

VISUAL ARTS

Purpose of Visual Arts

The K-8 visual arts program at Emmanuel Lutheran School:

- uses the elements of art and the principles of design as a foundation for exploring visual arts concepts and processes
- employs developmentally appropriate processes for teaching and learning that are based on activity-oriented methods.
- encourages disciplined creativity by using higher level critical thinking skills to identify problems, explore original solutions, and complete the problem solving process. This has practical application not only in visual arts, but in all areas of the curriculum and for life-long learning.
- utilizes reading, writing and math to explore art concepts and facilitate learning in these three areas.
- develops and promotes self-expression.
- makes enriching connections between and integrates visual arts and other curriculum areas.
- expands aesthetic and intellectual awareness through reading, writing, listening, researching, discussing, critiquing and reflective thinking.
- teaches how to use both traditional media and incorporates new technology to create art that is individual and expressive.
- builds knowledge and understanding of ideas, values, and beliefs of people in different times throughout history as communicated through visual art with the goal of developing visually literate students.
- challenges students to recognize their own ideas, values and beliefs and communicate them through visual arts.

Strands

The following strands run throughout the visual arts program and are guiding concepts for visual arts study at every grade level and in each high school course. For the purposes of this study, they are listed and defined as follows:

- **Perceiving** - To develop a conscious awareness of sensory stimuli.
- **Producing** - To use art media, tools and processes to communicate content, ideas and themes.
- **Knowing** - To identify, appreciate and/or understand the historical/cultural context, content and processes of art as it relates to the self and others.
- **Communicating** - To initiate an interchange of ideas through means of artistic expression that may include any or all of the multiple intelligences (verbal/linguistic, logical/mathematical, visual/spatial, body/kinesthetic, musical/rhythmic, interpersonal, and intrapersonal)

- **Evaluating** - An intuitive, informal or formal, critical response that results in an understanding or conclusion. A formal critical assessment includes describing, analyzing, interpreting, judging and reflecting. An intuitive informal assessment is based on personal likes and dislikes.
- **Connecting** - To discover and understand integral, intrinsic relationships among other disciplines, life, individuals, ideas, skills and all learning.

Definition

Visual arts is a term used for a broad category of different types of art. This category may include the traditional fine arts such as drawing, painting, printmaking, and sculpture; communication and design arts such as film, television, graphics, and product design; architecture and environmental arts such as urban, interior, and landscape; folk arts; and works of art such as ceramics, fibers, jewelry as well as works in wood, paper, and other materials.

Basis for Visual Arts

From the beginning of time, the compulsion to create a visual vocabulary has been as innate in every society as the desire to acquire a system of spoken symbols. Visual art from past civilizations is frequently one of the few remaining clues with the power to illuminate which values were held most dear. As we rediscover these fragments of mankind's puzzle and attempt to piece together our common humanity, the undeniable power of visual expression is an immutable and triumphant message. Today, every aspect of our designed environment will serve to explain who we are to those of the future.

If we study the growth and development of an individual child, the pattern of society to develop a multi-sensory means of communicating symbols and values is then clearly revealed as a reflection of the maturation process of every member of every society. A child discovers objects, those objects take on meaning, and this meaning is denoted and communicated through the various means of expression available to that child. The goal in educating every child must be to allow each to develop the most complete expression of self and potential, an expression that can occur only if all the senses are involved. In acquiring an education, the senses know no curricular boundaries. The purpose of education is to aid in the development of all children, that all children must be allowed to reach their full potential, and that this can only be accomplished by encouraging the use of all the communication skills they have as their birthright. Thus, the visual arts program seeks to provide visual literacy for every child by promoting fluency in the various modes of visual communication to include studio production, art history, aesthetics and criticism. Students learn the characteristics of visual arts by using a wide range of subject matter, media and means to express their ideas, emotions and knowledge. They evaluate the merits of their efforts and this assessment forms the basis for further growth that extends to all disciplines in school and to life in general.

Sequence of Visual Arts

The program outlined in this document is structured both to accomplish specific art objectives and embrace integrated concepts. To meet the Visual Arts Program goals for each grade, students must be able to understand and apply concepts that become sequentially more complex.

Visual arts education is a multifaceted creative process. It includes the development of perceptual awareness and the ability to use materials expressively. In addition, creative and critical thinking are taught and identified as: generative, imaginative, metaphorical, analytical, synthetic, and collaborative. These components of the creative process are taught by using a variety of approaches that integrate

history/appreciation, aesthetics, criticism, production of artwork, as well as reading and writing. As a result of visual arts study, students develop a life-long process for problem solving that has direct relevance to all other disciplines. Through participation in visual arts, students have the opportunity to recognize and celebrate the creativity and diversity inherent in all of us.

Program Continuity

Throughout the curriculum objectives progress from one grade level to the next K-12. Some objectives may recur at more than one grade level; however, the content, instruction, student outcomes, and evaluation methods should increase in sophistication at each grade level, or whenever differentiation is appropriate. Teachers should modify objectives appropriately to meet the instructional and developmental needs of each student.

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VISUAL ARTS K-2

Classroom Environment

In grades K-2 children tend to be egocentric and family focused. The relationship they have with adult caregivers at home will be transferred to teachers at school. Because of the attention young children give to judgements made by adults, great care should be given to how their work is evaluated. Their art is truly a record of their mental development and thinking process. The art classroom is an environment that encourages the growth of social skills such as self-reliance, cooperative behavior and courtesy as students share supplies, perform classroom tasks, and make and discuss their work. Therefore an evaluation of student work at this level should reflect the objectives of the project(s) and not an adult judgement about which is "best." Creating a competitive atmosphere is highly discouraged.

Instruction

Importance is placed on fostering student confidence by involving children in art activities directly related to their own experience. The development of observation skills helps children make discoveries in their own environment. Exploration of their imagination is as highly valued as awareness of their immediate surroundings. Eye and hand coordination increase through the manipulation of art media and tools. From creating typically rudimentary forms and using limited linear symbols for objects, students move toward developing a rich and detailed vocabulary of shapes to express thoughts/ideas.

The Elements of Art and Principles of Design are an essential part of the basic curriculum of Mathematics, Language Arts, and Science: color is science; shape/volume, space, line, balance, and pattern are math; and texture enhances language. Through teacher directed reading, children are introduced to books which

combine words and imagery about diverse subjects to stimulate imagination for the creation of their own art. Children learn that telling a story and explaining many things can be done with pictures, words and symbols. Art is a place where students naturally use all areas of the curriculum.

Discovering the art of other times and places expands the child's concept of time. Art History and Social Studies are strongly linked. Students learn that different types of art have been valued. Art history, aesthetics and criticism are introduced in primary terms. Visual arts encourages children to go beyond "I like it" to explain what they enjoy about a particular work of art.

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VISUAL ARTS GRADES 3-5

Overview

In grades 3-5 children continue to be family centered, but an increasing emphasis will be placed on peer relationships. Students of this age still generally want to please the teacher, but they are not as demonstrative. This more independent behavior should not be construed as an indication that they care less about the teacher's opinion. The art classroom promotes self-discipline as students take responsibility for sharing space, and room and supply clean up. Respect for each other's opinions, work, and personal space must be encouraged.

Assessment

It is appropriate for the assessment process to be broadened to include self and peer participation in evaluating projects according to the established objectives. A noncompetitive atmosphere continues to promote student self-esteem.

Instruction

Students at this age display increased manual dexterity, however, their skills may not keep pace with their desire for increasingly realistic work. This may lead to self-consciousness and insecurity in their artistic ability. The teacher's role at this stage is to provide a positive working environment, facilitate growth of technical skills, and sharpen observational skills. Children use a broader range of subject matter and media.

Ideas gained from independent reading are incorporated into their art. They grow more sophisticated in depicting movement, spatial relationships and emotions in their work.

Connections

Interdisciplinary connections are an inherent part of art. The transfer of the multi-stepped problem-solving process from one discipline to another is readily reinforced in these grades. The students realize that a sequence of choices or events leads to unique solutions in a variety of disciplines. The scientific method, math problem solving, the writing process, and completing an art assignment all follow the same pattern. Cognitively, students develop a sense of history, including an ability to distinguish between art created by different cultures. Students enjoy knowing and sharing information about various artists and the times in which they lived. A much greater verbal fluency, the incorporation of selected art vocabulary, and a focus on expressing oneself in a positive manner should typify class discussion about artwork. A variety of written genres may be used to reinforce and complement artistic expression.

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VISUAL ARTS 6-8

Overview

In grades 6-8, students own art making becomes infused with a variety of images and approaches. They are very aware of popular culture and may want to incorporate elements from this culture into their art.

Students learn to accept that other's preferences may differ from their own but begin to appreciate multiple artistic solutions and interpretations. Questions asked in response to artwork become more refined and probing. Study of historical and cultural context gives students insight into the role of visual arts as a record of human achievement. As they consider artworks in historical perspective, students begin to gain a clearer understanding of what they themselves value.

The sixth grade level emphasizes exploration and discovery of visual arts. Students begin to form a foundation of learning about visual arts and continue to increase appreciation of visual arts. At the seventh grade level students continue to develop and explore through creative experiences. Their foundation of understanding and appreciation become stronger and continues to build. With the transition to eighth grade, the emphasis becomes more introspective as students move to develop their own level of competence and personal style.

In visual arts, the goals for this grade span are related and parallel. The goals, content, instruction, students outcomes and evaluation methods should increase in sophistication and complexity at each ensuing grade.

VISUAL ARTS - Kindergarten

The study of visual arts begins in Kindergarten with the introduction of skills and concepts that will be completely new for most of the children. Because of the children's different developmental levels when entering Kindergarten, it is expected that this year will emphasize joyful exploration and discovery; mastery is a process that will require repetition at subsequent grades.

The emphasis at this level is on:

- Personal experience and/or imagination
- Exploring a variety of media to develop fine and gross motor skills
- Learning care and use of tools and equipment
- Following safety rules
- Family, five senses, counting, and retelling stories in pictures
- Learning about a variety of artists and art forms, including architecture
- Art elements - color, shape and line

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

1.01 Use immediate environment, including family, home and surroundings, as source of ideas.

1.02 Use imagination as a source of ideas.

1.03 Understand and follow step-by-step presentation of art activities.

1.04 Begin to develop appropriate art vocabulary

1.05 Develop symbols for visual expression

1.06 Select color according to emotional appeal

1.07 Explore a variety of media

1.08 Create work that does not conform to adult standards of realism.

- 1.09 Select artwork they "like the best" and simply explain why.
- 1.10 Illustrate poems, stories and rhymes
- 1.11 Use all the senses to gain information and awareness about their environment.
- 1.12 Perhaps find inspiration from a variety of artwork.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard1)

Objectives

2.01 Become familiar with a limited number of basic art media, techniques and processes which may include:

Drawing - crayons, oil pastels, non-toxic markers, brushes, computers, pencils, sidewalk chalk

Cut paper - glue, scissors, folding, bending 3-D - clay, paper, found objects, including wood scraps

Printmaking - stamps, gadgets, found objects, vegetables, monoprint

Painting - tempera, watercolors, large brushes, sponges, finger paint

Ceramics - pinch, coil, found stamps.

2.02 Explore media freely.

2.03 Develop fine and gross motor control

2.04 Utilize entire page when using 2-D materials.

2.05 Create a variety of lines, like thick and thin, curved or zigzag, etc.

2.06 Cut large and small shapes; double layers to produce identical shapes

2.07 Model clay by pressing; pulling, pinching, incising, stamping with found objects.

2.08 Create original pictures of self, others, animals and objects.

2.09 Render own thoughts and feelings visually.

2.10 Demonstrate proper use and care of materials and tools.

2.11 Use the art room rules for behavior, care and safety of equipment, tools and materials.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

3.01 Name and identify colors.

3.02 Identify primary and secondary colors.

3.03 Mix secondary colors

3.04 Identify different types of line: straight, crooked, curved, zig-zag, wide and thin.

- 3.05 Recognize that line can be used to define contour of shapes and forms.
- 3.06 Name different textures on surfaces, for example: rough, smooth, bumpy.
- 3.07 Identify geometric shapes: circle, square, rectangle, triangle, diamond and oval.
- 3.08 Recognize some shapes have names; some do not.
- 3.09 Begin to discuss his or her own work and that of others in terms of color, line, shape and texture.
- 3.10 Use the entire page as part of the composition.
- 3.11 Use solutions that do not rely on copying or tracing others work.
- 3.12 Recognize others may view or interpret differently.
- 3.13 Use his or her own ideas and feelings when creating artwork.
- 3.14 Respect the work of others when discussing art.
- 3.15 Explore a variety of materials.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

- 4.01 Create art depicting self, family, friends, pets, home, school and community.
- 4.02 Demonstrate the use of life surroundings and personal experiences to express ideas and feelings.
- 4.03 Invent original and personal imagery from observation and imagination to convey meaning and not rely on copying or tracing another's work.
- 4.04 Find inspiration in the work of other artists from many cultures.

COMPETENCY GOAL 5: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives

- 5.01 Relate important experiences in life to one's own art.
- 5.02 Accept others' work and ideas.
- 5.03 Recognize that no two people are alike; therefore, their artwork should be alike.
- 5.04 Begin to use art vocabulary for discussion.
- 5.05 Begin to describe and explain his or her own art and the art of others in response to guided questions.
- 5.06 Express one's feelings about a specific artwork.
- 5.07 Begin to understand there are varied responses to specific art works

COMPETENCY GOAL 6: The learner will develop an awareness of art as an avocation and profession.

Objectives

6.01 Develop a positive attitude about working with art materials and the art making process.

6.02 Understand that people of all ages can enjoy making art based on shared knowledge of self, family and friends.

6.03 Begin to differentiate between man made objects and natural objects.

VISUAL ARTS - Grade 1

The study of visual arts is cumulative and sequential to include learning introduced and emphasized at previous grade levels.

The emphasis at this grade level is on:

- Reading
- Recognizing that mistakes can be turned into creative opportunities
- Repetition, pattern, geometric shapes and texture
- Telling and recording original stories through art
- Observing how artists tell stories through their art

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

1.01 Understand the purpose of the activity.

1.02 Uses logical sequence to complete an activity.

1.03 Develop fluency in use of symbols for visual expression.

1.04 Discuss and examine familiar objects and literature to inspire imagery.

1.05 Carefully observe and examine the world around them.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

2.01 Become familiar with additional basic art media, techniques and processes which may include: fibers - papermaking and paper weaving.

2.02 Use various techniques to create visual effects using texture.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

- 3.01 Use variety of geometric and organic shapes in creating own work.
- 3.02 Differentiates between geometric and organic shapes.
- 3.03 Recognize that pattern is created by repetition and uses pattern in own artwork.
- 3.04 Use a variety of techniques and imagery incorporating pattern and repetition.
- 3.05 Begin to explore more than one solution during the problem solving process.
- 3.06 Create visual textures with basic drawing, sculpture and painting tools.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

- 4.01 Recognize that an artist's work has certain characteristics that distinguish it from that of others.
- 4.02 Create, discuss and/or write simple stories about one's own artwork.
- 4.03 Produce work that shows attention to detail in one's surroundings.
- 4.04 Use imagination to interpret environments other than one's own

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

- 5.01 Recognize that art from other times and cultures does not look the same.
- 5.02 Recognize that artwork from many cultures can be made of material that the student has experienced (wood, stone, paint, etc.)

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives

- 6.01 Relate important ideas and feelings visually.
- 6.02 Begin to use one's mistakes as part of the creative process.
- 6.03 Recognize that mistakes can be turned into opportunities for creative problem solving.
- 6.04 Show understanding that sometimes artistic endeavors fail because of reasons beyond one's control.
- 6.05 Recognize that the use of art elements by the artist can tell a story, or describe a feeling or mood.
- 6.06 Discuss artwork using the design principle of repetition.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

7.01 Uses reading, writing and math in the creation of art.

7.02 Realize that advances in science and technology affect how things look and how they are done.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives

8.01 Recognize the difference between manmade objects and natural objects.

8.02 Begin to understand that man made objects were all designed and made by someone.

8.03 Begin to understand that some adults make art just for fun and others make art as a job.

VISUAL ARTS - Grade 2

The study of visual arts is cumulative and sequential to include learning introduced and emphasized at previous grade levels.

The emphasis at this grade level is on:

- Awareness of themselves and their own community
- Trying a variety of techniques and imagery to enhance the design solution
- Emphasis and movement
- Weather and seasons
- Recognizing how artists create mood/emotions in their work
- Reality and fantasy

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

1.01 Understand the process involved in using the media.

1.02 Plan and organize for creating art.

1.03 Develop strategies for imagining and implementing images.

1.04 Refine the form of visual symbols to more accurately define concepts.

1.05 Recognize that in a world of imagination there is no right or wrong, but that some solutions are better than others.

1.06 Use experimentation to find solutions.

1.07 Recognize that diverse solutions are preferable to predetermined visual solutions.

1.08 Recognize that images from reality and from fantasy may be used to create original art.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

2.01 Become familiar with additional art media, techniques and processes that may include: Cut paper - tape, and Printmaking - styrofoam, water soluble printing ink

2.02 Recognize specific media and processes

2.03 Express moods and feelings.

2.04 Produce visual effects and textures using each media.

2.05 Depict self and others in a variety of real and imaginary situations.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

3.01 Incorporate a variety of lines in own artwork.

3.02 Use a horizon line to organize space.

3.03 Discuss how the viewer's eye moves through work of art.

3.04 Discuss and use opposites to create variety including big/little, light/dark, smooth/rough, tall/short, few/many.

3.05 Identify center of interest (emphasis) in a composition.

3.06 Create work which shows more complex organization.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

4.01 Create, discuss, and/or write about whether the content of their artwork is reality or fantasy.

4.02 Create fantasy environments.

4.03 Begin to recognize that an artist's background and experiences are important in shaping an artist's work.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

5.01 Identify main purpose for an individual artwork.

5.02 Identify selected characteristics of art from a particular culture.

5.03 Identify selected medium/techniques or processes used for an individual artwork.

5.04 Become aware of the ideas of time and history (what came before and after).

5.05 Begin to realize that there have been diverse cultures in the world and each culture has produced art.

5.06 Recognize selected works of art from various cultures.

5.07 Discuss common themes such as families, community life, and beauty.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives

6.01 Begin to understand that the purpose for a work of art affects how a work is made.

6.02 Find diversity in art as a natural and positive expression of individuality.

6.03 Value art that does not rely on copying or tracing others' work.

6.04 Apply knowledge gained from a failure, mistake or accident to help achieve a more successful effort.

6.05 Discuss artwork using the design principles of repetition, emphasis, and movement.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objective

7.01 Understand that a major purpose of the arts is the creation of an original work.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives

8.01 Begin to understand different ways people can make a living from creating works of art.

8.02 Discuss the involvement in art of people of all ages to include visiting museums, making art, reading or writing about art and artists, buying art, and teaching and volunteering in the arts.

The study of visual arts is cumulative and sequential to include learning introduced and emphasized at previous grade levels.

The emphasis at this grade level is on:

- Research and personal interests
- Demonstrating ease in using a variety of media
- Use of space and balance in art
- Fables and myths, measurement, calligraphy, plants
- Differentiating between landscape, portrait and still life

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

1.01 Expand the use of appropriate vocabulary.

1.02 Apply knowledge and concepts gained across the curriculum as a source of ideas for art.

1.03 Select color both for emotional appeal and realism.

1.04 Respond to positive attention and suggestions from others.

1.05 Discuss why one solution is better than another through comparison.

1.06 Refine images of self, pets, family, friends, and environment.

1.07 Elaborate on an idea or theme.

1.08 Develop the ability to work in small groups to reach a group goal which will be greater than any one individual might achieve alone.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

2.01 Expands control and manipulation of the media and tools which may include the following:

Photography - sun prints

Drawing - chalk, fine and broad markers, colored pencils, creates a variety of lines with tip, point and side.

Cut paper - papers, found objects, fibers, glue, sharp-edged scissors, curling, scoring and stapling, cutting a variety of single and multiple shapes.

Printmaking - cardboard

Painting - liquid acrylics, large and small brushes.

Ceramic - coil construction, compound pinch and slab, addition, smoothing, self-created stamps.

Fibers - Knotting, small hand looms for fibers.

2.02 Explore unique properties and potential of materials.

2.03 Demonstrate increased fine motor skills.

2.04 Develop familiarity with specific media and processes.

2.05 Interprets actual textures in a variety of media.

2.06 Create portraits, still lifes and landscapes from real life observation or memory.

2.07 Depict self and others in a variety of real and imaginary situations with increasing detail.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

3.01 Explore differences among actual, imaginary and applied texture in discussion and production.

3.02 Create a variety of visual textures using basic drawing, printmaking, sculpture and painting tools.

3.03 Identify geometric shapes: circle, square, rectangle, triangle, diamond, oval, octagon, and pentagon.

3.04 Use a variety of geometric and organic shapes in creating own work.

3.05 Compare objects in space through relative size and position including such things as: overlapping, foreground, middle ground, background, and amount of detail.

3.06 Develop ability to discuss his or her own work and that of others in terms of art elements.

3.07 Recognize composition is using the elements of art to create an artwork.

3.08 Develop repetition to create pattern in one's own artwork.

3.09 Respect the work of others when critiquing art.

3.10 Consider numerous solutions during the problem-solving process.

3.11 Recognize symmetrical and asymmetrical balance.

3.12 Mix tints and shades.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

4.01 Use knowledge and imagination to interpret environments.

4.02 Interject personal point of view regarding one's own surroundings.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

5.01 Identify the main purposes for art in a society.

5.02 Identify media/techniques and processes used for an individual artwork.

5.03 Understand there have been many different cultures in the world and each culture has produced art.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives

6.01 Understand that the purpose for a work of art affects how it is made.

6.02 Recognize diversity in art as a natural and positive expression of individuality.

6.03 Express own ideas and feelings visually and with fluency.

6.04 Express what can be learned from a mistake or accident of one's own or others.

6.05 Apply knowledge gained from a failure situation to help achieve a more successful effort.

6.06 Critique art work using proper art vocabulary.

6.07 Express one's own thoughts and feelings about a specific artwork.

6.08 Critique artwork in relation to design principles: emphasis, movement, repetition, space, and balance.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

7.01 Begin to acknowledge similarities among all the arts including vocabulary, concepts, and use of composition.

7.02 Discuss how the artwork people produce reflects the times in which they live.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives

8.01 Recognize that people can derive satisfaction from involvement with art.

8.02 Understand ways people can make a living from creating works of art.

8.03 Understand that people can make a living in art related fields.

The study of visual arts is cumulative and sequential to include learning introduced and emphasized at previous grade levels. The emphasis at this grade level is on:

- The ability to organize and sequence
- Incorporating multi-step processes
- Value
- North Carolina history, animals, symmetry, narrative writing
- Exploring the art of North Carolina
- Recognizing the styles of individual artists
- Comparing and contrasting art movements

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

- 1.01 Expand the sense of environment to include global awareness as a source of ideas for imagery.
- 1.02 Create work which approaches a higher level of realism.
- 1.03 Depict sequence of events in artwork.
- 1.04 Use complex symbols to fully explore ideas.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

- 2.01 Know about and correctly use stitchery needles and small hand tools.
- 2.02 Use additional art media, techniques and processes which may include:
Fibers - stitchery, a variety of fiber weaving techniques, felting and quilting
Cut paper - complex symmetrical folding and cutting;
Sculpture - experiments with varied tools including small hand tools.
- 2.03 Increase skills with familiar materials.
- 2.04 Demonstrate one's own thought and feelings visually, using sequential, visual narrative.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

3.01 Mix tints, shades and tones.

3.02 Differentiate horizontal, vertical, parallel, and diagonal lines.

3.03 Compare relative positions of objects in space through color intensity and value.

3.04 Exercise flexibility when approaching a problem-solving situation.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

4.01 Create extended visual narratives based on one's own life and experiences.

4.02 Discuss and/or write extended narratives based on one's own art.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

5.01 Recognize that art can serve more than one purpose and/or function in a given culture.

5.02 Make responses that are both knowledge-based and personal (objective and subjective).

5.03 Compare works of art from different times and cultures.

5.04 Explores the art and architecture of selected North Carolina artists.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives

6.01 Describe how people's experiences influence the development of specific artworks.

6.02 Understand experience varies from individual to individual and from culture to culture.

6.03 Critique artwork through the use of design principles: emphasis, movement, repetition, space, balance, and value.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

7.01 Recognize that in a particular place or time, shared beliefs or knowledge will affect the ideas, issues or themes in all disciplines.

7.02 Identify how technology affects how things look and how they are done.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives

8.01 Discuss how some ways of making art are different than in the past but some are the same.

8.02 Discuss how there are art related jobs today that did not exist in the past such as photographer, videographer and computer artist.

VISUAL ARTS - Grade 5

The study of visual arts is cumulative and sequential to include learning introduced and emphasized previous grade levels. The emphasis at this grade level is on:

- Integrating and synthesizing subject matter, current events
- Evaluating results and recognizing which media will be successful in given situations
- Unity
- Cultures of the Americas, plants, interdependence
- Exploring the art of the Americas

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

1.01 Use the imagination as a source for symbolic expression.

1.02 Practice a variety of methods of observation from different points of view to explore spatial relationships.

1.03 Use current events as a catalyst for the discussion and production of art.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

2.01 Use additional art media, techniques and processes, which may include:

Drawing - charcoal

Printmaking - easy cut, mixed media, collographs

3-D - wire

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

3.01 Recognize and apply the elements of art in an aesthetic composition.

3.02 Recognize and apply the design principles used in composition.

3.03 Develop repetition to create unity in one's own work.

3.04 Use variations to create interest in a composition.

3.05 Critique his or her own work and that of others in terms of design principles.

3.06 Recognize the validity of one's feelings and impressions when solving visual problems.

3.07 Recognize the value of intuitive perceptions in the problem-solving process when creating art.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

4.01 Compare and contrast the work of various artists' styles and cultures.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

5.01 Begin to recognize that art is the visual record of the history of mankind.

5.02 Identify selected characteristics that make art of a particular culture unique.

5.03 Recognize selected individual style characteristics of an artist.

5.04 Compare and contrast selected major artists and artwork.

5.05 Recognize there are many universal themes in art throughout history.

COMPETENCY GOAL 6: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

6.01 Identify similarities and differences between the visual arts and other disciplines.

6.02 Appreciate and speculate about how technology will precipitate additional artistic developments in the future.

6.03 Compare current technology to that of the past.

COMPETENCY GOAL 7: The learner will develop an awareness of art as an avocation and profession.

Objectives

7.01 Examine the choice of art as a profession.

7.02 Recognize that art provides an opportunity for life long learning.

7.03 Begin to recognize that the creation of art requires creative and critical thinking skills that are used throughout life.

VISUAL ARTS - Grade 6

The emphasis for the grade level is on:

- Using media
- Imagining and implementing images
- Elaborating on an idea or theme
- Applying the elements of art and the principles of design
- Art as a means of communication and persuasion
- Interpreting the environment
- Visual arts purpose and function in history and cultures
- Contributions of visual arts in various cultures
- Purposes for creating works of art
- Identifying connections, and similarities and differences
- The impact of technology on the arts
- Art as a vocation and avocation

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

1.01 Plan and organize for creating art.

1.02 Explore strategies for imagining and implementing images.

1.03 Recognize in a world of imagination there is no right or wrong, but some solutions are better than others.

1.04 Recognize and identify ideas that artists get from a variety of sources.

1.05 Understand that ideas evolve over time.

1.06 Develop perceptual awareness through the use of all senses.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

2.01 Recognize the unique properties of various media.

2.02 Explore and identify the use of a variety of materials using proper vocabulary and terminology.

2.03 Differentiate among techniques and processes for working with each materials.

2.04 Discover the expressive potential of various media and techniques.

2.05 Use art materials and tools in a safe and responsible manner.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

3.01 Recognize and discuss the elements and principles found in the environment.

3.02 Recognize and discuss the elements and principles of design in an aesthetic composition.

3.03 Recognize and discuss how diverse solutions are preferable to predetermined visual solutions.

3.04 Recognize and discuss the value of intuitive perceptions in the problem-solving process.

3.05 Recognize and discuss how artists use the elements and principles of design to impact the environment.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

4.01 Recognize and discuss art as a means of communication and persuasion.

4.02 Understand the use of life surroundings and personal experiences are used to express ideas and feelings visually.

4.03 Interpret the environment with realistic imagery.

4.04 Convey meaning through original imagery that does not rely on copying, tracing, patterns or duplicated materials.

4.05 Recognize and discuss the personal imagery and style of various artists.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

5.01 Demonstrate an understanding that the visual arts have a history, purpose and function in all cultures.

5.02 Identify specific works of art as belonging to a particular culture, time and place.

5.03 Discover relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.

5.04 Recognize and discuss the existence of art movements, periods, and styles.

5.05 Recognize and discuss the existence of universal theme in art throughout history.

5.06 Recognize and discuss the aesthetic diversity of various cultures.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives

6.01 Describe various purposes for creating works of visual art.

6.02 Describe how people's experiences influence the development of specific artworks.

6.03 Acknowledge and discuss how other's work and ideas are unique expression of themselves.

6.04 Acknowledge and explain how unsuccessful efforts can be a constructive part of growth in the creative process.

6.05 Critique artwork through the use of: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas, oral and written expression.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

7.01 Identify connections, similarities and differences between the visual arts and other disciplines.

7.02 Identify ways the art elements and design principles interrelate with other arts disciplines.

7.03 Identify characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.

7.04 Identify how various technology affects visual arts and other disciplines.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives

8.01 Develop and discuss an awareness of art as an avocation.

8.02 Develop and discuss an awareness of art as a profession.

VISUAL ARTS - Grade 7

The emphasis at this grade level is on:

- Organizing and creating art
- Development of ideas over time
- Techniques and processes for working with a variety of materials
- Using a variety of media and techniques
- The elements and principles of design
- Artistic solutions
- Interpreting the environment
- Inventing original imagery
- Aesthetic diversity of various cultures
- How art can meet its intended purpose
- How art elements and design principles relate to all arts areas
- The impact of future technology on the arts
- Art as a vocation or avocation

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

1.01 Expand knowledge for organizing and creating art.

1.02 Develop strategies for imagining and implementing images.

1.03 Explore a variety of solutions in solving creative problems.

1.04 Understand and discuss that ideas from reality and from fantasy may be used to create original art.

1.05 Demonstrate the development of ideas across time.

1.06 Recognize and discuss the use of multiple senses in visual arts.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

2.01 Identify various media techniques from visual examples.

2.02 Explore and identify the unique properties and potential of materials using proper vocabulary and terminology.

2.03 Learn various techniques and processes for working with each material.

2.04 Use a variety of media and techniques in an expressive manner.

2.05 Discuss and develop the concept of safety as it relates to art tools and materials.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

3.01 Explore and discuss the elements and principles of design found in the environment.

3.02 Explore and apply the elements and principles of design used in an aesthetic composition.

3.03 Explore and discuss that diverse solutions are preferable to predetermined visual solutions.

3.04 Explore and discuss the value of intuitive perceptions in the problem-solving process.

3.05 Explore and discuss the value of experimentation in the problem-solving process.

3.06 Explore and discuss how artists use the elements and principles of design to impact the environment.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

4.01 Use visual arts to persuade and communicate ideas.

4.02 Demonstrate the use of life surroundings and personal experiences to express ideas and meanings visually.

4.03 Interpret the environment through art.

4.04 Invent original imagery to convey meaning.

4.05 Explore how artists develop personal imagery and style.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

5.01 Identify the history, purpose and functions of visual arts in various cultures.

- 5.02 Describe characteristics of specific works of art that belong to a particular culture, time and place.
- 5.03 Describe relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.
- 5.04 Explore and discuss the existence of art movements, periods, and styles.
- 5.05 Explore and discuss the existence of universal theme in art throughout history.
- 5.06 Explore the aesthetic diversity of various cultures.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives

- 6.01 Explain how a work of art can meet its intended purpose.
- 6.02 Identify the influences that had the greatest impact on a given work of art.
- 6.03 Explain how other's work and ideas as unique expression of themselves.
- 6.04 Incorporate constructive growth learned from unsuccessful efforts into the creative process.
- 6.05 Critique artwork evaluating meaning, feeling, mood and ideas in oral and written expression.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

- 7.01 Explain connections, similarities and differences between the visual arts and other disciplines.
- 7.02 Explain various ways the art elements and design principles interrelate with other arts disciplines.
- 7.03 Compare characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.
- 7.04 Discuss and describe the impact future technology will have on visual arts and other disciplines.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives

- 8.01 Identify and discuss visual arts as an avocation.
- 8.02 Identify and discuss how broad visual arts is as a profession.
- 8.03 Research how art provides an opportunity of involvement, both vocationally and avocationally.

VISUAL ARTS - Grade 8

The emphasis at this grade level is on:

- Planning and organizing for unique and original solutions
- Seeking inspiration from other artists
- Using increasingly complex ideas and original expressions
- Developing expressive media techniques to reach an original and personal solution
- Developing original solutions
- Using environmental imagery
- The history, purpose and function of visual arts
- Evaluating the effectiveness of a work of art
- Critiquing artwork
- Interpreting and analyzing
- Assessing the ways art enhances all aspects of life

Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

- 1.01 Plan and organize for unique and original solutions.
- 1.02 Refine strategies for imagining and implementing images.
- 1.03 Analyze various solutions to solving creative problems to determine which are better.
- 1.04 Solve problems using images from fantasy and reality.
- 1.05 Choose and apply the best ideas among those developed over time.
- 1.06 Develop solutions that incorporate the use of a variety of senses.

COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives

- 2.01 Discriminate in deciding the effectiveness of various media techniques to reach an artistic solution.
- 2.02 Apply materials such that their unique properties and potential impact the artistic solution.
- 2.03 Apply a variety of techniques and processes when working with each material.
- 2.04 Determine an original solution through expressive media techniques.
- 2.05 Understand the historical and personal implications of the proper use of tools and materials.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives

3.01 Understand how artists use the elements and principles of design to impact their environment.

3.02 Develop original solutions that effectively apply the elements of art in an aesthetic composition.

3.03 Apply diverse original solutions in the problem solving process.

3.04 Apply intuitive perceptions in the problem-solving process.

3.05 Apply diverse experimental solutions in problem-solving.

COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives

4.01 Communicate and persuade through visual arts.

4.02 Develop the use of life surroundings and personal experiences to express ideas and feelings visually.

4.03 Utilize environmental imagery to create artwork with personal meaning.

4.04 Invent original and personal imagery to convey ideas that are both personal and have meaning.

4.05 Develop personal imagery and style.

COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives

5.01 Consider the history, purpose and function of visual arts and analyze their impact on various cultures.

5.02 Explain the impact of a particular culture, time and place on a specific work of art.

5.03 Compare and contrast relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.

5.04 Explain the impact of art movements, periods, and styles.

5.05 Explain the impact universal themes in art throughout history have had on specific works of art.

5.06 Explain the impact of current culture on your personal style, attitude and techniques.

COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives

6.01 Evaluate the effectiveness of a work of art in meeting its intended purpose.

6.02 Evaluate the ways in which a work of art reflects or communicates the diverse experiences of the artist.

6.03 Interpret how a given work of art expresses the uniqueness of the individual artist.

6.04 Evaluate and reflect on the impact of various decisions made throughout the creative process.

6.05 Critique artwork evaluating purpose, tone and style in an oral or written expression.

COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

7.01 Interpret and analyze connections, similarities and differences between the visual arts and other disciplines.

7.02 Demonstrate various ways the art elements and design principles interrelate within all arts disciplines.

7.03 Compare and contrast characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.

7.04 Apply various technologies in order to effect visual arts and other disciplines.

COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Objectives

8.01 Assess the ways art enhances all aspects of life.

8.02 Assess the criteria to pursue visual arts as a profession.