he incorporated natural features such as a waterfall or a grouping of boulders as part of his overall design. He designed the furnishings and details on the interior at the same time as he planned the exterior of the buildings. Throughout the 30's, 40's and 50's, he continued to experiment with the new forms and materials.</p>

# Exploring Art

<p><b>Grade:</b> 7</p> <p><b>Length:</b> One quarter or one semester</p> <p><b>Prerequisite:</b> None</p>	<p><b>Course Overview:</b></p> <p><i>Exploring Art</i> is a survey of art experiences designed for seventh graders. Students experiment with a variety of techniques and materials that may include drawing, painting, printmaking, sculpture, weaving, pottery, digital photography, videography, and portfolio development. They also study artists and their work, learn to make judgments about art, and consider different theories and purposes of art.</p> <p><b><u>Essential Learnings</u></b></p> <p>Four artistic processes will be developed:</p> <ol style="list-style-type: none"><li>1. Creating</li><li>2. Presenting</li><li>3. Responding</li><li>4. Connecting</li></ol>
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## Section I: Suggested Artists

Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>● MC Escher</li> <li>● Keith Haring</li> <li>● Wassily Kandinsky</li> <li>● Henri Matisse</li> <li>● Lucy Rie</li> <li>● Vincent Van Gogh</li> <li>● Kes Woodward</li> <li>● Athabascan Art</li> <li>● Prehistoric Cave Art</li> <li>● John Biggers</li> <li>● William Berry</li> <li>● Faith Ringgold</li> <li>● Leonardo Da Vinci</li> <li>● Georgia O’keeffe</li> <li>● Lois Mailou Jones</li> <li>● Ron Senungetuk</li> <li>● Alvin Amason</li> <li>● Margaret Hugi-Lewis</li> <li>● Sandy Skoglund</li> <li>● Sonya Kellher-Combs</li> <li>● Bridget Riley</li> <li>● Salvador Dali</li> </ul>	<ul style="list-style-type: none"> <li>● Drawing – pencil, color pencil, pastels, markers, value scales, contour, and gesture.</li> <li>● Paper – cutting, tearing, making, paper-mâché, tessellations, trading cards, and paper beads.</li> <li>● Painting – watercolor, tempera, landscapes, still life, fabric and painting.</li> <li>● Printmaking – stamps, monotypes, relief, optical art, and logos.</li> <li>● Fiber arts- weaving and fabric painting.</li> <li>● Sculpture- clay, wood carving, metal repoussé, mobiles, jewelry, and beading.</li> </ul>	<ul style="list-style-type: none"> <li>● Digital photography</li> <li>● Digital portfolios</li> <li>● Time lapse photography</li> <li>● Digital photo editing</li> <li>● Internet research</li> <li>● Collaborative shared documents</li> <li>● Produce, publish, and update individual or shared media products.</li> </ul>

## Section II: Creating Art

- Generate and conceptualize artistic ideas and work.
- Organize and develop artistic ideas and work.
- Refine and complete artistic work.

<b>Elements and Principles of Art</b> Develop a Visual Arts Vocabulary by Using and Applying the Elements and Principles of Art.		<b>Color Vocabulary</b> Begin to Understand Color Vocabulary, Theory, and its Application.	
<b>Elements of Art</b>	<b>Principles of Art</b>		
<ul style="list-style-type: none"> <li>• Line</li> <li>• Shape</li> <li>• Form</li> <li>• Color</li> <li>• Value</li> <li>• Texture</li> <li>• Space</li> </ul>	<ul style="list-style-type: none"> <li>• Balance</li> <li>• Contrast</li> <li>• Emphasis</li> <li>• Rhythm/pattern</li> <li>• Proportion/scale</li> <li>• Movement</li> <li>• Unity</li> </ul>	<ul style="list-style-type: none"> <li>• Primary</li> <li>• Secondary</li> <li>• Tertiary</li> <li>• Hue</li> <li>• Value</li> <li>• Intensity</li> <li>• Tint</li> <li>• Tone</li> <li>• Shade</li> <li>• Neutral</li> </ul>	<ul style="list-style-type: none"> <li>• Complementary</li> <li>• Split complementary</li> <li>• Analogous</li> <li>• Monochromatic</li> <li>• Achromatic</li> </ul>
		<ul style="list-style-type: none"> <li>• Pigment color wheel</li> <li>• Light color wheel (RGB)</li> <li>• Print colors (CMYK)</li> </ul>	

## Basic Skills

Demonstrate basic skills through various media including drawing, painting, printmaking, sculpture, metals, fiber, mixed media, digital arts, and creative technologies.

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

## Produce Original Art

Begin to Understand and apply the creative process and produce original art.

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

## Personal Responsibility

Demonstrate personal responsibility through:

- Quality craftsmanship in all work, care, safe use and cleanup of tools, materials, and equipment.
- Respectful interaction with peers and adults.
- Self-motivation and developing the ability to meet personal learning goals.
- Efficient use of class time.
- Credibility and accuracy of visual and written resources.
- Avoiding plagiarism, copyright violations, and following rules for digital citizenship and a standard format for citation.

## Section III: Presenting Art

- Analyze, interpret, and select artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.

### Prepare Art

Consider and prepare art for exhibit, display, or portfolio.

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

## Section IV: Responding to Art

- Perceive and analyze artistic work.
- Apply criteria to evaluate artistic work.

### Critiquing Skills

Learn critiquing skills and develop skills of critiquing a work in progress.

- Identify the piece.
- Share first impressions.
- Describe the basic elements.
- Analyze the use of basic principles.
- Interpret meaning and the artist's intent.
- Generate thoughtful and respectful responses.

## Section V: Connecting with Art

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

### Historical & Multicultural Influences

Demonstrate an increase awareness of historical and multicultural influences in art.

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

### Beauty & Meaning

Perceiving beauty and meaning through art.

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

# Fundamentals of Art

<p><b>Grade:</b> 8</p> <p><b>Length:</b> One quarter, one semester, or yearlong</p> <p><b>Prerequisite:</b> None</p>	<p><b>Course Overview:</b></p> <p><i>Fundamentals of Art</i> is an in-depth study of the elements and principles of art learned through experience in a variety of methods and media. These may include drawing, painting, printmaking, sculpture, pottery, digital photography, videography, and portfolio development. Collaborative media components may be explored and artists may be required to move images between different online platforms. Students also study artists and their work, learn to make judgments about art, and consider different theories and purposes of art.</p> <p><b><u>Essential Learnings</u></b></p> <p>Four artistic processes will be developed:</p> <ol style="list-style-type: none"><li>1. Creating</li><li>2. Presenting</li><li>3. Responding</li><li>4. Connecting</li></ol>
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## Section I: Suggested Artists

Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>● Alvin Amason</li> <li>● John Biggers</li> <li>● Bill Brody</li> <li>● Kathleen Carlo</li> <li>● Lewis Hines</li> <li>● Rockwell Kent</li> <li>● Gustav Klimt</li> <li>● Kathe Kollwitz</li> <li>● Maria Martinez</li> <li>● Piet Mondrian</li> <li>● Claude Monet</li> <li>● Louise Nevelson</li> <li>● Frank Lloyd Wright</li> <li>● Yup'ik Masks</li> <li>● Alexandra Nechita</li> <li>● Fran Reed</li> <li>● Tatyana Fazlalizadeh</li> <li>● Banksy</li> </ul>	<ul style="list-style-type: none"> <li>● Drawing – graphite, charcoal, oil pastel, conte, value scales, gesture, and perspective.</li> <li>● Paper– cutting, tearing, making, folding, sculpture, and trading cards.</li> <li>● Painting – watercolor, acrylic, pointillism, portraits, canvases, and abstract.</li> <li>● Printmaking – monoprints, relief, collagraph, silkscreen, and stencil.</li> <li>● Fiber arts- weaving and fabric painting.</li> <li>● Sculpture- clay, wood carving, metal repoussé, mobile, jewelry, and beading.</li> </ul>	<ul style="list-style-type: none"> <li>● Digital photography</li> <li>● Digital portfolios</li> <li>● Time lapse photography</li> <li>● Digital photo editing</li> <li>● Internet research</li> <li>● Slide presentations</li> <li>● Collaborative shared documents</li> <li>● Slide presentations</li> <li>● Web 2.0 Tools</li> </ul>

## Section II: Creating Art

- Generate and conceptualize artistic ideas and work.
- Organize and develop artistic ideas and work.
- Refine and complete artistic work.

<b>Elements and Principles of Art</b>		<b>Color Vocabulary</b>		
Develop a Visual Arts Vocabulary by Using and Applying the Elements and Principles of Art.		Begin to Understand Color Vocabulary, Theory, and its Application.		
<b>Elements of Art</b>	<b>Principles of Art</b>			
<ul style="list-style-type: none"> <li>• Line</li> <li>• Shape</li> <li>• Form</li> <li>• Color</li> <li>• Value</li> <li>• Texture</li> <li>• Space</li> </ul>	<ul style="list-style-type: none"> <li>• Balance</li> <li>• Contrast</li> <li>• Emphasis</li> <li>• Rhythm/pattern</li> <li>• Proportion/scale</li> <li>• Movement</li> <li>• Unity</li> </ul>	<ul style="list-style-type: none"> <li>• Primary</li> <li>• Secondary</li> <li>• Tertiary</li> <li>• Hue</li> <li>• Value</li> <li>• Intensity</li> <li>• Tint</li> <li>• Tone</li> <li>• Shade</li> </ul>	<ul style="list-style-type: none"> <li>• Complementary</li> <li>• Split complementary</li> <li>• Analogous</li> <li>• Monochromatic</li> <li>• Achromatic</li> <li>• Color tetrad</li> <li>• Color diad</li> </ul>	<ul style="list-style-type: none"> <li>• Pigment color wheel</li> <li>• Light color wheel (RGB)</li> <li>• Print colors (CMYK)</li> </ul>

### **Basic Skills**

Demonstrate basic skills through various media including drawing, painting, printmaking, and mixed media.

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

### **Produce Original Art**

Begin to Understand and apply the creative process and produce original art.

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

### **Personal Responsibility**

Demonstrate personal responsibility through:

- Quality craftsmanship in all work, care, safe use, and cleanup of tools, materials, and equipment.
- Respectful interaction with peers and adults.
- Self-motivation and developing the ability to meet personal learning goals.
- Efficient use of class time.
- Credibility and accuracy of visual and written resources.
- Avoiding plagiarism, copyright violations, and following a standard format for citation.

## **Section III: Presenting Art**

- Analyze, interpret, and select artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.

### **Prepare Art**

Consider and prepare art for exhibit, display, or portfolio.

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

## Section IV: Responding to Art

- Perceive and analyze artistic work.
- Apply criteria to evaluate artistic work.

### Critiquing Skills

Learn critiquing skills and develop skills of critiquing a work in progress.

- Identify the piece.
- Share first impressions.
- Describe the basic elements.
- Analyze the use of basic principles.
- Interpret meaning and the artist's intent.
- Generate thoughtful and respectful responses.

## Section V: Connecting with Art

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

### Historical & Multicultural Influences

Demonstrate an increase awareness of historical and multicultural influences in art.

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

### Beauty & Meaning

Perceiving beauty and meaning through art.

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

# Studio Art/ Special Topics

<p><b>Grade:</b> 6-8</p> <p><b>Length:</b> One quarter, one semester, or yearlong</p> <p><b>Prerequisite:</b> <i>Exploring Art</i> or <i>Fundamentals of Art</i></p>	<p><b>Course Overview:</b> <i>Studio Art/Special Topics</i> is a continuation of <i>Fundamentals of Art</i>, wherein the elements and principles of art are applied and emphasized. Topics and media may vary by semester according to the school and the instructor. Special topics may include guest artists, community service projects, installations, special themes, and field trips. Students may also study artists and their work, learn to make aesthetic judgments about art, and consider different theories and purposes of art. Media components may be explored and utilized.</p> <p><b><u>Essential Learnings</u></b> Four artistic processes will be developed:</p> <ol style="list-style-type: none"><li>1. Creating</li><li>2. Presenting</li><li>3. Responding</li><li>4. Connecting</li></ol>
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## Section I: Suggested Artists

Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>• Melvin Olana</li> <li>• Banksy</li> <li>• Frida Kahlo</li> <li>• Caves of Lascaux</li> <li>• Leonardo da Vinci</li> <li>• Man Ray</li> <li>• Andrew Wyeth</li> <li>• Grant Wood</li> <li>• <a href="#"><u>Ron Senungetuk (Rasmuson Foundation)</u></a></li> <li>• <a href="#"><u>Rachelle Dowdy (Rasmuson Foundation)</u></a></li> <li>• Faith Ringgold</li> <li>• Katsushika Hokusai</li> <li>• Mary Cassatt</li> <li>• Andy Warhol</li> <li>• Michelangelo Buonarroti</li> <li>• Jasper Johns</li> <li>• Shepard Fairey</li> </ul>		

## Section II: Creating Art

- Generate and conceptualize artistic ideas and work.
- Organize and develop artistic ideas and work.
- Refine and complete artistic work.

<b>Elements and Principles of Art</b> Develop a Visual Arts Vocabulary by Using and Applying the Elements and Principles of Art.		<b>Color Vocabulary</b> Begin to Understand Color Vocabulary, Theory, and its Application.
Elements of Art	Principles of Art	

<ul style="list-style-type: none"> <li>• Line</li> <li>• Shape</li> <li>• Form</li> <li>• Color</li> <li>• Value</li> <li>• Texture</li> <li>• Space</li> </ul>	<ul style="list-style-type: none"> <li>• Balance</li> <li>• Contrast</li> <li>• Emphasis</li> <li>• Rhythm/pattern</li> <li>• Proportion/scale</li> <li>• Movement</li> <li>• Unity</li> </ul>	<ul style="list-style-type: none"> <li>• Primary</li> <li>• Secondary</li> <li>• Tertiary</li> <li>• Hue</li> <li>• Value</li> <li>• Intensity</li> <li>• Tint</li> <li>• Tone</li> <li>• Shade</li> </ul>	<ul style="list-style-type: none"> <li>• Complementary</li> <li>• Split complementary</li> <li>• Analogous</li> <li>• Monochromatic</li> <li>• Achromatic</li> </ul>	<ul style="list-style-type: none"> <li>• Pigment color wheel</li> <li>• Light color wheel (RGB)</li> <li>• Print colors (CMYK)</li> </ul>
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### **Projects**

Complete a variety of projects successfully.

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

### **Produce Original Art**

Begin to Understand and apply the creative process and produce original art.

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

### **Personal Responsibility**

Demonstrate personal responsibility through:

- Quality craftsmanship in all work, care, safe use, and cleanup of tools, materials, and equipment.
- Respectful interaction with peers and adults.
- Self-motivation and developing the ability to meet personal learning goals.
- Efficient use of class time.
- Credibility and accuracy of visual and written resources.
- Avoiding plagiarism, copyright violations, and following a standard format for citation.

## Section III: Presenting Art

- Analyze, interpret, and select artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.

### Prepare Art

Consider and prepare art for exhibit, display, or portfolio.

- Develop criteria and processes for art selection.
- Sign, mount, mat, frame, crop, photo, and edit artwork.
- Add to standard or digital portfolios.

## Section IV: Responding to Art

- Perceive and analyze artistic work.
- Apply criteria to evaluate artistic work.

### Critiquing Skills

Learn critiquing skills and develop skills of critiquing a work in progress.

- Identify the piece.
- Share first impressions.
- Describe the basic elements.
- Analyze the use of basic principles.
- Interpret meaning and the artist's intent.
- Generate thoughtful and respectful responses.

## Section V: Connecting with Art

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

### Historical & Multicultural Influences

Demonstrate an increase awareness of historical and multicultural influences in art.

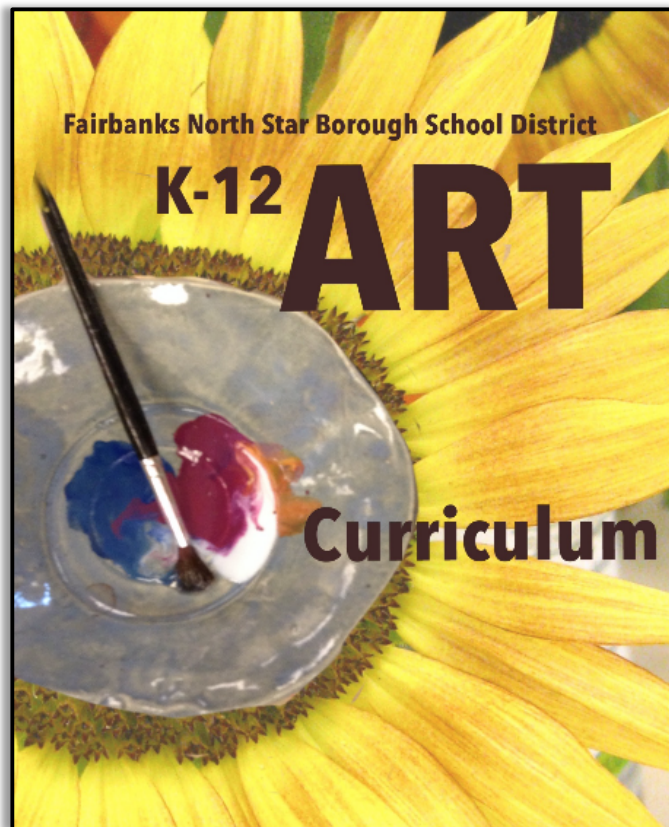
- View, describe, and compare the works of various artists, past and present, including Alaska Native cultures and indigenous people.
- Create art in the style of influential artists.

### Beauty & Meaning

Perceiving beauty and meaning through art.

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

# High School



**Grades 9-12**

# Essential Topics Covered in Every High School Art Course

The following essential topics will be covered in every high school course:

## **The Eight Studio Habits of the Mind:**

- Develop Craft (Technique & Studio Practice)
- Engage & Persist (Finding Passion & Sticking with It)
- Envision (Imagining & Planning)
- Express (Finding & Showing Meaning)
- Observe (Looking Closely)
- Reflect (Question & Explain and Evaluate)
- Stretch & Explore (Play, Use Mistakes & Discover)
- Understand Art Worlds (Domain & Communities)

## **Essential Learnings:**

- These four artistic processes will be developed through each Specific Art Class: creating, presenting, responding, and connecting.

## **Creating:**

- Generate and conceptualize artistic ideas and work.
- Organize and develop artistic ideas and work.
- Refine and complete artistic work.

## **Presenting:**

- Analyze, interpret, and select artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.

## **Responding:**

- Perceive and analyze artistic work.
- Apply criteria to evaluate artistic work.

## **Connecting:**

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

**Each class will further develop these essential learnings through these methods:**

## Section I: Creating Art

- Develop a visual arts vocabulary using and applying the elements and principles of art to each specific course/media.

<b>Elements and Principles of Art</b> Develop a Visual Arts Vocabulary by Using and Applying the Elements and Principles of Art.		<b>Color Vocabulary</b> Develop an Understanding of Color Vocabulary, Theory, and its Application.		
Elements of Art	Principles of Art			
<ul style="list-style-type: none"> <li>• Line</li> <li>• Shape</li> <li>• Form</li> <li>• Color</li> <li>• Value</li> <li>• Texture</li> <li>• Space</li> </ul>	<ul style="list-style-type: none"> <li>• Balance</li> <li>• Contrast</li> <li>• Emphasis</li> <li>• Rhythm/pattern</li> <li>• Proportion/scale</li> <li>• Movement</li> <li>• Unity</li> </ul>	<ul style="list-style-type: none"> <li>• Primary</li> <li>• Secondary</li> <li>• Tertiary</li> <li>• Hue</li> <li>• Value</li> <li>• Intensity</li> <li>• Tint</li> <li>• Tone</li> <li>• Shade</li> </ul>	<ul style="list-style-type: none"> <li>• Complementary</li> <li>• Split complementary</li> <li>• Analogous</li> <li>• Monochromatic</li> <li>• Achromatic</li> <li>• Color tetrad</li> <li>• Color diad</li> </ul>	<ul style="list-style-type: none"> <li>• Pigment color wheel</li> <li>• Light color wheel (RGB)</li> <li>• Print colors (CMYK)</li> </ul>

<b>Creative Process</b>
Begin to understand and apply the creative process.
<ul style="list-style-type: none"> <li>• Choose a topic or an idea brainstorm.</li> <li>• Identify focus, adapt, reflect, and refine.</li> </ul>

<b>Personal Responsibility</b>
Demonstrate personal responsibility through:
<ul style="list-style-type: none"> <li>• Quality craftsmanship in all work, care, safe use, and cleanup of tools, materials, and equipment.</li> <li>• Respectful interaction with peers and adults.</li> <li>• Self-motivation and developing the ability to meet personal learning goals.</li> <li>• Efficient use of class time.</li> </ul>

## Section II: Presenting Art

### Prepare Art

Consider and prepare art for exhibit, display, or portfolio.

- Develop criteria and processes for art selection.
- Sign, mount, mat, frame, crop, photo, and edit artwork.
- Add to standard or digital portfolios.

## Section III: Responding to Art

### Critiquing Skills

Learn critiquing skills and develop skills of critiquing a work in progress.

- Identify the piece.
- Share first impressions.
- Describe the basic elements.
- Analyze the use of basic principles.
- Interpret meaning and the artist's intent.

## Section IV: Connecting with Art

### Historical & Multicultural Influences

Demonstrate an awareness of historical and multicultural influences in art.

- View, describe, and compare the works of various artists, past and present.
- Identify multicultural art, past and present.
- Identify Native Alaska art, past and present.
- Create art in the style of an influential artist.

### Beauty & Meaning

Perceiving beauty and meaning through art.

- Recognize that the arts have aesthetic value that is experienced on a personal level.
- Recognize that people tend to devalue what they do not understand.
- Identify artistic choices in everyday living.

# 2D Art, Beginning

<p><b>Grade:</b> 9-12</p> <p><b>Length:</b> Two semesters</p> <p><b>Credit:</b> 0.5</p> <p><b>Prerequisite:</b> None</p>	<p><b>Course Overview:</b></p> <p><i>Beginning 2D Art</i> is a foundation for all upper level art classes. This course covers the fundamental skills, knowledge, attitudes, and technology necessary to begin producing and understanding the visual arts. Students learn to create, present, respond, and connect. This course will introduce students to a basic understanding of two-dimensional art through an exploration of drawing, painting, printmaking, and mixed media collage. It teaches the use of elements of art, principles of design, art history, artist research, creative thinking skills, visual culture, and the development of studio attitudes and aptitudes. Media components may be explored and utilized. Portfolio development may be required.</p> <p>Students must complete semester one before taking semester 2.</p>
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[Click here for Essential Topics covered in every high school art course.](#)

Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>• Ansel Adams</li> <li>• Diane Arbus</li> <li>• Romare Bearden</li> <li>• Imogene Cunningham</li> <li>• Edward Curtis</li> <li>• Stuart Davis</li> <li>• Max Ernst</li> <li>• Keith Haring</li> <li>• Hannah Hoch</li> <li>• Katsushika Hokusai</li> <li>• William Johnson</li> <li>• Barbara Krueger</li> <li>• Dorothea Lange</li> <li>• Jacob Lawrence</li> </ul>	<p>Students must produce a body of work that demonstrates a range of abilities and versatility with technique, problem-solving, and ideation. This may include, but is not limited to: graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, or printmaking.</p> <ul style="list-style-type: none"> <li>• Spatial investigation: introduce color and complex variations to include spatial depth</li> <li>• Color theory: explore the complexity of color using limited palettes</li> <li>• Abstractions: stylize individual objects, interior spaces of the figure</li> </ul>	<ul style="list-style-type: none"> <li>• Digital portfolios</li> <li>• Documenting process</li> <li>• Time lapse photography</li> <li>• Digital photo editing</li> <li>• Internet research</li> <li>• Collaborations and partnerships</li> </ul>

Suggested Artists continued...	Suggested Activities continued...	Suggested Media Components
<ul style="list-style-type: none"> <li>● Sherrie Levine</li> <li>● Piet Mondrian</li> <li>● Robert Motherwell</li> <li>● Gabriele Munter</li> <li>● Robert Rauschenberg</li> <li>● Faith Ringgold</li> <li>● Andres Serrano</li> <li>● Miriam Shapiro</li> <li>● Cindy Sherman</li> <li>● Jaume Quick-to-See Smith</li> <li>● Nancy Spero</li> <li>● Pat Stier</li> <li>● Paul Strand</li> <li>● Masami Teraoka</li> <li>● Edouard Vuillard</li> <li>● Edward Weston</li> <li>● David Wojnarowicz</li> <li>● Andrew Wyeth</li> </ul>	<ul style="list-style-type: none"> <li>● Curved and angled compositions: explore existing forms using curved and angled shapes</li> <li>● Photographs: explore repetitive patterns and other variations</li> <li>● (digital) portraits: combine various (digital) effects and processes</li> <li>● (digital) landscape: experiment with filters and special effects to create metaphysical forms</li> <li>● Still life as design: approach the still life as a study in color manipulation and stylization of the 2d elements</li> <li>● Fabric design: create a swatch of fabric using the internal structure of a fruit or vegetable to create a non-directional pattern</li> <li>● Opposites attract: create a drawing of two opposite objects, creating unity between the objects through line, color, etc.</li> </ul>	

<p style="text-align: center;"><b>Basic Skills</b></p> <p style="text-align: center;">In Beginning 2D Art, students will demonstrate basic skills through various media, including drawing, painting, printmaking, and mixed media.</p>
<ul style="list-style-type: none"> <li>● Explore basic drawing techniques, such as gesture, shading, and contour line.</li> <li>● Learn and demonstrate different ways to show perspective, learn compositional skills, experiment with different compositions, and work with transparent and opaque media.</li> </ul>

# 2D Art, Intermediate

<p><b>Grade:</b> 9-12</p> <p><b>Length:</b> Two semesters</p> <p><b>Credit:</b> 0.5 each semester (total 1)</p> <p><b>Prerequisite:</b> <i>Beginning 2D Art</i> or teacher recommendation</p>	<p><b>Course Overview:</b> <i>Intermediate 2D Art</i> is an intermediate level course where students refine their drawing, design, painting, and printmaking skills. A variety of subject matter, materials, and technologies will be used to solve two-dimensional visual problems. Students will continue to create, present, respond, and connect to art in their personal lives. Fall semester will focus on drawing and design skills. Spring semester will focus on painting and printmaking. Portfolio and sketchbook development may be required. Media components may be explored and utilized. Students intending to take <i>AP Studio Art: Drawing</i> or <i>2D Design</i> are encouraged to take two semesters of <i>Intermediate 2D Art</i>.</p> <p>Students must complete semester one before taking semester 2.</p>
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[Click here for Essential Topics covered in every high school art course.](#)

Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>• Ansel Adams</li> <li>• Diane Arbus</li> <li>• Romare Bearden</li> <li>• Imogene Cunninghamham</li> <li>• Edward Curtis</li> <li>• Stuart Davis</li> <li>• Max Ernst</li> <li>• Keith Haring</li> <li>• Hannah Hoch</li> <li>• Katsushika Hokusai</li> <li>• William Johnson</li> <li>• Barbara Krueger</li> <li>• Dorothea Lange</li> <li>• Jacob Lawrence</li> </ul>	<p>Students must produce a body of work that demonstrates a range of abilities and versatility with technique, problem-solving, and ideation. This may include, but is not limited to, graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, or printmaking.</p> <ul style="list-style-type: none"> <li>• Spatial investigation: introduce color and complex variations to include spatial depth.</li> <li>• Color theory: explore the complexity of color using limited palettes.</li> <li>• Abstractions: stylize individual objects, interior spaces of the figure.</li> </ul>	<ul style="list-style-type: none"> <li>• Digital portfolios</li> <li>• Documenting process</li> <li>• Time lapse photography</li> <li>• Digital photo editing</li> <li>• Internet research</li> <li>• Collaborations and partnerships</li> </ul>

Suggested Artists continued...	Suggested Activities continued...	Suggested Media Components
<ul style="list-style-type: none"> <li>● Sherrie Levine</li> <li>● Piet Mondrian</li> <li>● Robert Motherwell</li> <li>● Gabriele Munter</li> <li>● Robert Rauschenberg</li> <li>● Faith Ringgold</li> <li>● Andres Serrano</li> <li>● Miriam Shapiro</li> <li>● Cindy Sherman</li> <li>● Jaume Quick-to-See Smith</li> <li>● Nancy Spero</li> <li>● Pat Stier</li> <li>● Paul Strand</li> <li>● Masami Teraoka</li> <li>● Edouard Vuillard</li> <li>● Edward Weston</li> <li>● David Wojnarowicz</li> <li>● Andrew Wyeth</li> </ul>	<ul style="list-style-type: none"> <li>● Curved and angled compositions: explore existing forms using curved and angled shapes.</li> <li>● Photographs: explore repetitive patterns and other variations.</li> <li>● (Digital) Portraits: combine various (digital) effects and processes.</li> <li>● (Digital) Landscape: experiment with filters and special effects to create metaphysical forms.</li> <li>● Still life as design: approach the still life as a study in color manipulation and stylization of the 2D elements.</li> <li>● Fabric design: create a swatch of fabric using the internal structure of a fruit or vegetable to create a non-directional pattern.</li> <li>● Opposites attract: create a drawing of two opposite objects, creating unity between the objects through line, color, etc.</li> </ul>	

### Basic Skills

Demonstrate basic skills through various media, including drawing, painting, printmaking, and mixed media.

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

# 2D Art, Advanced

<p><b>Grade:</b> 9-12</p> <p><b>Length:</b> Two semesters</p> <p><b>Credit:</b> 0.5 each semesters (1 total)</p> <p><b>Prerequisite:</b> <i>Intermediate 2D Art</i> or teacher recommendation</p>	<p><b>Course Overview:</b> <i>Advanced 2D Art</i> is an advanced level course. Students will build on skills developed in <i>Beginning 2D Art</i> and <i>Intermediate 2D Art</i> by creating, presenting, responding, and connecting to artistic ideas and personal meaning. Students will continue to develop and refine the practice of studio production and studio thinking. They will continue to use and apply a knowledge of aesthetics and design, art history and culture, and valuing and critiquing. Students at this level will demonstrate a higher level of independent thought, and begin working on a breath of artwork designed to stimulate their creativity and originality. They will explore various media and methods and begin to develop a voice. Students will learn to work in a series in preparation for an <i>AP</i> or <i>Honors Portfolio</i>. Work in this course will increase in complexity, rigor, and personal expression. Portfolio and Sketchbook development will be required. Media components may be explored and utilized. Students who intend to take <i>AP Studio Art: Drawing</i> or <i>2D</i> should take two semesters of <i>Advanced 2D Art</i>.</p> <p>Students must complete semester one before taking semester 2.</p>
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[Click here for Essential Topics covered in every high school art course.](#)

Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>• Ansel Adams</li> <li>• Diane Arbus</li> <li>• Romare Bearden</li> <li>• Imogene Cunningham</li> <li>• Edward Curtis</li> <li>• Stuart Davis</li> <li>• Max Ernst</li> <li>• Keith Haring</li> <li>• Hannah Hoch</li> <li>• Katsushika Hokusai</li> <li>• William Johnson</li> </ul>	<p>Students must produce a body of work that demonstrates a range of abilities and versatility with technique, problem-solving, and ideation. This may include, but is not limited to, graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, or printmaking.</p> <ul style="list-style-type: none"> <li>• Spatial investigation: introduce color and complex variations to include spatial depth.</li> <li>• Color theory: explore the complexity of color using limited palettes.</li> </ul>	<ul style="list-style-type: none"> <li>• Digital portfolios</li> <li>• Documenting process</li> <li>• Time lapse photography</li> <li>• Digital photo editing</li> <li>• Internet research</li> <li>• Collaborations and partnerships</li> </ul>

<ul style="list-style-type: none"> <li>• Barbara Krueger</li> <li>• Dorothea Lange</li> </ul>	<ul style="list-style-type: none"> <li>• Abstractions: stylize individual objects, interior spaces of the figure.</li> <li>•</li> </ul>	
<p><b>Suggested Artists continued...</b></p> <ul style="list-style-type: none"> <li>• Jacob Lawrence</li> <li>• Sherrie Levine</li> <li>• Piet Mondrian</li> <li>• Robert Motherwell</li> <li>• Gabriele Munter</li> <li>• Robert Rauschenberg</li> <li>• Faith Ringgold</li> <li>• Andres Serrano</li> <li>• Miriam Shapiro</li> <li>• Cindy Sherman</li> <li>• Jaune Quick-to-See Smith</li> <li>• Nancy Spero</li> <li>• Pat Stier</li> <li>• Paul Strand</li> <li>• Masami Teraoka</li> <li>• Edouard Vuillard</li> <li>• Edward Weston</li> <li>• David Wojnarowicz</li> <li>• Andrew Wyeth</li> </ul>	<p><b>Suggested Activities continued...</b></p> <ul style="list-style-type: none"> <li>• Curved and angled compositions: explore existing forms using curved and angled shapes.</li> <li>• Photographs: explore repetitive patterns and other variations.</li> <li>• (Digital) Portraits: combine various (digital) effects and processes.</li> <li>• (Digital) Landscape: experiment with filters and special effects to create metaphysical forms.</li> <li>• Still life as design: approach the still life as a study in color manipulation and stylization of the 2D elements.</li> <li>• Fabric design: create a swatch of fabric using the internal structure of a fruit or vegetable to create a non-directional pattern.</li> <li>• Opposites attract: create a drawing of two opposite objects, creating unity between the objects through line, color, etc.</li> </ul>	<p><b>Suggested Media Components</b></p>

**Basic Skills**

Demonstrate basic skills through various media including drawing, painting, printmaking, and mixed media.

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

# 3D Art, Beginning

<p><b>Grade:</b> 9-12  <b>Length:</b> Two semesters  <b>Credit:</b> 0.5  <b>Prerequisite:</b> None</p>	<p><b>Course Overview:</b>  <i>Beginning 3D Art</i> is a foundation for all upper level 3D art classes. This course covers the fundamental skills, knowledge, attitudes, and technology necessary to begin producing and understanding the visual arts. Students learn to create, present, respond, and connect. This course will introduce students to a basic understanding of three-dimensional art through an exploration of ceramics, sculpture, jewelry, fiber art, and mixed media assemblage. It teaches the use of elements of art, principles of design, art history, artist research, creative thinking skills, visual culture, and the development of studio attitudes and aptitudes. Media components may be explored and utilized. Portfolio development may be required.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>• Alvin Amason</li> <li>• Ron Senungatuk</li> <li>• Michael Cardew</li> <li>• Shoji Hamada</li> <li>• Bernard Leach</li> <li>• Maria Martinez</li> <li>• Michelangelo Buonarroti</li> <li>• Alexander Calder</li> <li>• Amedeo Modigliani</li> <li>• Henry Moore</li> <li>• Louise Nevelson</li> <li>• Lucie Rie</li> <li>• Anasazi Native Pottery</li> <li>• Japanese Traditional “Old Kilns”</li> </ul>	<ul style="list-style-type: none"> <li>• Clay - realistic, modeled figures</li> <li>• Soapstone – Henry Moore simplified, stylized figures</li> <li>• Alabaster – nonobjective sculpture</li> <li>• Altered theme books</li> <li>• Wire sculpture or jewelry</li> <li>• Paper mache’ animals</li> <li>• Ceramic pottery with coil and slab</li> <li>• Basketry techniques</li> <li>• Papermaking and casting</li> <li>• Wood carved culture mask</li> <li>• Nevelson assemblage using wood scraps</li> <li>• Plaster sculpture of hand(s) in action, using gauze or blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Digital portfolios</li> <li>• Documenting process</li> <li>• Time lapse photography</li> <li>• Digital photo editing</li> <li>• Internet research</li> <li>• Collaborations and partnerships</li> </ul>

Suggested Artists continued...	Suggested Activities continued...	Suggested Media Components
<ul style="list-style-type: none"> <li>• Mexican Folk Pottery</li> <li>• Denise &amp; Samuel Wallace</li> <li>• Andy Cooperman</li> <li>• Thomas Mann</li> <li>• Andy Goldsworthy</li> <li>• Auguste Rodin</li> <li>• Alberto Giacometti</li> <li>• Claus Oldenberg</li> <li>• Roberto Lugo</li> <li>• David Cuzick</li> <li>• Amy Sanders</li> <li>• Michael Klaphor</li> <li>• Davina India</li> <li>• Max Steiner Design</li> <li>• Jeffery Lauden Slager</li> <li>• Rom Marinkovich</li> <li>• Michihiro Matsuoka</li> <li>• Andrew Clark</li> <li>• Orobong Nkanga</li> </ul>	<ul style="list-style-type: none"> <li>• Mosaic art</li> <li>• Installation/diorama</li> <li>• Assemblage</li> <li>• Polymer clay jewelry and sculpture</li> <li>• Environmental art</li> </ul>	

### Beginning Skills

Demonstrate skills through various media including, but not limited to, ceramics, paper mache, wire, and cardboard sculpture.

- Explore techniques such as additive and subtractive sculpture and relief sculpture.
- Learn compositional skills, experiment with different compositions, and work with a variety of sculptural media.

# 3D Art, Intermediate

<p><b>Grade:</b> 9-12</p> <p><b>Length:</b> Two semesters</p> <p><b>Credit:</b> 0.5 each semester (1 total)</p> <p><b>Prerequisite:</b> <i>Beginning 3D Art</i> or teacher recommendation</p>	<p><b>Course Overview:</b> <i>Intermediate 3D Art</i> is an intermediate level course where students will refine ceramic, sculpture, jewelry, fiber art, book arts, and assemblage skills. A variety of subject matter, materials, and technologies will be used to solve three-dimensional visual problems. Students will continue to create, present, respond, and connect to art in their personal lives. Fall and spring semester will differ in content. Portfolio and sketchbook development may be required. Media components may be explored and utilized. Students intending to take <i>AP Studio Art: 3D Design</i> are encouraged to take two semesters of <i>Intermediate 3D Art</i>.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>• Alvin Amason</li> <li>• Ron Senungatuk</li> <li>• Michael Cardew</li> <li>• Shoji Hamada</li> <li>• Bernard Leach</li> <li>• Maria Martinez</li> <li>• Michelangelo Buonarroti</li> <li>• Alexander Calder</li> <li>• Amedeo Modigliani</li> <li>• Henry Moore</li> <li>• Louise Nevelson</li> <li>• Lucie Rie</li> <li>• Anasazi Native Pottery</li> <li>• Japanese Traditional “Old Kilns”</li> </ul>	<ul style="list-style-type: none"> <li>• Clay - realistic, modeled figures</li> <li>• Soapstone – Henry Moore simplified, stylized figures</li> <li>• Alabaster – nonobjective sculpture</li> <li>• Altered theme books</li> <li>• Wire sculpture or jewelry</li> <li>• Paper mache’ animals</li> <li>• Ceramic pottery with coil and slab</li> <li>• Basketry techniques</li> <li>• Papermaking and casting</li> <li>• Wood carved culture mask</li> <li>• Nevelson assemblage using wood scraps</li> <li>• Plaster sculpture of hand(s) in action, using gauze or blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Digital portfolios</li> <li>• Documenting process</li> <li>• Time lapse photography</li> <li>• Digital photo editing</li> <li>• Internet research</li> <li>• Collaborations and partnerships</li> </ul>

Suggested Artists continued...	Suggested Activities continued...	Suggested Media Components
<ul style="list-style-type: none"> <li>● Mexican Folk Pottery</li> <li>● Denise &amp; Samuel Wallace</li> <li>● Andy Cooperman</li> <li>● Thomas Mann</li> <li>● Andy Goldsworthy</li> <li>● Auguste Rodin</li> <li>● Alberto Giacometti</li> <li>● Claus Oldenberg</li> <li>● Roberto Lugo</li> <li>● David Cuzick</li> <li>● Amy Sanders</li> <li>● Michael Klaphor</li> <li>● Davina India</li> <li>● Max Steiner Design</li> <li>● Jeffery Lauden Slager</li> <li>● Rom Marinkovich</li> <li>● Michihiro Matsuoka</li> <li>● Andrew Clark</li> <li>● Otobong Nkanga</li> </ul>	<ul style="list-style-type: none"> <li>● Mosaic art</li> <li>● Installation/diorama</li> <li>● Assemblage</li> <li>● Polymer clay jewelry and sculpture</li> <li>● Environmental art</li> </ul>	

**Intermediate Skills**

Demonstrate skills through various media including, but not limited to, ceramics, paper mache, wire, and cardboard sculpture.

- Explore techniques such as additive and subtractive sculpture and relief sculpture.
- Learn compositional skills, experiment with different compositions, and work with a variety of sculptural media.

# 3D Art, Advanced

<p><b>Grade:</b> 9-12</p> <p><b>Length:</b> Two semesters</p> <p><b>Credit:</b> 0.5 each semester (1 total)</p> <p><b>Prerequisite:</b> <i>Intermediate 3D Art</i> or teacher recommendation</p>	<p><b>Course Overview:</b> <i>Advanced 3D Art</i> is an advanced level course. Students will build on skills developed in <i>Beginning and Intermediate 3D Art</i>: creating, presenting, responding, and connecting to artistic ideas and personal meaning. Students will continue to develop and refine the practice of studio production and studio thinking, continue to use and apply a knowledge of aesthetics and design, art history and culture, and valuing and critiquing. Students at this level will demonstrate a higher level of independent thought, and begin working on a breath of artwork designed to stimulate their creativity and originality. They will explore various media and methods and begin to develop a “voice.” Students will learn to work in a series in preparation for an <i>AP or Honors Portfolio</i>. Work in this course will increase in complexity, rigor, and personal expression. Portfolio and sketchbook development will be required. Media components may be explored and utilized. Students who intend to take <i>AP Studio Portfolio: 3D</i> should take two semesters of <i>Advanced 3D Art</i>.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>● Alvin Amason</li> <li>● Ron Senungatuk</li> <li>● Michael Cardew</li> <li>● Shoji Hamada</li> <li>● Bernard Leach</li> <li>● Maria Martinez</li> <li>● Michelangelo Buonarroti</li> <li>● Alexander Calder</li> <li>● Amedeo Modigliani</li> <li>● Henry Moore</li> <li>● Louise Nevelson</li> <li>● Lucie Rie</li> <li>● Anasazi Native Pottery</li> </ul>	<ul style="list-style-type: none"> <li>● Clay - realistic, modeled figures</li> <li>● Soapstone – Henry Moore simplified, stylized figures</li> <li>● Alabaster – nonobjective sculpture</li> <li>● Altered theme books</li> <li>● Wire sculpture or jewelry</li> <li>● Paper mache’ animals</li> <li>● Ceramic pottery with coil and slab</li> <li>● Basketry techniques</li> <li>● Papermaking and casting</li> <li>● Wood carved culture mask</li> <li>● Nevelson assemblage using wood scraps</li> </ul>	<ul style="list-style-type: none"> <li>● Digital portfolios</li> <li>● Documenting process</li> <li>● Time lapse photography</li> <li>● Digital photo editing</li> <li>● Internet research</li> <li>● Collaborations and partnerships</li> </ul>

Suggested Artists continued...	Suggested Activities continued...	Suggested Media Components
<ul style="list-style-type: none"> <li>• Japanese Traditional “Old Kilns”</li> <li>• Mexican Folk Pottery</li> <li>• Denise &amp; Samuel Wallace</li> <li>• Andy Cooperman</li> <li>• Thomas Mann</li> <li>• Andy Goldsworthy</li> <li>• Auguste Rodin</li> <li>• Alberto Giacometti</li> <li>• Claus Oldenberg</li> <li>• Roberto Lugo</li> <li>• David Cuzick</li> <li>• Amy Sanders</li> <li>• Michael Klaphor</li> <li>• Davina India</li> <li>• Max Steiner Design</li> <li>• Jeffery Lauden Slager</li> <li>• Rom Marinkovich</li> <li>• Michihiro Matsuoka</li> <li>• Andrew Clark</li> <li>• Otobong Nkanga</li> </ul>	<ul style="list-style-type: none"> <li>• Plaster sculpture of hand(s) in action, using gauze or blocks</li> <li>• Mosaic art</li> <li>• Installation/diorama</li> <li>• Assemblage</li> <li>• Polymer clay jewelry and sculpture</li> <li>• Environmental art</li> </ul>	

### Advanced Skills

Demonstrate advanced skills through various media including, but not limited to, ceramics, paper mache, wire, and cardboard sculpture.

- Explore techniques such as additive and subtractive sculpture and relief sculpture.
- Learn compositional skills, experiment with different compositions, and work with a variety of sculptural media.

# Advanced Placement Studio Art: 2D Design

<b>Grade:</b> 11-12	<b>Course Overview:</b>
<b>Length:</b> Two semesters	The AP program offers three studio art courses and portfolios: <i>AP Studio Art 2D Design</i> , <i>AP Studio Art 3D Design</i> , and <i>AP Studio Art Drawing</i> . The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The <i>AP Studio Art</i> program consists of three portfolios (2D Design, 3D Design, and Drawing) corresponding to the most common college foundation courses. Students may choose to submit any or all of the 2D Design, 3D Design, or Drawing portfolios. Students will create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.
<b>Credit:</b> 1	
<b>Prerequisite:</b> Teacher recommendation	
	Please visit the College Board-AP Central website for more information ( <a href="http://apcentral.collegeboard.com">http://apcentral.collegeboard.com</a> ).

# Advanced Placement Studio Art: 3D Design

<b>Grade:</b> 11-12	<b>Course Overview:</b>
<b>Length:</b> Two semesters	The AP program offers three studio art courses and portfolios: <i>AP Studio Art 2D Design</i> , <i>AP Studio Art 3D Design</i> , and <i>AP Studio Art Drawing</i> . The <i>AP Studio Art</i> portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art program consists of three portfolios (2D Design, 3D Design, and Drawing) corresponding to the most common college foundation courses. Students may choose to submit any or all of the 2D Design, 3D Design, or Drawing portfolios. Students will create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.
<b>Credit:</b> 1	
<b>Prerequisite:</b> Teacher recommendation	
	Please visit the College Board-AP Central website for more information ( <a href="http://apcentral.collegeboard.com">http://apcentral.collegeboard.com</a> ).

# Advanced Placement Studio Art: Drawing

<b>Grade:</b> 11-12	<b>Course Overview:</b>
<b>Length:</b> Two semesters	The AP program offers three studio art courses and portfolios: <i>AP Studio Art 2D Design</i> , <i>AP Studio Art 3D Design</i> , and <i>AP Studio Art Drawing</i> . The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The <i>AP Studio Art</i> program consists of three portfolios (2D Design, 3D Design, and Drawing) corresponding to the most common college foundation courses. Students may choose to submit any or all of the 2D Design, 3D Design, or Drawing portfolios. Students will create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.
<b>Credit:</b> 1	
<b>Prerequisite:</b> Teacher recommendation	Please visit the College Board-AP Central website for more information ( <a href="http://apcentral.collegeboard.com">http://apcentral.collegeboard.com</a> ).

# Alaska Native Arts, Beginning

<p><b>Grade:</b> 9-12</p> <p><b>Length:</b> Two semesters</p> <p><b>Credit:</b> 0.5 each semester (1 total)</p> <p><b>Prerequisite:</b> None</p>	<p><b>Course Overview:</b></p> <p><i>Beginning Alaska Native Arts</i> is designed to introduce students to the arts, histories, and cultures of the Indigenous people of Alaska. Students may also be introduced to non-Indigenous Alaskan artists. A balance of studio experiences, technologies, and academic explorations based upon traditional and contemporary art forms make up the central core of this class. Various media, techniques, and processes are explored. Students learn to make critical judgments about their own art and the art of others, and are encouraged to relate the beauty and meaning of art to their lives. They are exposed to the historical and contemporary role of Native art forms in Alaska. They are tasked with developing a Native Arts vocabulary using and applying the Elements and Principles of Art. The second semester requires a greater degree of proficiency and high expectations from students and teacher.</p> <p>Students must complete semester one before taking semester 2.</p>	
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>• Alvin Amason</li> <li>• Sonya Kelliher Combs</li> <li>• Nathan Jackson</li> <li>• Bill Reid</li> <li>• Ron Senungatuk</li> <li>• Denise and Samuel Wallace</li> <li>• Da-ka-xeen Mehner</li> <li>• John Hoover</li> <li>• Melvin Olanna</li> <li>• Denise Hardesty</li> <li>• Anna Frank</li> <li>• Shirley Holmberg</li> <li>• Ann Hamilton</li> <li>• Katie Craney</li> <li>• Crystal Kaakeyaa Demientieff Worl</li> <li>• Erin Ggaadinitis Ivalu Gingrich</li> <li>• Ron Manook</li> </ul>	<ul style="list-style-type: none"> <li>• Tlingit Northwest paddles</li> <li>• Athabaskan beadwork</li> <li>• Doll making</li> <li>• Clothing design</li> <li>• Yupik spoon</li> <li>• Carving - soapstone, ivory, baleen, wood</li> <li>• Mask carving</li> <li>• Drum making</li> <li>• Wood masks, panels</li> <li>• Basket making</li> <li>• Sewing - dolls, blankets, clothes</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews with Elders</li> <li>• Digital portfolios</li> <li>• Documenting process</li> <li>• Time lapse photography</li> <li>• Digital photo editing</li> <li>• Internet research</li> <li>• Collaborations and partnerships</li> <li>• Image slideshows</li> </ul>

## Color Theory

Demonstrate a basic understanding of color theory and its application in exploring art.

- Study traditional use of color by Alaska Native cultures.

## Alaska Native Arts

Develop intellectual, technical, and expressive competency in Alaska Native arts.

- Expand knowledge of Alaska Native cultures and their art.
- Set goals and objectives and record progress toward meeting them.
- Increase proficiency in the use of a variety of traditional Alaskan materials and processes.
- Continue to develop tool-handling skills while always modeling safe handling techniques.

# Alaska Native Arts, Intermediate

<p><b>Grade:</b> 9-12</p> <p><b>Length:</b> Two semesters</p> <p><b>Credit:</b> 0.5 each semester (1 total)</p> <p><b>Prerequisite:</b> <i>Beginning Alaska Native Arts</i> or teacher recommendation</p>	<p><b>Course Overview:</b> <i>Intermediate Alaska Native Arts</i> is for serious students committed to gaining independence, skill, and knowledge in the field. The course further introduces students to the arts, histories, and cultures of the Indigenous people of Alaska. Students may also be introduced to non-Indigenous Alaskan artists. They are expected to apply the elements and principles of art and to their work. Students make critical judgments about their own art and the art of others. Students are exposed to the historical and contemporary role of Alaska Native arts throughout the world, and are encouraged to relate the beauty and meaning of art to their lives. Self-discipline and a willingness to seek new challenges are expected. Media components may be explored and utilized. A safety test may be required before hazardous tools or materials are used. The second semester requires a greater degree of proficiency and higher expectations from students and teacher.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>• Alvin Amason</li> <li>• Sonya Kellifer Combs</li> <li>• Nathan Jackson</li> <li>• Bill Reid</li> <li>• Ron Senungatuk</li> <li>• Denise and Samuel Wallace</li> <li>• Da-ka-xeen Mehner</li> <li>• John Hoover</li> <li>• Melvin Olanna</li> <li>• Denise Hardesty</li> <li>• Anna Frank</li> <li>• Shirley Holmberg</li> <li>• Ann Hamilton</li> <li>• Katie Craney</li> <li>• Crystal Kaakeeyaa Demientieff Worl</li> <li>• Erin Ggaadimnis Ivalu Gingrich</li> <li>• Ron Manook</li> </ul>	<ul style="list-style-type: none"> <li>• Tlingit Northwest paddles</li> <li>• Athabaskan beadwork</li> <li>• Doll making</li> <li>• Clothing design</li> <li>• Yupik spoon</li> <li>• Carving - soapstone, ivory, baleen, wood</li> <li>• Mask carving</li> <li>• Drum making</li> <li>• Wood masks, panels</li> <li>• Basket making</li> <li>• Sewing - dolls, blankets, clothes</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews with Elders</li> <li>• Digital portfolios</li> <li>• Documenting process</li> <li>• Time lapse photography</li> <li>• Digital photo editing</li> <li>• Internet research</li> <li>• Collaborations and partnerships</li> <li>• Image slideshows</li> </ul>

## Color Theory

Demonstrate a basic understanding of color theory and its application in exploring art.

- Study traditional use of color by Alaska Native cultures.

## Alaska Native Arts

Develop intellectual, technical, and expressive competency in Alaska Native arts.

- Expand knowledge of Alaska Native cultures and their art.
- Set goals and objectives and record progress toward meeting them.
- Increase proficiency in the use of a variety of traditional Alaskan materials and processes.
- Continue to develop tool-handling skills while always modeling safe handling techniques.

# Alaska Native Arts, Advanced

<p><b>Grade:</b> 9-12</p> <p><b>Length:</b> two semesters</p> <p><b>Credit:</b> 0.5 each semester (1 total)</p> <p><b>Prerequisite:</b>  <i>Beginning Alaska Native Arts and Intermediate Alaska Native Arts</i></p>	<p><b>Course Overview:</b>  <i>Advanced Alaska Native Arts</i> is for serious students committed to gaining independence, skill, and knowledge in the field. The course further introduces students to the arts, histories, and cultures of the Indigenous people of Alaska. Students may also be introduced to non-Indigenous Alaskan artists. They are expected to apply the elements and principles of art to their work. Students make critical judgments about their own art and the art of others. Students are exposed to the historical and contemporary role of Alaska Native arts throughout the world, and are encouraged to relate the beauty and meaning of art to their lives. Self-discipline and a willingness to seek new challenges are expected. The second semester requires a greater degree of proficiency and higher expectations from students and teacher. Media components may be explored and utilized. Tools can be hazardous if used improperly; self-discipline is a must. A safety test must be passed before hazardous tools or materials may be used.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>• Alvin Amason</li> <li>• Sonya Kelilher Combs</li> <li>• Nathan Jackson</li> <li>• Bill Reid</li> <li>• Ron Senungatuk</li> <li>• Denise and Samuel Wallace</li> <li>• Da-ka-xeen Mehner</li> <li>• John Hoover</li> <li>• Melvin Olanna</li> <li>• Denise Hardesty</li> <li>• Anna Frank</li> <li>• Shirley Holmberg</li> <li>• Ann Hamilton</li> <li>• Katie Craney</li> <li>• Crystal Kaakeyaa Demientieff Worl</li> <li>• Erin Ggaadimitis Ivalu Gingrich</li> <li>• Ron Manook</li> </ul>	<ul style="list-style-type: none"> <li>• Tlingit Northwest paddles</li> <li>• Athabaskan beadwork</li> <li>• Doll making</li> <li>• Clothing design</li> <li>• Yupik spoon</li> <li>• Carving - soapstone, ivory, baleen, wood</li> <li>• Mask carving</li> <li>• Drum making</li> <li>• Wood masks, panels</li> <li>• Basket making</li> <li>• Sewing - dolls, blankets, clothes</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews with Elders</li> <li>• Digital portfolios</li> <li>• Documenting process</li> <li>• Time lapse photography</li> <li>• Digital photo editing</li> <li>• Internet research</li> <li>• Collaborations and partnerships</li> <li>• Image slideshows</li> </ul>

## Color Theory

Demonstrate a basic understanding of color theory and its application in exploring art.

- Study traditional use of color by Alaska Native cultures.

## Alaska Native Arts

Develop intellectual, technical, and expressive competency in Alaska Native arts.

- Expand knowledge of Alaska Native cultures and their art.
- Set goals and objectives, and record progress toward meeting them.
- Increase proficiency in the use of a variety of traditional Alaskan materials and processes.
- Continue to develop tool-handling skills while always modeling safe handling techniques.

# Alaska Studies Through Art and Media

<b>Grade:</b> 9-12	<b>Course Overview:</b>
<b>Length:</b> One semester	<i>Alaska Studies through Art &amp; Media</i> is designed to introduce students to the arts, histories, and cultures of the indigenous people of Alaska, as well as Alaska’s journey into statehood and beyond. A balance of studio experiences, technologies, and academic explorations based upon traditional and contemporary art forms make up the central core of this class.
<b>Credit:</b> 0.5	Various media, techniques, and processes are explored. Students learn to make critical judgments about their own art and the art of others, and are encouraged to relate the beauty and meaning of art to their lives. They are exposed to the historical and contemporary role of art in Alaska. This course overviews the political/social/and economic forces which have shaped modern day Alaska through an arts lens. Tools can be hazardous if used improperly; self-discipline is a must.
<b>Prerequisite:</b> None	A safety test must be passed before hazardous tools or materials may be used. Media components may be explored and utilized.
	Students will focus learning about the main five Native Alaskan tribes:
	<ul style="list-style-type: none"><li>• Athabaskan</li><li>• Inupiaq</li><li>• Yup’ik (Cup’ik)</li><li>• Unangax (Alutiiq)</li><li>• Haida (Eyak, Tsimshian, Tlingit)</li></ul>

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Suggested Artists	Suggested Activities	Suggested Media Components
<p>Alvin Amason  Sonya Kellner Combs  Nathan Jackson  Bill Reid  Ron Senungetuk  Denise and Samuel Wallace  Da-ka-xeen Mehner  John Hoover  Melvin Olanna  Nina and Josephine Crumrine  Jon Van Zyle  Sydney Lawrence  Randall Compton  Rusty Heurin  Ted Lambert  Eustace Ziegler  Fred Machetanz  Bill Brody  Kick Bush  Kessler Woodward  Margaret and Olaus Murie  Andrew Okpeaha MacLean  Rachel Naninaaq Edwardson  Crystal Kaakeyáa Worl  Apayo Moore  Drew Michael  Allison Warden</p>	<ul style="list-style-type: none"> <li>• Tlingit Northwest paddles</li> <li>• Athabaskan beadwork</li> <li>• Doll making</li> <li>• Clothing design</li> <li>• Yupik spoon</li> <li>• Carving - soapstone, ivory, baleen, wood</li> <li>• Mask carving</li> <li>• Drum making</li> <li>• Wood masks, panels</li> <li>• Basket making</li> <li>• Sewing - dolls, blankets, clothes</li> <li>• Map making</li> <li>• Landscape painting</li> <li>• “Road to Statehood” collage</li> <li>• Visit to the UAF Museum</li> <li>• Classroom visits from Elders and Native artists</li> <li>• Visit to Morris Thompson Cultural and Visitor Center.</li> <li>• Native dancing</li> <li>• Writing workshops with traditional stories and myths.</li> <li>• Story-knifing</li> </ul>	<ul style="list-style-type: none"> <li>• Digital portfolios</li> <li>• Documenting process</li> <li>• Time lapse photography</li> <li>• Digital photo editing</li> <li>• Internet research</li> <li>• Collaborations and partnerships</li> <li>• Image slideshows</li> <li>• Video production</li> </ul>

## History and Art

Essential learnings for history and art.

- This course will explore Alaska Studies from a historical and artistic perspective.

### Historical Perspective

Essential learnings from the historical perspective.

In addition to the art essential learnings, there will be five essential learnings from the historical perspective:

- Students will read, research, and use media components to understand different Native Alaskan cultural perspectives for a deeper understanding and meaning of our unique Alaskan history.
- Students will analyze, create, and interpret visual data, maps of Alaska, and other visual material, for a deeper understanding of Alaska and its cultural diversity.
- Students will compare and contrast the lives of the five main Alaska Native tribes, as well as the relationships between the Native Alaskans, Russians, and Americans.
- Students will demonstrate an understanding of the historical rights and responsibilities of Alaskans and the Native people's quest for civil rights, especially how it was shaped by the Alaskan and U.S. constitutions.
- Students will understand how the historical Alaskan perspectives of the past impact current events, politics, and attitudes that are impacting Alaska today.

### Color Theory

Demonstrate a basic understanding of color theory and its application in exploring art.

- Study traditional use of color by Alaska Native cultures.

### Alaska Native Arts

Develop intellectual, technical, and expressive competency in Alaska Native arts.

- Expand knowledge of Alaska Native cultures and their art.
- Set goals and objectives and record progress toward meeting them.
- Increase proficiency in the use of a variety of traditional Alaskan materials and processes.
- Continue to develop tool-handling skills while always modeling safe handling techniques.

# Art Workshop

<p><b>Grade:</b> 9-12</p> <p><b>Length:</b> Two semesters</p> <p><b>Credit:</b> 0.5 each semester (1 total)</p> <p><b>Prerequisite:</b> None</p>	<p><b>Course Overview:</b></p> <p><i>Art Workshop</i> is a survey of art experiences, and may be used for a beginning level through a level four capstone course. Students experiment with a variety of techniques and materials that may include drawing, painting, printmaking, sculpting, digital art, photography, Alaska Native art, fiber, ceramics, collage, or glass mosaics. Students learn to create and critique their own art and the art of others, and are encouraged to relate the beauty and meaning of art in their lives. This course stresses the use of elements and principles of art, the study of artists, the improvement of creative thinking skills, and the process of making informed judgments about art. Students are exposed to the historical and contemporary role of the arts in Alaska, the nation, and the world. Media components may be explored and utilized.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>● Alexander Calder</li> <li>● Salvador Dali</li> <li>● Rene Magritte</li> <li>● Piet Mondrian</li> <li>● Bridget Riley</li> <li>● Auguste Rodin</li> <li>● Andy Warhol</li> <li>● Georgia O’Keeffe</li> </ul>	<ul style="list-style-type: none"> <li>● Grid drawing</li> <li>● Contour drawing</li> <li>● Acrylic painting</li> <li>● Stamping/lino prints</li> <li>● Ceramics</li> <li>● Photography</li> <li>● Graphic design</li> <li>● Pastel/chalk drawing</li> <li>● Collage</li> <li>● Alaska native mask making</li> </ul>	<ul style="list-style-type: none"> <li>● Digital portfolios</li> <li>● Documenting process</li> <li>● Time lapse photography</li> <li>● Digital photo editing</li> <li>● Internet research</li> <li>● Image sharing</li> <li>● Digital slideshows</li> </ul>

### **Basic Skills**

Demonstrate basic skills through various media including drawing, painting, printmaking, and mixed media.

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

# Ceramics, Beginning

<p><b>Grade:</b> 9-12</p> <p><b>Length:</b> Two semesters</p> <p><b>Credit:</b> 0.5 each semester (1 total)</p> <p><b>Prerequisite:</b> None</p>	<p><b>Course Overview:</b></p> <p><i>Beginning Ceramics</i> covers the fundamental skills, knowledge, attitudes, and techniques necessary to begin understanding ceramics. Students learn a variety of hand-building techniques while working with clay, and may be introduced to the potter's wheel. They begin to apply design elements and the principles of art. Students learn to critique their own art and the art of others, and are encouraged to relate the beauty and meaning of art to their lives. Students are exposed to the historical and contemporary role of ceramics from various cultures throughout the world. Media components may be explored and utilized.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>• Michael Cardew</li> <li>• Shoji Hamada</li> <li>• Bernard Leach</li> <li>• Maria Martinez</li> <li>• Lucie Rie</li> <li>• Indigenous North American pottery</li> <li>• Japanese traditional</li> <li>• Mexican folk</li> <li>• Contemporary ceramic artists</li> <li>• Didi Rojas</li> <li>• Lorien Stern</li> <li>• Christoopher David White</li> <li>• Johnson T sang</li> <li>• Ronit Baranga</li> <li>• Hitomi Hosono</li> <li>• Beth Cavener</li> </ul>	<ul style="list-style-type: none"> <li>• Pinch/coil pots</li> <li>• Slab boxes</li> <li>• Pottery wheel cylinders</li> <li>• Rattles</li> <li>• Sculptures</li> <li>• Bowls/platters/plates</li> <li>• Cups</li> <li>• Teapots</li> <li>• Candle holders</li> <li>• Serving dishes</li> <li>• Masks</li> <li>• Vases</li> </ul>	<ul style="list-style-type: none"> <li>• Digital portfolio</li> <li>• Documenting process</li> <li>• Time lapse photography</li> <li>• Digital photo editing</li> <li>• Internet research</li> <li>• Image sharing</li> <li>• Digital slideshows</li> </ul>

## Pottery

Use a variety of techniques and tools to gain skills in pottery.

- Demonstrate wedging the proper care of clay.
- Develop skill in hand-building techniques (e.g., pinch, slab, coil).
- Develop skill on the potter's wheel.
- Understand glazing and firing techniques.
- Use a sketchbook, rubric, or media component to gather and develop ideas and record results.
- Experiment with multiple surface textures and decorating techniques.
- Solve a variety of 3D design problems: conceive an idea, consider form and function when planning, select appropriate techniques, construct and finish the surface to enhance the form.
- In higher level courses, solve challenging problems, take risks, and try a variety of ways to work.

# Ceramics, Intermediate

<p><b>Grade:</b> 9-12</p> <p><b>Length:</b> Two semesters</p> <p><b>Credit:</b> 0.5 each semester (1 total)</p> <p><b>Prerequisite:</b> <i>Beginning Ceramics</i> or teacher recommendation</p>	<p><b>Course Overview:</b> <i>Intermediate Ceramics</i> is for students committed to gaining independence, skill, and knowledge in the field. Self-discipline and a willingness to seek new challenges are expected. Students continue to make critical judgments about their own art and the art of others. They are exposed to the historical and contemporary role of pottery from various cultures throughout the world, and are encouraged to relate the beauty and meaning of art to their lives. Media components may be explored and utilized. The second semester requires a greater degree of proficiency and higher expectations from students and teacher.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>• Michael Cardew</li> <li>• Shoji Hamada</li> <li>• Bernard Leach</li> <li>• Maria Martinez</li> <li>• Lucie Rie</li> <li>• Anasazi Native pottery</li> <li>• Japanese traditional</li> <li>• Mexican folk</li> <li>• Contemporary ceramic artists</li> <li>• Didi Rojas</li> <li>• Lorien Stern</li> <li>• Christoopher David White</li> <li>• Johnson T sang</li> <li>• Ronit Baranga</li> <li>• Hitomi Hosono</li> <li>• Beth Caverer</li> </ul>	<ul style="list-style-type: none"> <li>• Pinch/coil pots</li> <li>• Slab boxes</li> <li>• Pottery wheel cylinders</li> <li>• Rattles</li> <li>• Sculptures</li> <li>• Bowls/platters/plates</li> <li>• Cups</li> <li>• Teapots</li> <li>• Candle holders</li> <li>• Serving dishes</li> <li>• Masks</li> <li>• Vases</li> <li>• Take notes or keep a sketchbook, paper or digital.</li> </ul>	<ul style="list-style-type: none"> <li>• Digital portfolio</li> <li>• Documenting process</li> <li>• Time lapse photography</li> <li>• Digital photo editing</li> <li>• Internet research</li> <li>• Image sharing</li> <li>• Digital slideshows</li> </ul>

## Pottery

Use a variety of techniques and tools to gain skills in pottery.

- Demonstrate wedging the proper care of clay.
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- Develop skill on the potter's wheel.
- Understand glazing and firing techniques.
- Use a sketchbook, rubric, or media component to gather and develop ideas and record results.
- Experiment with multiple surface textures and decorating techniques.
- Solve a variety of 3D design problems: conceive an idea, consider form and function when planning, select appropriate techniques, construct and finish the surface to enhance the form.
- In higher level courses, solve challenging problems, take risks, and try a variety of ways to work.

# Ceramics, Advanced

<p><b>Grade:</b> 9-12</p> <p><b>Length:</b> Two semesters</p> <p><b>Credit:</b> 0.5 each semester (total 1)</p> <p><b>Prerequisite:</b> <i>Beginning Ceramics and Intermediate Ceramics</i>, or teacher recommendation</p>	<p><b>Course Overview:</b> <i>Advanced Ceramics</i> is for students seeking a rigorous level of independence, skill, and knowledge in the field. Self-discipline and a willingness to seek new challenges are expected. Students continue to make critical judgments about their own art and the art of others. They are exposed to the historical and contemporary role of pottery from various cultures throughout the world, and are encouraged to relate the beauty and meaning of art to their lives. This course requires a greater degree of proficiency and higher expectations from students and teacher. Building towards an AP 3D digital portfolio will be strongly encouraged. Media components may be explored and utilized.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>• Michael Cardew</li> <li>• Shoji Hamada</li> <li>• Bernard Leach</li> <li>• Maria Martinez</li> <li>• Lucie Rie</li> <li>• Didi Rojas</li> <li>• Lorien Stern</li> <li>• Christopher David White</li> <li>• Johnson Tsang</li> <li>• Ronit Baranga</li> <li>• Hitomi Hosono</li> <li>• Beth Caverner</li> <li>• Anasazi Native pottery</li> <li>• Japanese traditional</li> <li>• Mexican folk</li> <li>• Contemporary ceramic artists</li> </ul>	<ul style="list-style-type: none"> <li>• Pinch/coil pots</li> <li>• Slab boxes</li> <li>• Pottery wheel cylinders</li> <li>• Rattles</li> <li>• Sculptures</li> <li>• Bowls/platters/plates</li> <li>• Cups</li> <li>• Teapots</li> <li>• Candle holders</li> <li>• Serving dishes</li> <li>• Masks</li> <li>• Vases</li> <li>• Take notes or keep a sketchbook, paper or digital.</li> </ul>	<ul style="list-style-type: none"> <li>• Digital portfolio</li> <li>• Documenting process</li> <li>• Time lapse photography</li> <li>• Digital photo editing</li> <li>• Internet research</li> <li>• Image sharing</li> <li>• Digital slideshows</li> </ul>

## Pottery

Use a variety of techniques and tools to gain skill in pottery.

- Demonstrate wedging the proper care of clay.
- Develop skill in hand-building techniques (e.g., pinch, slab, coil).
- Develop skill on the potter's wheel.
- Understand glazing and firing techniques.
- Use a sketchbook, rubric, or media component to gather and develop ideas and record results.
- Experiment with multiple surface textures and decorating techniques.
- Solve a variety of 3D design problems: conceive an idea, consider form and function when planning, select appropriate techniques, and construct and finish the surface to enhance the form.
- In higher level courses, solve challenging problems, take risks, and try a variety of ways to work.

# Digital Arts

<p><b>Grade:</b> 10-12</p> <p><b>Length:</b> Two semesters</p> <p><b>Credit:</b> 0.5 each semester (1 total)</p> <p><b>Prerequisite:</b> <i>Studio Art</i> or teacher recommendation</p>	<p><b>Course Overview:</b></p> <p><i>Digital Arts</i> will explore the diversity of processes and concepts in computer graphic art and design. Students will look at the cutting-edge technology, computer art programs, and the computer art industry. With this knowledge, students will work on developing their own digital visual art. Students will be expected to recognize and critique artistic themes in computer generated art and animation works. Group and individual critiques will be used. Media components may be explored and utilized.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>• Laurence Gartel</li> <li>• Eihachiro Nakame</li> <li>• Barbara Kasten</li> <li>• Melvin Prueitt</li> <li>• Barbara Nessim</li> <li>• Joseph Scala</li> <li>• Charles Csuri</li> <li>• Lillian Schwartz</li> <li>• Stewart Dickson</li> <li>• Steve Strassman</li> <li>• Susumu Endo</li> <li>• Peter Struycken</li> </ul>	<ul style="list-style-type: none"> <li>• Digital portrait</li> <li>• Surrealistic landscape</li> <li>• Publications</li> <li>• Digital figures</li> <li>• Abstract art</li> <li>• Animated art</li> <li>• Altered photography</li> <li>• Time-lapse photography</li> <li>• Digital portfolio</li> <li>• Website design</li> <li>• Reinterpretations of famous artwork</li> <li>• Architectural drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Digital photography</li> <li>• Digital portfolios</li> <li>• Time-lapse photography</li> <li>• Digital photo editing/altering</li> <li>• Internet research</li> <li>• Collaborative shared projects</li> <li>• Produce, publish, and update individual or shared media projects</li> <li>• Multimedia projects</li> <li>• Drawing on tablets</li> </ul>

Suggested Artists continued...	Suggested Activities continued...	Suggested Media Components
<ul style="list-style-type: none"> <li>• Larry Elin</li> <li>• Joan Truckenbrod</li> <li>• David Ern</li> <li>• John Whitney</li> <li>• Darcy Gerbarg</li> <li>• Aldo Giorgini</li> <li>• Karen Huff</li> <li>• Kenneth Knowlton</li> <li>• Dorothy Krause</li> <li>• Robert Mallary</li> <li>• Aaron Marcus</li> <li>• Leslie Mezei</li> <li>• Ann Murray</li> </ul>	<ul style="list-style-type: none"> <li>• Mixed media collage</li> <li>• History of computer graphics</li> </ul>	

**Basic Skills**

Demonstrate basic skills through various digital media using computer, iPads, and other tablets.

- Explore basic digital drawing techniques.
- Learn and demonstrate different ways to show perspective.
- Learn compositional skills and experiment with different compositions.
- Work with layers.

# Drawing and Design

<p><b>Grade:</b> 11-12</p> <p><b>Length:</b> Two semesters</p> <p><b>Credit:</b> 0.5 each semester (1 total)</p> <p><b>Prerequisite:</b> <i>Studio Art</i> or teacher recommendation</p>	<p><b>Course Overview:</b></p> <p>In <i>Drawing &amp; Design</i>, students refine their drawing and design skills. A variety of subject matter, materials, and technologies are used to solve two-dimensional and three-dimensional problems. Students continue to develop critiquing skills, and are encouraged to relate beauty and meaning of art to their lives. They gain an understanding of values, beliefs, ideas, and traditions of various cultures through the study of drawing and design. Portfolio development may be required. Media components may be explored and utilized. The second semester requires a greater degree of proficiency.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>• Leonardo da Vinci</li> <li>• Edgar Degas</li> <li>• David Hockney</li> <li>• Joan Miró</li> <li>• Pablo Picasso</li> <li>• John Singer Sargent</li> <li>• J.M.W. Turner</li> <li>• Rembrandt Harmenszoon van Rijn</li> <li>• Vincent van Gogh</li> <li>• Rex Ray</li> <li>• Joseph Stella</li> <li>• Bridget Riley</li> <li>• Fiona Tang</li> </ul>	<ul style="list-style-type: none"> <li>• Line drawings in various media (e.g., pencil, ball point, felt tip, charcoal, chalk, conte, india ink).</li> <li>• Experimenting with different types of line and expressive mark making.</li> <li>• Value studies in various media (try studies using both a full and limited range of values and direct and indirect light sources).</li> <li>• Observational still life drawing (opaque and transparent objects, reflective and matte objects, smooth and textural objects, geometric and organic forms).</li> </ul>	<ul style="list-style-type: none"> <li>• Digital portfolios</li> <li>• Documenting process</li> <li>• Time lapse photography</li> <li>• Digital photo editing</li> <li>• Internet research</li> <li>• Collaborative shared projects</li> <li>• Produce, publish, and update individual or shared media projects.</li> </ul>

Suggested Artists	Suggested Activities	Suggested Media Components
	<ul style="list-style-type: none"> <li>● 1-point and 2-point perspective applied to drawings of hallways, stairwells, landscapes, urban environment.</li> <li>● Observational figure drawing (contour, gestural, hands/feet, portraits, self-portraits).</li> <li>● Design projects such as book design, illustration, comic book design, caricatures, illuminated letters, logo design, prints, wire sculpture, fabric design, cut/torn paper, positive/negative space, assemblage, collage, stained glass, scratchboard, masks, package design.</li> </ul>	

### **Drawing**

Develop technical and expressive competency in drawing.

- Use the elements and principles of art to create an aesthetic composition.
- Draw expressively and communicate emotions and ideas.
- Use a sketchbook/journal to gather and develop ideas, set goals, and record results.

### **Art Production**

Continue to employ original thought in art production.

- Avoid stereotyped and copied art.
- Discover a variety of inspirational sources.
- Take risks, pushing beyond comfort zone.
- Demonstrate an open-minded approach to diversity of ideas and artistic styles.
- Use a sketchbook/journal to gather and develop ideas and record results.

# Fiber Art, Beginning

<p><b>Grade:</b> 9-12</p> <p><b>Length:</b> Two semesters</p> <p><b>Credit:</b> 0.5 each semester (1 total)</p> <p><b>Prerequisite:</b> None</p>	<p><b>Course Overview:</b></p> <p>In <i>Beginning Fiber Art</i>, students will learn to use various fibers as a medium to produce art. Students learn to create and critique art and are encouraged to relate the beauty and meaning of art to their lives. This course stresses the use of the elements and principles of art, the study of artists, the improvement of creative thinking skills, and the process of learning to make informed judgments about art. Students are exposed to the historical and contemporary role of fiber art in Alaska, the nation, and the world. Students do not need to be proficient in drawing to enroll. Portfolio development may be required.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>• Magdalena Abakanowitz</li> <li>• Ted Hallman</li> <li>• Fran Reed</li> <li>• Peter Collingwood</li> <li>• Cynthia Shirrer</li> <li>• Anni Albers</li> <li>• Ed Rossbach</li> <li>• Fern Jacobs</li> <li>• Diane Itter</li> <li>• Sheila Hicks</li> <li>• Faith Ringold</li> <li>• Lenore Tawny</li> <li>• Judy Chicago</li> </ul>	<ul style="list-style-type: none"> <li>• Braiding, twining, finger weaving, macramé using various fibers</li> <li>• Crocheting and knitting</li> <li>• Sewing various fibers; free-form embellishment</li> <li>• Simple looms: card weaving, band weaving</li> <li>• Table and floor looms</li> <li>• Felting</li> <li>• Papermaking; bookbinding</li> <li>• Dyeing, printing, stamping</li> </ul>	<ul style="list-style-type: none"> <li>• Digital portfolios</li> <li>• Documenting process</li> <li>• Time-lapse photography</li> <li>• Digital photo editing</li> <li>• Internet research</li> </ul>

### **Basic Skills**

Demonstrate basic skills through various media including drawing, sculpture, metals, fiber, and mixed media.

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

# Fiber Art, Intermediate

<p><b>Grade:</b> 9-12</p> <p><b>Length:</b> Two semesters</p> <p><b>Credit:</b> 0.5 each semester (1 total)</p> <p><b>Prerequisite:</b> None</p>	<p><b>Course Overview:</b></p> <p>In <i>Intermediate Fiber Art</i>, students will use various fibers as a medium to produce art. Students continue to create and critique art, and are encouraged to relate the beauty and meaning of art to their lives. This course stresses the use of the elements and principles of art, the study of fiber artists, the improvement of creative thinking skills, and the process of learning to make informed judgements about art. Students are exposed to the historical and contemporary role of fiber art in Alaska, the nation, and the world. Students do not need to be proficient in drawing to enroll. Portfolio development may be required.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>• Magdalena Abakanowitz</li> <li>• Ted Hallman</li> <li>• Fran Reed</li> <li>• Peter Collingwood</li> <li>• Cynthia Shirrer</li> <li>• Anni Albers</li> <li>• Ed Roszbach</li> <li>• Fern Jacobs</li> <li>• Diane Itter</li> <li>• Sheila Hicks</li> <li>• Faith Ringold</li> <li>• Lenore Tawny</li> <li>• Judy Chicago</li> </ul>	<ul style="list-style-type: none"> <li>• Braiding, twining, finger weaving, macramé using various fibers</li> <li>• Crocheting and knitting</li> <li>• Sewing various fibers; free-form embellishment</li> <li>• Simple looms: card weaving, band weaving</li> <li>• Table and floor looms</li> <li>• Felting</li> <li>• Papermaking: bookbinding</li> <li>• Dyeing, printing, stamping</li> </ul>	<ul style="list-style-type: none"> <li>• Digital portfolios</li> <li>• Documenting process</li> <li>• Time-lapse photography</li> <li>• Digital photo editing</li> <li>• Internet research</li> </ul>

### **Basic Skills**

Demonstrate basic skills through various media including drawing, sculpture, metals, fiber, and mixed media.

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

# Fiber Art, Advanced

<p><b>Grade:</b> 9-12</p> <p><b>Length:</b> Two semesters</p> <p><b>Credit:</b> 0.5 each semester (total 1)</p> <p><b>Prerequisite:</b> <i>Beginning Fiber Art and Intermediate Fiber Art</i>, or teacher recommendation</p>	<p><b>Course Overview:</b></p> <p>In <i>Advanced Fiber Art</i> students will continue to refine the use of various fibers as a medium to produce art. Students continue to create and critique art and are encouraged to relate the beauty and meaning of art to their lives. This course stresses the use of the elements and principles of art, the study of fiber artists, the improvement of creative thinking skills, and the process of learning to make informed judgments about art. Students are exposed to the historical and contemporary role of fiber art in Alaska, the nation, and the world. Students will exhibit a greater level of proficiency, independence, and self-direction. Students do not need to be proficient in drawing to enroll. Portfolio development may be required.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>• Magdalena Abakanowitz</li> <li>• Ted Hallman</li> <li>• Fran Reed</li> <li>• Peter Collingwood</li> <li>• Cynthia Shirrer</li> <li>• Anni Albers</li> <li>• Ed Rossbach</li> <li>• Fern Jacobs</li> <li>• Diane Itter</li> <li>• Sheila Hicks</li> <li>• Faith Ringold</li> <li>• Lenore Tawny</li> <li>• Judy Chicago</li> </ul>	<ul style="list-style-type: none"> <li>• Braiding, twining, finger weaving, macramé using various fibers</li> <li>• Crocheting and knitting</li> <li>• Sewing various fibers; free-form embellishment</li> <li>• Simple looms: card weaving, band weaving</li> <li>• Table and floor looms</li> <li>• Felting</li> <li>• Papermaking; bookbinding</li> <li>• Dyeing, printing, stamping</li> </ul>	<ul style="list-style-type: none"> <li>• Digital portfolios</li> <li>• Documenting process</li> <li>• Time-lapse photography</li> <li>• Digital photo editing</li> <li>• Internet research</li> </ul>

### **Basic Skills**

Demonstrate a basic skills through various media including drawing, sculpture, metals, fiber, and mixed media.

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

# Graphic Design

<p><b>Grade:</b> 10-12  <b>Length:</b> Two semesters  <b>Credit:</b> 0.5 each semester (1 total)  <b>Prerequisite:</b> <i>Studio Art, Beginning 2D Art</i>, or teacher recommendation</p>	<p><b>Course Overview:</b>  <i>Graphic Design</i> is the creative planning and execution of visual communication. This course introduces art intended to communicate information and advertising. The focus is on studying and using layouts and concepts used in the graphic design industry. Analog and digital media will be used. Layout, typography, scanning, and photography are involved in the production of visual communication. Portfolio development may be required. Media components may be explored and utilized.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>• Andy Warhol</li> <li>• Crystal Kaakeyáa Rose Demientieff Worl</li> </ul>	<ul style="list-style-type: none"> <li>• Design a self-promotional poster.</li> <li>• Design a logo.</li> <li>• Alter a photo using adobe.</li> <li>• Design a label for an imaginary product.</li> <li>• Design a magazine cover.</li> <li>• Design a newsletter or newspaper.</li> <li>• Design a set of postage stamps or currency.</li> </ul>	<ul style="list-style-type: none"> <li>• Digital portfolios</li> <li>• Documenting process</li> <li>• Time lapse photography</li> <li>• Digital photo editing</li> <li>• Internet research</li> </ul>

### **Basic Skills**

Demonstrate basic skills through various media including drawing, painting, printmaking, and mixed media.

- Explore basic drawing techniques such as gesture, shading, and contour lines.
- Learn and demonstrate different ways to show perspective.
- Learn compositional skills and experiment with different compositions.
- Work with transparent and opaque media.

# Honors Art/ Portfolio Development

<p><b>Grade:</b> 9-12</p> <p><b>Length:</b> Two semesters</p> <p><b>Credit:</b> 0.5 each semester (1 total)</p> <p><b>Prerequisite:</b> <i>Drawing and Design</i> or teacher recommendation</p>	<p><b>Course Overview:</b> <i>Honors Art/Portfolio Development</i> is a course designed for serious art students with a commitment to develop their technical skills in two-dimensional or three-dimensional art. Through supervised study, students will build a portfolio that demonstrates an ability to solve a variety of artistic problems and work with many approaches. Self-discipline and a willingness to seek new challenges are demanded. Students continue to make critical judgments about their own art and the art of others, and are encouraged to relate the beauty and meaning of art to their lives. Students are expected to investigate the historical and contemporary role of art throughout the world. Portfolio development is required. This course develops students' understanding of color theory and painting skills. Students explore a variety of painting media, approaches, techniques, surfaces, and technologies. They continue to critique their own art and the art of others. They are encouraged to relate beauty and meaning of art to their lives, and to develop an understanding of values, beliefs, ideas, and traditions of various cultures through the study of art. Media components may be explored and utilized.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>• Ansel Adams</li> <li>• Diane Arbus</li> <li>• Romere Bearden</li> <li>• Imogene Cunningham</li> <li>• Edward Curtis</li> <li>• Stuart Davis</li> <li>• Max Earnst</li> <li>• Keith Haring</li> <li>• Hannah Hoch</li> <li>• Katsushika Hokusai</li> <li>• William Johnson</li> <li>• Barbara Krueger</li> </ul>	<ul style="list-style-type: none"> <li>• Students must produce a body of work that demonstrates a range of abilities and versatility with technique, problem-solving, and ideation. This may include, but is not limited to, graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, or printmaking.</li> <li>• Spatial investigation: introduce color and complex variations to include spatial depth.</li> <li>• Color theory: explore the complexity of color using limited palettes.</li> <li>• Abstractions: stylize individual objects, interior spaces of the figure.</li> </ul>	<ul style="list-style-type: none"> <li>• Digital portfolios</li> <li>• Documenting process</li> <li>• Time lapse photography</li> <li>• Digital photo editing</li> <li>• Internet research</li> <li>• Collaborative shared projects</li> <li>• Produce, publish, and update individual or shared media projects</li> </ul>

Suggested Artists continued...	Suggested Activities continued...	Suggested Media Components
<ul style="list-style-type: none"> <li>• Dorothea Lange</li> <li>• Jacob Lawrence</li> <li>• Sherrie Levine</li> <li>• Piet Mondrian</li> <li>• Robert Motherwell</li> <li>• Gabriele Munter</li> <li>• Robert Rauschenberg</li> <li>• Faith Ringgold</li> <li>• Andres Serrano</li> <li>• Miriam Shapiro</li> <li>• Cindy Sherman</li> <li>• Jaume Quick-to-See Smith</li> <li>• Nancy Spero</li> <li>• Pat Stier</li> <li>• Paul Strand</li> <li>• Masami Teraoka</li> <li>• Edouard Vuillard</li> <li>• Edward Weston</li> <li>• David Wojnarowicz</li> <li>• Andrew Wyeth</li> </ul>	<ul style="list-style-type: none"> <li>• Curved and angled compositions: explore existing forms using curved and angled shapes.</li> <li>• Photographs: explore repetitive patterns and other variations.</li> <li>• (digital) portraits: combine various (digital) effects and processes.</li> <li>• (digital) landscape: experiment with filters and special effects to create metaphysical forms.</li> <li>• Still life as design: approach the still life as a study in color manipulation and stylization of the 2D elements.</li> <li>• Fabric design: create a swatch of fabric using the internal structure of a fruit or vegetable to create a non-directional pattern.</li> <li>• Opposites attract: create a drawing of two opposite objects, creating unity between the objects through line, color, etc.</li> </ul>	

### Portfolio

Develop a portfolio that shows a high degree of accomplishment.

- Create works that exhibit a synthesis of form, technique, and content.
- Create works that exhibit personal expression, sensitivity, and style.
- Create works that demonstrate broad experience and a high degree of success.
- Evaluate works of art in written and verbal form.

### **Art Production**

Use original thought in art production.

- Avoid stereotyped and copied art.
- Discover a variety of inspirational sources.
- Take risks, pushing beyond comfort zone.
- Demonstrate an open-minded approach to diversity of ideas and artistic styles.
- Use a sketchbook/journal to gather and develop ideas and record results.

### **Personal Responsibility**

Demonstrate personal responsibility through:

- Self-motivation and developing the ability to meet personal learning goals.
- Efficient use of class time.

### **Critiquing Skills**

Proficiently use critiquing skills and develop skills of critiquing a work in progress.

- Identify the piece.
- Share first impressions.
- Describe the basic elements.
- Analyze the use of basic principles.
- Interpret meaning and the artist's intent.

# Jewelry, Beginning

<p><b>Grade:</b> 10-12</p> <p><b>Length:</b> Two semesters</p> <p><b>Credit:</b> 0.5 each semester (1 total)</p> <p><b>Prerequisite:</b> None</p>	<p><b>Course Overview:</b></p> <p><i>Beginning Jewelry</i> covers the fundamental skills, knowledge, attitudes, and technology necessary to begin to understand jewelry. Various jewelry-making processes are explored as students work with different materials and tools. Students learn to make critical judgments about their own art and the art of others, and are encouraged to relate the beauty and meaning of art to their lives. They are exposed to the historical and contemporary role of jewelry throughout the world. Tools can be hazardous if used improperly; self-discipline is a must. A safety test must be passed before hazardous tools or materials may be used. Portfolio development may be required. Media components may be explored and utilized. The second semester requires a greater degree of proficiency and higher expectations from students and teacher.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>• Abrasha</li> <li>• Andy Cooperman</li> <li>• Linda Darty</li> <li>• Robert Ebendorf</li> <li>• Arline Fisch</li> <li>• Judy Gumm</li> <li>• Nancy Linkin</li> <li>• Barbara Minor</li> <li>• Turid Senungetuk</li> <li>• Denise and Samuel Wallace</li> <li>• Tammy Holland (local Fairbanks)</li> <li>• Carrie Aronson (local Fairbanks)</li> <li>• Cheryl Eve Acosta</li> <li>• Alexander Calder</li> <li>• Alex Monroe</li> <li>• Sonya Kellher-Combs</li> </ul>	<ul style="list-style-type: none"> <li>• Rings</li> <li>• Pendants</li> <li>• Key rings in a variety of materials</li> <li>• Polymer clay beads</li> <li>• Lamp worked beads</li> <li>• Macramé knotting techniques</li> <li>• Metal work – sawing, piercing, soldering</li> <li>• Metal fasteners – simple hook, toggle clasps, hook and ring</li> <li>• Metal chains</li> <li>• Basic beading - crimp beads, wire links, ear wires</li> <li>• Found object jewelry</li> <li>• Resin</li> <li>• Wire Work- wire wrapping, wire components</li> </ul>	<ul style="list-style-type: none"> <li>• Digital portfolios</li> <li>• Documenting process</li> <li>• Time lapse photography</li> <li>• Digital photo editing</li> <li>• Internet research</li> </ul>

## **Jewelry Design Skills**

Demonstrate jewelry design skills through the use of various materials and processes.

- Become proficient in cutting, soldering, annealing, bending, and forging metals.
- Create jewelry that may include rings, bracelets, earrings, and necklaces.
- Learn several finishing techniques and surface treatments.
- Create figurative and non-figurative designs.
- Use a sketchbook/journal to gather and develop ideas and record results.

## **Critiquing Skills**

Learn critiquing skills and develop skills of critiquing a working in progress.

- Identify the piece.
- Share first impressions.
- Describe the basic elements.
- Analyze the use of basic principles.
- Interpret meaning and the artist's intent.

# Jewelry, Intermediate

<p><b>Grade:</b> 10-12</p> <p><b>Length:</b> Two semesters</p> <p><b>Credit:</b> 0.5 each semester (1 total)</p> <p><b>Prerequisite:</b> <i>Beginning Jewelry</i> or teacher recommendation</p>	<p><b>Course Overview:</b> <i>Intermediate Jewelry</i> continues to cover the fundamental skills, knowledge, attitudes, and technology necessary to begin to understand jewelry. Various jewelry-making processes are explored as students work with different materials and tools. Students learn to make critical judgments about their own art and the art of others, and are encouraged to relate the beauty and meaning of art to their lives. They are exposed to the historical and contemporary role of jewelry throughout the world. Tools can be hazardous if used improperly; self-discipline is a must. A safety test must be passed before hazardous tools or materials may be used. Portfolio development may be required. Media components may be explored and utilized.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>• Abrasha</li> <li>• Andy Cooperman</li> <li>• Linda Darty</li> <li>• Robert Eberdorf</li> <li>• Arline Fisch</li> <li>• Judy Gunn</li> <li>• Nancy Linkin</li> <li>• Barbara Minor</li> <li>• Turid Senungetuk</li> <li>• Denise and Samuel Wallace</li> <li>• Tammy Holland (local Fairbanks)</li> <li>• Carrie Aronson (local Fairbanks)</li> <li>• Cheryl Eve Acosta</li> <li>• Alexander Calder</li> <li>• Alex Monroe</li> <li>• Sonya Kellher-Combs</li> </ul>	<ul style="list-style-type: none"> <li>• Rings</li> <li>• Pendants</li> <li>• Key rings in a variety of materials</li> <li>• Polymer clay beads</li> <li>• Lamp worked beads</li> <li>• Macramé knotting techniques</li> <li>• Metal work – sawing, piercing, soldering</li> <li>• Metal fasteners – simple hook, toggle clasps, hook and ring</li> <li>• Metal chains</li> <li>• Basic beading - crimp beads, wire links, ear wires</li> <li>• Found object jewelry</li> <li>• Resin</li> <li>• Wire Work- wire wrapping, wire components</li> </ul>	<ul style="list-style-type: none"> <li>• Digital portfolios</li> <li>• Documenting process</li> <li>• Time lapse photography</li> <li>• Digital photo editing</li> <li>• Internet research</li> </ul>

### **Jewelry Design Skills**

Demonstrate jewelry design skills through the use of various materials and processes.

- Become proficient in cutting, soldering, annealing, bending, and forging metals.
- Create jewelry that may include rings, bracelets, earrings, and necklaces.
- Learn several finishing techniques and surface treatments.
- Create figurative and non-figurative designs.
- Use a sketchbook/journal to gather and develop ideas and record results.

### **Critiquing Skills**

Learn critiquing skills and develop skills of critiquing a work in progress.

- Identify the piece.
- Share first impressions.
- Describe the basic elements.
- Analyze the use of basic principles.
- Interpret meaning and the artist's intent.

# Jewelry, Advanced

<p><b>Grade:</b> 10-12</p> <p><b>Length:</b> Two semesters</p> <p><b>Credit:</b> 0.5 each semester (total 1)</p> <p><b>Prerequisite:</b> <i>Intermediate Jewelry</i> or teacher recommendation</p>	<p><b>Course Overview:</b> <i>Advanced Jewelry</i> continues to build on the skills, knowledge, attitudes, and technology necessary to create jewelry. Various jewelry-making processes are explored as students work with different materials and tools. Students learn to make critical judgments about their own art and the art of others and are encouraged to relate the beauty and meaning of art to their lives. They are exposed to the historical and contemporary role of jewelry throughout the world. The second semester requires a greater degree of proficiency and higher expectations from students and teacher. Tools can be hazardous if used improperly; self-discipline is a must.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>• Abrasha</li> <li>• Andy Cooperman</li> <li>• Linda Darty</li> <li>• Robert Eberdorf</li> <li>• Arline Fisch</li> <li>• Judy Gunn</li> <li>• Nancy Linkin</li> <li>• Barbara Minor</li> <li>• Turid Senungtuk</li> <li>• Denise and Samuel Wallace</li> <li>• Tammy Holland (local Fairbanks)</li> <li>• Carrie Aronson (local Fairbanks)</li> <li>• Cheryl Eve Acosta</li> <li>• Alexander Calder</li> <li>• Alex Monroe</li> <li>• Sonya Kellher-Combs</li> </ul>	<ul style="list-style-type: none"> <li>• Rings</li> <li>• Pendants</li> <li>• Key rings in a variety of materials</li> <li>• Polymer clay beads</li> <li>• Lamp worked beads</li> <li>• Macramé knotting techniques</li> <li>• Metal work – sawing, piercing, soldering</li> <li>• Metal fasteners – simple hook, toggle clasps, hook and ring</li> <li>• Metal chains</li> <li>• Basic beading - crimp beads, wire links, ear wires</li> <li>• Found object jewelry</li> <li>• Resin</li> <li>• Wire work- wire wrapping, wire components</li> </ul>	<ul style="list-style-type: none"> <li>• Digital portfolios</li> <li>• Documenting process</li> <li>• Time lapse photography</li> <li>• Digital photo editing</li> <li>• Internet research</li> </ul>

### **Jewelry Design Skills**

Demonstrate jewelry design skills through the use of various materials and processes.

- Become proficient in cutting, soldering, annealing, bending, and forging metals
- Create jewelry that may include rings, bracelets, earrings, and necklaces
- Learn several finishing techniques and surface treatments
- Create figurative and non-figurative designs
- Use a sketchbook/journal to gather and develop ideas and record results

### **Critiquing Skills**

Learn critiquing skills and develop skills of critiquing a work in progress.

- Identify the piece.
- Share first impressions.
- Describe the basic elements.
- Analyze the use of basic principles.
- Interpret meaning and the artist's intent.

# Painting

<p><b>Grade:</b> 9-12</p> <p><b>Length:</b> Two semesters</p> <p><b>Credit:</b> 0.5 each semester (1 total)</p> <p><b>Prerequisite:</b> <i>Studio Art</i> or teacher recommendation</p>	<p><b>Course Overview:</b></p> <p><i>Painting</i> develops students' understanding of color theory and painting skills. Students explore a variety of painting media, approaches, techniques, surfaces, and technologies. They continue to critique their own art and the art of others. They are encouraged to relate beauty and meaning of art to their lives, and to develop an understanding of values, beliefs, ideas, and traditions of various cultures through the study of art. Portfolio development may be required. Technology may be applied for reference or support.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>● Mary Cassatt</li> <li>● Cézanne</li> <li>● Chuck Close</li> <li>● Leonardo da Vinci</li> <li>● Lyonel Feininger</li> <li>● Francisco Goya</li> <li>● Henri Matisse</li> <li>● Claude Monet</li> <li>● Alice Neel</li> <li>● Pablo Picasso</li> <li>● Robert Rauschenberg</li> <li>● Diego Rivera</li> <li>● Frank Stella</li> <li>● Vincent van Gogh</li> </ul>	<ul style="list-style-type: none"> <li>● Watercolor landscapes or still life.</li> <li>● Crayon resist animals or birds.</li> <li>● Build canvas for acrylic painting of a self-portrait, mirror image, or reflection.</li> <li>● Masking tape painting with acrylic and/or tempera, non-objective abstract, or cubism.</li> <li>● Watercolor pencil gesture drawing through observation, then wash over pencil.</li> <li>● Pen and ink drawings of skeleton and/or bones.</li> <li>● Scratch board of textures with watercolor washes.</li> <li>● Multi-media theme piece using magazines, gel medium, and watercolor.</li> </ul>	<ul style="list-style-type: none"> <li>● Digital portfolios</li> <li>● Documenting process</li> <li>● Time lapse photography</li> <li>● Digital photo editing</li> <li>● Internet research</li> <li>● Image sharing</li> <li>● Digital slideshow</li> </ul>

## **Painting Skills**

Use a variety of media and techniques to acquire skills in painting.

- Understand and apply color theory.
- Experiment with various painting techniques.
- Paint on various painting surfaces.
- Use the elements and principles of art to create aesthetic compositions.
- Paint expressively and communicate emotions and ideas.

# Photography, Beginning

<p><b>Grade:</b> 9-12</p> <p><b>Length:</b> Two semesters</p> <p><b>Credit:</b> 0.5 each semester (1 total)</p> <p><b>Prerequisite:</b> None</p>	<p><b>Course Overview:</b></p> <p><i>Beginning Photography</i> covers the fundamental skills, knowledge, and techniques necessary to begin to understand the photographic process. Students learn the basic functions of a manual SLR 35mm camera and/or a DSLR digital camera, how to process black and white film and/or digital images, and print film negatives and positives and/or digital images. Students will learn the elements and principles of art, and begin to apply them to their work. Students learn to make critical judgments about their own art and the art of others. Students are exposed to the historical and contemporary role of photography throughout the world and are encouraged to relate the beauty and meaning of photographic art to their lives. Extensive out-of-class work is required to be successful in photography. Media components may be explored and utilized. The second semester requires a greater degree of proficiency and high expectations from students and teacher.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>• Ansel Adams</li> <li>• Richard Avedon</li> <li>• Edward Curtis</li> <li>• Paul Strand</li> <li>• Dorothea Lange</li> <li>• Annie Liebovitz</li> <li>• Alfred Steichen</li> <li>• Diane Arbus</li> <li>• Robert Frank</li> <li>• Nan Goldin</li> <li>• Andre Serrano</li> <li>• Weegee</li> <li>• David Levinthal</li> <li>• Sophie Calle</li> <li>• Ralph Eugene Meatyard</li> <li>• Paul Outerbridge</li> <li>• Philip-Lorca Dicorcia</li> </ul>	<ul style="list-style-type: none"> <li>• Photo history timeline</li> <li>• Pinhole camera</li> <li>• Photogram</li> <li>• Basic camera operation and function</li> <li>• Focus on shutter and function</li> <li>• Photographic composition exploration</li> <li>• Advanced techniques</li> <li>• Digital portfolio development</li> <li>• Lighting</li> <li>• Macro photography</li> <li>• Journalism/story photography</li> <li>• Diptych/triptych</li> <li>• <a href="http://Photopea.com">Photopea.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• Digital portfolios</li> <li>• Documenting process</li> <li>• Time lapse photography</li> <li>• Digital photo editing</li> <li>• Internet research</li> <li>• Image sharing</li> <li>• Digital slideshow</li> </ul>

Suggested Artists continued...	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>• Francesca Woodman</li> <li>• Andreas Gursky</li> <li>• R Karl Blossfeldt</li> <li>• Barbara Kruger</li> <li>• Margaret Bourke-White</li> <li>• Mathew Brady</li> <li>• Harry Callahan</li> <li>• Walker Evans</li> <li>• Lewis Hine</li> <li>• Andre Kertesz</li> <li>• Jacob Riis</li> <li>• Charles Scheeler</li> <li>• Edward Weston</li> <li>• Edward Steichen</li> <li>• Alfred Stieglitz</li> <li>• James Van Der Zee</li> <li>• Minor White</li> <li>• Alexander Rodchenko</li> <li>• Manuel Alvez Bravo</li> <li>• Felice Beato</li> <li>• Bill Brandt</li> <li>• Tina Modotti</li> <li>• Lisette Model</li> <li>• Adolph De Meyer</li> <li>• Patrick Demarchelier</li> <li>• Irving Penn</li> <li>• Barbara Morgan</li> <li>• Steven Meisel</li> <li>• Herb Ritts</li> <li>• Bruce Weber</li> <li>• David LaChapell</li> <li>• Louise Dahl-Wolfe</li> <li>• Mario Testino</li> <li>• Cecil Beaton</li> </ul>		

## **Photography Skills**

Use a variety of techniques and tools to gain skills in photography.

- Demonstrate proper use and care of the 35mm or DSLR digital camera and the lab equipment.
- Follow proper procedures for handling, processing, and printing film and/or digital photos.
- Troubleshoot negatives, prints, and/or digital imagery.
- Take pictures outside of class time.
- Learn advanced techniques.

# Photography, Intermediate

<p><b>Grade:</b> 9-12</p> <p><b>Length:</b> Two semesters</p> <p><b>Credit:</b> 0.5 each semester (1 total)</p> <p><b>Prerequisite:</b> <i>Beginning Photography</i> or teacher recommendation</p>	<p><b>Course Overview:</b> <i>Intermediate Photography</i> is for serious students committed to gaining independence, technical skill, and knowledge in the traditional and digital photographic process. It covers and expands the fundamental skills, knowledge, and techniques necessary to advance in photography. Emphasis will be on refining camera work, composition, visual concepts, exposure, development of the negative, printing skills in black and white or digital photos, and the digital process. Students are expected to apply the elements and principles of art and to their work. Students make critical judgments about their own art and the art of others. Students are exposed to the historical and contemporary role of photography throughout the world, and are encouraged to relate the beauty and meaning of photographic art to their lives. Self-discipline is a must since extensive out-of-class work is required to be successful in photography. Media components may be explored and utilized. The second semester requires a greater degree of proficiency and higher expectations from students and teacher.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>● Ansel Adams</li> <li>● Richard Avedon</li> <li>● Edward Curtis</li> <li>● Paul Strand</li> <li>● Dorothea Lange</li> <li>● Annie Liebovitz</li> <li>● Alfred Steichen</li> <li>● Diane Arbus</li> <li>● Robert Frank</li> <li>● Nan Goldin</li> <li>● Andre Serrano</li> <li>● Weegee</li> <li>● David Levintal</li> </ul>	<ul style="list-style-type: none"> <li>● Photo history timeline</li> <li>● Pinhole camera</li> <li>● Photograph</li> <li>● Basic camera operation and function</li> <li>● Focus on shutter and function</li> <li>● Photographic composition exploration</li> <li>● Advanced techniques</li> <li>● Digital portfolio development</li> <li>● Lighting</li> <li>● Macro photography</li> <li>● Journalism/story photography</li> <li>● Diptych/triptych</li> <li>● <a href="#">photopea</a></li> </ul>	<ul style="list-style-type: none"> <li>● Digital portfolios</li> <li>● Documenting process</li> <li>● Time lapse photography</li> <li>● Digital photo editing</li> <li>● Internet research</li> <li>● Image sharing</li> <li>● Digital slideshow</li> </ul>

Suggested Artists continued...	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>● Sophie Calle</li> <li>● Ralph Eugene Meatyard</li> <li>● Paul Outerbridge</li> <li>● Philip-Lorca Dicorcia</li> <li>● Francesca Woodman</li> <li>● Andreas Gursky</li> <li>● R Karl Blossfeldt</li> <li>● Barbara Kruger</li> <li>● Margaret Bourke-White</li> <li>● Mathew Brady</li> <li>● Harry Callahan</li> <li>● Walker Evans</li> <li>● Lewis Hine</li> <li>● Andre Kertesz</li> <li>● Jacob Riis</li> <li>● Charles Scheeler</li> <li>● Edward Weston</li> <li>● Edward Steichen</li> <li>● Alfred Stieglitz</li> <li>● James Van Der Zee</li> <li>● Minor White</li> <li>● Alexander Rodchenko</li> <li>● Manuel Alvarez Bravo</li> <li>● Felice Beato</li> <li>● Bill Brandt</li> <li>● Tina Modotti</li> <li>● Lisette Model</li> <li>● Adolph De Meyer</li> <li>● Patrick Demarchelier</li> </ul>		

Suggested Artists continued...	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>• Irving Penn,</li> <li>• Barbara Morgan</li> <li>• Steven Meisel</li> <li>• Herb Ritts</li> <li>• Bruce Weber</li> <li>• David LaChapell</li> <li>• Louise Dahl-Wolfe</li> <li>• Mario Testino</li> <li>• Cecil Beaton</li> </ul>		

**Photography Skills**

Use a variety of techniques and tools to gain skills in photography.

- Demonstrate proper use and care of the 35mm or DSLR digital camera and the lab equipment.
- Follow proper procedures for handling, processing, and printing film and/or digital photos.
- Troubleshoot negatives, prints, and/or digital imagery.
- Take pictures outside of class time.
- Learn advanced techniques.

# Photography, Advanced

<p><b>Grade:</b> 9-12</p> <p><b>Length:</b> Two semesters</p> <p><b>Credit:</b> 0.5 each semester (total 1)</p> <p><b>Prerequisite:</b> <i>Intermediate Photography</i> or teacher permission</p>	<p><b>Course Overview:</b> <i>Advanced Photography</i> is for higher level students committed to gaining independence, technical skill, and knowledge, in the traditional and digital photographic process. It covers and expands the fundamental skills, knowledge and techniques necessary to advance in photography. Emphasis will be on refining camera work, composition, visual concepts, exposure, development of the negative, and printing skills in black and white or digital photos and the digital process. Students are expected to apply the elements and principles of art and to their work. Students make critical judgments about their own art and the art of others. Students are exposed to the historical and contemporary role of photography throughout the world and are encouraged to relate the beauty and meaning of photographic art to their lives. Self-discipline is a must since extensive out-of-class work is required to be successful in photography. The second semester requires a greater degree of proficiency and higher expectations from students and teacher. All advanced students are encouraged to work towards developing a 2D AP digital portfolio. Media components may be explored and utilized.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>• Ansel Adams</li> <li>• Richard Avedon</li> <li>• Edward Curtis</li> <li>• Paul Strand</li> <li>• Dorothea Lange</li> <li>• Annie Liebovitz</li> <li>• Alfred Steichen</li> <li>• Diane Arbus</li> <li>• Robert Frank</li> <li>• Nan Goldin</li> <li>• Andre Serrano</li> <li>• Weegee</li> </ul>	<ul style="list-style-type: none"> <li>• Photo history timeline</li> <li>• Pinhole camera</li> <li>• Photograph</li> <li>• Basic camera operation and function</li> <li>• Focus on shutter and function</li> <li>• Photographic composition exploration</li> <li>• Advanced techniques</li> <li>• Digital portfolio development</li> <li>• Lighting</li> <li>• Macro photography</li> <li>• Journalism/story photography</li> <li>• Diptych/triptych</li> </ul>	<ul style="list-style-type: none"> <li>• Digital portfolios</li> <li>• Documenting process</li> <li>• Time lapse photography</li> <li>• Digital photo editing</li> <li>• Internet research</li> <li>• Image sharing</li> <li>• Digital slideshow</li> </ul>

Suggested Artists continued...	Suggested Activities continued...	Suggested Media Components
<ul style="list-style-type: none"> <li>● David Levinthal</li> <li>● Sophie Calle</li> <li>● Ralph Eugene Meatyard</li> <li>● Paul Outerbridge</li> <li>● Philip-Lorca Dicorcia</li> <li>● Francesca Woodman</li> <li>● Andreas Gursky</li> <li>● R Karl Blossfeldt</li> <li>● Barbara Kruger</li> <li>● Margaret Bourke-White</li> <li>● Mathew Brady</li> <li>● Harry Callahan</li> <li>● Walker Evans</li> <li>● Lewis Hine</li> <li>● Andre Kertesz</li> <li>● Jacob Riis</li> <li>● Charles Scheeler</li> <li>● Edward Weston</li> <li>● Edward Steichen</li> <li>● Alfred Stieglitz</li> <li>● James Van Der Zee</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="http://Photopea.com">Photopea.com</a></li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>

### Photography Skills

Use a variety of techniques and tools to gain skill in photography.

- Demonstrate proper use and care of the 35mm or DSLR digital camera and the lab equipment.
- Follow proper procedures for handling, processing, and printing film and/or digital photos.
- Troubleshoot negatives, prints, and/or digital imagery.
- Take pictures outside of class time.
- Learn advanced techniques.

# Printmaking

<p><b>Grade:</b> 9-12</p> <p><b>Length:</b> Two semesters</p> <p><b>Credit:</b> 0.5 each semester (1 total)</p> <p><b>Prerequisite:</b> <i>Studio Art</i> or teacher recommendation</p>	<p><b>Course Overview:</b></p> <p><i>Printmaking</i> is the art of making multiple originals. Students will learn the history of the field, and explore various processes such as silk screening, lithography, monoprinting, etching, and woodcuts. This course stresses the use of the elements and principles of art and the improvement of creative thinking skills. Students continue to make critical judgments about their own art and the art of others, and are encouraged to relate the beauty and meaning of art to their lives. They gain an understanding of values, beliefs, ideas, and traditions of various cultures through the study of printmaking. A safety test must be passed before students are allowed to use potentially harmful tools, chemicals, materials, or machinery. Portfolio development may be required. Media components may be explored and utilized. The second semester requires a greater degree of proficiency and higher expectations from students and teacher.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>• Mary Cassatt</li> <li>• Currier &amp; Ives</li> <li>• Winslow Homer</li> <li>• Robert Rauschenburg</li> <li>• Tamarind Institute</li> <li>• Rembrandt Harmenszoon van Rijn</li> <li>• Andy Warhol</li> <li>• Cape Dorset Printmakers</li> <li>• Elizabeth Catlett</li> <li>• Rockwell Kent</li> <li>• Charles White</li> <li>• Alex Katz</li> <li>• Hokusai Katsushika</li> <li>• Ando Hiroshige</li> </ul>	<ul style="list-style-type: none"> <li>• Linoleum printing landscape</li> <li>• Wood block self-portrait that may include an embossed print on watercolor paper.</li> <li>• Masking tape on silkscreen, non-objective design.</li> <li>• RubyLith® on silkscreen of an original logo</li> <li>• Photosensitive emulsion on silkscreen of an original t-shirt design, bumper sticker, spirit design, or locker sticker design.</li> <li>• Collagraph or lithograph of a cityscape or waterscape</li> <li>• Monoprint of a gesture drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Digital portfolios</li> <li>• Documenting process</li> <li>• Time lapse photography</li> <li>• Digital photo editing</li> <li>• Internet research</li> <li>• Collaborative shared projects</li> <li>• Produce, publish, and update individual or shared media projects.</li> </ul>

# Sculpture

<p><b>Grade:</b> 9-12</p> <p><b>Length:</b> Two semesters</p> <p><b>Credit:</b> 0.5 each semester (1 total)</p> <p><b>Prerequisite:</b> <i>Studio Art</i> or teacher permission</p>	<p><b>Course Overview:</b></p> <p><i>Sculpture</i> covers the fundamental skills, knowledge, and technology necessary to begin to understand sculpture. Various sculptural processes are explored, and students work with a variety of materials and tools. Students learn to make critical judgments about their own art and the art of others, and are encouraged to relate the beauty and meaning of art to their lives. They are exposed to the historical and contemporary role of sculpture throughout the world. Tools can be hazardous if used improperly; self-discipline is a must. A safety test must be passed before hazardous tools or materials may be used. Media components may be explored and utilized. Students will develop a sculptural arts vocabulary using and applying the elements and principles of art. The second semester requires a greater degree of proficiency and higher expectations from students and teacher.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>• Michaelangelo Buonarroti</li> <li>• Alexander Calder</li> <li>• Leonardo Da Vinci</li> <li>• Andy Goldsworthy</li> <li>• Alberto Graconetti</li> <li>• Amedeo Modigliani</li> <li>• Henry Moore</li> <li>• Louise Nevelson</li> <li>• Auguste Rodin</li> </ul>	<ul style="list-style-type: none"> <li>• Clay - realistic figures</li> <li>• Soapstone - simple figures</li> <li>• Alabaster - nonobjective</li> <li>• Books</li> <li>• Wood carvings</li> <li>• Masks</li> <li>• Assemblage</li> <li>• Plaster sculptures from blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Digital portfolios</li> <li>• Documenting process</li> <li>• Time lapse photography</li> <li>• Digital photo editing</li> <li>• Internet research</li> <li>• Collaborations and partnerships</li> <li>• Image slideshows</li> </ul>

### **3D Design Skills**

Demonstrate 3D design skills through the use of various materials and processes.

- Create sculpture using modeling, carving, and assemblage techniques.
- Work in various media, such as paper, plaster, wood, wire, clay, soapstone, and found objects.
- Create figurative, abstract, and non-objective art.
- Use a sketchbook/journal to gather and develop ideas and record results.

# Special Topics in Art

<p><b>Grade:</b> 10-12</p> <p><b>Length:</b> Two semesters</p> <p><b>Credit:</b> 0.5 each semester (1 total)</p> <p><b>Prerequisite:</b> <i>Studio Art</i> or teacher recommendation</p>	<p><b>Course Overview:</b></p> <p><i>Special Topics in Art</i> provides serious art students an opportunity to investigate individual interest areas in the visual arts through supervised study. Self-discipline and a willingness to seek new challenges are expected. Students continue to make critical judgments about their own art and the art of others, and are encouraged to relate the beauty and meaning of art to their lives. Students are expected to investigate the historical and contemporary role of art throughout the world. Portfolio development is required. Media components may be explored and utilized.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>• Michelangelo Buonarroti</li> <li>• Leonardo da Vinci</li> <li>• Keith Haring</li> <li>• Frank Lloyd Wright</li> <li>• Georgia O’Keffe</li> <li>• Vincent Van Gogh</li> <li>• Sandy Skoglund</li> <li>• Jamie Smith</li> <li>• Rex Ray</li> <li>• Cara Walker</li> <li>• Joseph Albers</li> <li>• Mark Rothko</li> <li>• Grandma Moses</li> <li>• Louise Nevelson</li> <li>• John Hoover</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher and student will develop activities and projects that increase the student’s artistic skills in a variety of media critiques.</li> <li>• Self-evaluation and teacher evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Digital portfolios</li> <li>• Documenting process</li> <li>• Time lapse photography</li> <li>• Digital photo editing</li> <li>• Internet research</li> <li>• Collaborative shared projects</li> <li>• Produce, publish, and update individual or shared media projects</li> </ul>

### **Plan of Study**

Develop a plan of study in collaboration with the teacher.

- Set goals and objectives, and record progress.
- Research topics.
- Seek and accept input from teacher and peers.

# Studio Art

<p><b>Grade:</b> 9-12</p> <p><b>Length:</b> Two semesters</p> <p><b>Credit:</b> 0.5 each semester (1 total)</p> <p><b>Prerequisite:</b> None</p>	<p><b>Course Overview:</b></p> <p><i>Studio Art</i> is recommended as a foundation for most other art courses. This primarily two-dimensional course covers fundamental skills, knowledge, attitudes, and technology necessary to begin producing and understanding the visual arts. Students learn to create and critique art, and are encouraged to relate the beauty and meaning of art to their lives. This course stresses the use of the elements and principles of art, the study of artists, the improvement of creative thinking skills, and the process of learning to make informed judgments about art. Students are exposed to the historical and contemporary role of the arts in Alaska, the nation, and the world. Students do not need to be proficient in drawing to enroll. Portfolio development may be required. Media components may be explored or utilized. Students will develop a visual arts vocabulary using and applying the elements and principles of art. Students will begin to understand color vocabulary, theory and its application. The second semester requires a greater degree of proficiency and high expectations from students and teacher.</p> <p>Students must complete semester one before taking semester 2.</p>
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Suggested Artists	Suggested Activities	Suggested Media Components
<ul style="list-style-type: none"> <li>• Salvador Dali (surrealism)</li> <li>• Dale DeArmond (printmaking)</li> <li>• Juan Gris (cubism)</li> <li>• Keith Haring</li> <li>• Alexei Jawlensky (expressionism)</li> <li>• Jasper Johns</li> <li>• Kathe Kollwitz (printmaking)</li> <li>• René Magritte (surrealism)</li> <li>• Maria Martinez</li> <li>• Henry Moore</li> <li>• Edward Munch (expressionism)</li> <li>• Gabriele Munter (expressionism)</li> </ul>	<ul style="list-style-type: none"> <li>• Calligraphic line</li> <li>• Clay masks</li> <li>• Contour line drawing</li> <li>• Digital art unit- procreate, etc.</li> <li>• Fabric painting</li> <li>• Grid drawing</li> <li>• Landscape painting</li> <li>• Logo design</li> <li>• Optical art</li> <li>• Painting – watercolor and acrylic</li> <li>• Papier-mâché</li> <li>• Perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Digital portfolios</li> <li>• Documenting process</li> <li>• Time lapse photography</li> <li>• Digital photo editing</li> <li>• Internet research</li> <li>• iPads</li> <li>• Wacom tablets</li> <li>• Collaborations and partnerships</li> </ul>

Suggested Artists continued...	Suggested Activities continued...	Suggested Media Components
<ul style="list-style-type: none"> <li>● Georgia O’Keeffe</li> <li>● Pablo Picasso (cubism)</li> <li>● Jackson Pollock</li> <li>● German Expressionists (printmaking)</li> </ul>	<ul style="list-style-type: none"> <li>● Printmaking – stamp prints, linoleum prints, monoprints, embossed prints</li> <li>● Shading techniques in various media</li> <li>● Soapstone carving</li> <li>● Stippling</li> <li>● Unique color wheel design</li> <li>● Wire sculpture</li> <li>● Wood cut or linoleum printing</li> </ul>	

**Basic Skills**

Demonstrate basic skills through various media including drawing, painting, printmaking, and mixed media.

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



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Fairbanks North Star Borough School District  
520 Fifth Avenue  
Fairbanks, AK 99701