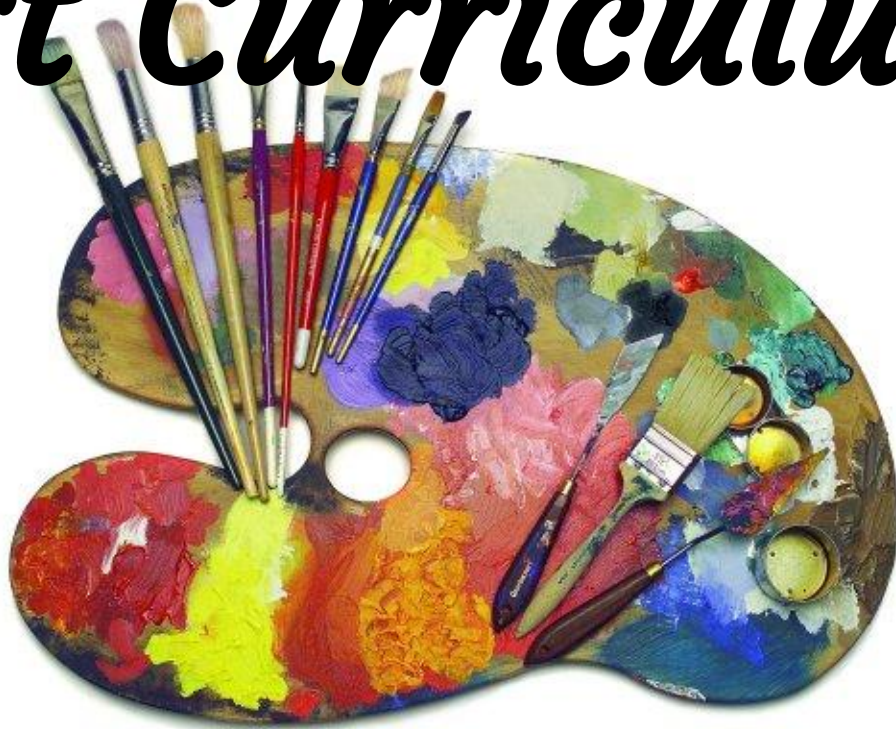


FORSYTH PUBLIC SCHOOLS

Art Curriculum



CURRICULUM COMMITTEE:

Principals: Shelly Weight & Dixie Seleg

Aligned to 2016 Montana Art Content Standards
Adopted August 2020 by Board of Trustees

FORSYTH PUBLIC SCHOOLS

ART STANDARDS

Meeting the Montana State Standards adopted July 2016 by the Office of Public Instruction

ART CONTENT STANDARDS

The revised Montana Standards for Arts embrace the idea of Artistic Literacy – the ability of students to **create art, present or produce art, respond or critique art, and connect art to their lives** and the world around them.

The arts are essential to a world-class education. Studying the arts helps to develop critical habits of mind—creativity, collaboration, communication and critical thinking that lead to college, career and civic readiness. These skills have been recognized as essential to lifelong success both in and out of school by a variety of education and civic leaders, including the National Association of State Boards of Education, the Education Commission of the States, and the Conference Board.

At each grade level a student will be able to meet the following standards:

FORSYTH PUBLIC SCHOOLS ART STANDARDS

STRAND 1: CREATING Conceive and develop new artistic ideas and work.	STRAND 2: PRESENTING Realize artistic ideas and work through interpretation and presentation.	STRAND 3: RESPONDING Understand and evaluate how the arts convey meaning.	STRAND 4: CONNECTING Relate artistic ideas and work with personal meaning and external context.
Standard 1: Generate and conceptualize artistic ideas and work;	Standard 4: Analyze, interpret, and select artistic work for presentation.	Standard 7: Perceive and analyze artistic work.	Standard 10: Synthesize and relate knowledge and personal experiences to make art.
Standard 2: Organize and develop artistic ideas and work.	Standard 5: Develop and refine artistic work for presentation.	Standard 8: Construct meaningful interpretations of artistic work.	Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding, including artistic ideas and works by American Indians.
Standard 3: Refine and complete artistic work.	Standard 6: Convey meaning through the presentation of artistic work.	Standard 9: Apply criteria to evaluate artistic work.	

Kindergarten

Kindergarten

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
1.AS.K	CR	Students will generate and conceptualize artistic ideas and work. <ol style="list-style-type: none">1. Engage in creative play with art materials2. State ideas for visual expression (original ideas)3. Name a variety of media to create art forms (paint, pens, paper, clay)4. Work cooperatively in the creative process (murals, collage, play scenery, etc.)5. Recognize primary colors (red, blue, yellow)6. Recognize secondary colors (green, purple, orange)7. Recognize black and white colors8. Mix primary colors to create secondary colors9. Recognize different kinds of lines (curvy, straight, thick, thin, jagged, smooth, horizontal, vertical, spiral)10. Define space/area (ex. Marker board, piece of paper)11. Experiment with watercolor1. Experiment with printmaking (with paint)
2.AS.K	CR	Students will organize and develop artistic ideas and work. <ol style="list-style-type: none">1. Create artwork or design that represent natural and constructed objects2. Alter space/area with lines, shape, color and texture (marker board, piece of paper)3. Draw a human body with a distinct head, body, arms and legs4. Put appropriate detail on a human body (hair, eyes, nose, mouth, hands, feet)5. Color human body appropriately (skin, hair tones)6. Illustrate 2-dimensional artwork (drawing, painting, printing, etc.)7. Create 3-dimensional artwork (found objects, paper)
3.AS.K	CR	Students will refine and complete artistic work.

1. Explain the artistic process while making artworks
2. Name and use symbolic language (pictographs, shapes, shapes of signs, colors and rebus pictures)

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
4.AS.K	PR	<p>Students will select, analyze, and interpret artistic work for presentation</p> <ol style="list-style-type: none"> 1. Choose art objects for a personal portfolio and display 2. Informally show own artwork to others 3. Analyze characteristics and merits of his/her work and the work of others 4. Informally show own artwork to others
5.AS.K		<p>Students will develop and refine artistic techniques and work for presentation</p> <ol style="list-style-type: none"> 1. Explain the purpose of a portfolio or a collection 2. Use art materials to create general responses
6.AS.K	PR	<p>Students will convey meaning through the presentation of artistic work</p> <ol style="list-style-type: none"> 1. Explain the purpose of an art museum 2. Use art forms to communicate ideas within grade level subject matter 3. Use appropriate grade level vocabulary when explaining art

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
7.AS.K	RE	Students will perceive and analyze artistic work.

1. Identify uses of artwork within one's personal environment
2. Recognize the four arts (dance, music, theatre, visual arts)
3. Use appropriate grade level vocabulary to match art careers (baker, painter, potter, illustrator, etc.)

8.AS.K

RE

Students will construct meaningful interpretations of artistic work.

1. Identify subject matter and details in artworks
2. Recognize that one's culture can be reflected through art
3. Recognize actual textures (soft, hard, smooth, rough)

9.AS.K

RE

Students will apply criteria to evaluate artistic work

1. Explain reasons for selecting preferred artwork
2. Demonstrate respect for the feelings and values of the artwork of others
3. Recognize patterns (repetition) in artwork
4. Recognize symmetrical objects (butterflies)
5. Recognize contrast (smooth/rough, large/tiny)
6. Recognize that elements of art create movement

STANDARDS

STRAND

GOALS and PERFORMANCE OBJECTIVES

10.AS.K

CO

Students will synthesize and relate knowledge and personal experiences to make art

1. Create art that tells a story about a personal experience
2. Use art materials to create general responses
3. Explore solutions to a problem using art
4. Recognize various reasons for creating artwork (enjoyment, humor, history, memorials, political, etc)
5. Recognize that emotions and experiences influence artwork
6. Recognize basic geometric shapes (circle, square, triangle, rectangle)
7. Locate 3-dimensional form in immediate environment (finger, chair, bowl, door, etc)

11.AS.K

CO

Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.

1. Identify a purpose of an artwork
2. Appreciate indigenous/traditional works of art
3. Identify examples of historical, contemporary and traditional visual arts, including American Indian Art
4. Recognize how art history and culture influence each other
5. Identify art in relation to specific cultures, time and places

First Grade

STANDARDS	STRAND	GOALS and PERFORMANCE OBJECTIVES
1.AS.1	CR	Students will generate and conceptualize artistic ideas and work. <ul style="list-style-type: none">a. Engage and collaborate in creative investigation of art materialsb. State ideas for visual expression (original ideas)c. Name a variety of media to create art forms (paint, pens, paper, clay)d. Work cooperatively in the creative process (murals, collage, play scenery, etc.)e. Recognize primary colors (red, blue, yellow)f. Recognize secondary colors (green, purple, orange)g. Recognize black and white colorsh. Mix primary colors to create secondary colorsi. Illustrate different kinds of lines (curvy, straight, thick, thin, jagged, smooth, horizontal, vertical, spiral)j. Define space/area (ex. Marker board, piece of paper) <ul style="list-style-type: none">a. Draw using pencil, colored pencils, chalk, markers, crayons, etca. Experiment with watercolor and tempera painta. Experiment with printmaking (with paint)
1.AS.2		Students will organize and develop artistic ideas and work. <ul style="list-style-type: none">a. Create artwork that identify uses of everyday objectsa. Create artwork or design that represent natural and constructed objectsb. Alter space/area with lines, shape, color and texture (marker board, piece of paper)c. Draw a human body with attention to separate details of head, body, shoulders, neck, arms, legs and fingersd. Put appropriate detail on a human body (hair, eyes, nose, mouth)e. Color human body appropriately (skin, hair tones)f. Illustrate 2-dimensional artwork (drawing, painting, printing, etc.)g. Create 3-dimensional artwork (found objects, paper)h. Select objects that are symmetricali. Experiment using the computer to create art
1.AS.3		Students will refine and complete artistic work. <ul style="list-style-type: none">a. Use art vocabulary to describe choices while creating art

- a. Explain the artistic process while making artworks
- b. Distinguish between light and dark colors
- c. Demonstrate workmanship in completed artwork
- d. Recognize appropriate media to create art work
- e. Recognize and use symbolic language (pictographs, shapes, shapes of signs, colors)

STRAND PRESENTING

STANDARDS GOALS and PERFORMANCE OBJECTIVES

1.AS.4 Students will select, analyze, and interpret artistic work for presentation

- a. Explain why objects, artifacts and artwork are valued by different audiences
- a. Choose art objects for a personal portfolio and display
- b. Informally show own artwork to others

1.AS.5 Students will develop and refine artistic techniques and work for presentation.

- a. Identify how artwork should be prepared for a presentation
- a. Use art materials to create general responses to environment and emotions

1.AS.6 Students will convey meaning through the presentation of artistic work.

- a. Identify the roles and responsibilities of people who visit and work in museums
- a. Explain the purpose of an art museum

STRAND RESPONDING

STANDARDS GOALS and PERFORMANCE OBJECTIVES

1.AS.7 Students will perceive and analyze artistic work.

- a. Select and describe artworks that illustrate daily life comparing different images that represent the same
- a. Recognize that materials, techniques and processes cause different responses to art
- b. Identify contrasts (light/dark, smooth/rough, shiny/dull, big/small)
- c. Use appropriate grade level vocabulary when describing art

1.AS.8 Students will construct meaningful interpretations of artistic work.

- a. Describe characteristics of artworks
- a. Recognize different textures (rubblings, hair, fur, rough, smooth)
- b. Identify subject matter and details in artworks
- c. Define space in terms of size (large, medium, small)
- d. Recognize that emotions and experiences influence artwork
- e. Demonstrate respect for the feelings/values of the artwork of others

1.AS.9 Students will apply criteria to evaluate artistic work.

- a. Classify artwork based on reasons for preference
- a. Explain reasons for selecting a preferred artwork
- b. Recognize patterns (repetition) in artwork
- c. Recognize symmetrical objects (butterflies)
- d. Recognize that elements of art create movement
- e. Analyze characteristics and merits of his/her work and the work of others

STRAND CONNECTING

STANDARDS GOALS and PERFORMANCE OBJECTIVES

1.AS.10 Students will synthesize and relate knowledge and personal experiences to make art.

- a. Identify reasons to create art outside of school
- a. Create art that tells a story about a personal experience

- b. Identify uses of artwork within one's personal environment
- c. Identify geometric shapes (square, circle, triangle, rectangle)
- d. Locate 3-dimensional form in immediate environment (finger, chair, bowl, door, etc)
- e. Use art forms to communicate ideas within grade level subject matter
- f. Explore solutions to a problem using art
- g. Recognize various reasons for creating artwork (enjoyment, humor, history, memorials, political, etc.)

1.AS.11 **Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.**

- a. Describe the reasons that people from different places and times create artwork
- a. Identify a purpose of an artwork
- b. Appreciate indigenous/traditional works of art
- c. Identify examples of historical, contemporary and traditional visual arts, including American Indian Art
- d. Recognize how art history and culture influence each other
- e. Identify art in relation to specific culture, times and places
- f. Recognize that one's culture can be reflected through art
- g. Recognize vocabulary in art related careers (cartoonist, designers, illustrator, etc.)

Second Grade

2nd Grade

STRAND CREATING

STANDARDS GOALS and PERFORMANCE OBJECTIVES

2.AS.1 Students will generate and conceptualize artistic ideas and work.

- a. Discover multiple approaches and solutions to an art or design problem
- a. Generate own ideas for visual expression (original artwork)
- b. Create a color wheel using primary and secondary hues
- c. Use lines to create shape patterns
- d. Illustrate patterns (repetition) in artwork
- e. Paint using watercolors/tempera paint

2.AS.2 Students will organize and develop artistic ideas and work.

- a. Demonstrate personal interest in an artwork or design using various materials, tools, and everyday objects
- a. Define horizontal, vertical, curved, thick, thin, solid, broken and diagonal lines
- b. Use white to tint colors (lighten)
- c. Use black to shade colors (darken)
- d. Choose an appropriate media to create artwork

2.AS.3 Students will refine and complete artistic work.

- a. Discuss choices made in creating artwork
- a. Illustrate 2-dimensional artwork (drawing, painting, printmaking, computer art)
- b. Recognize the difference between warm (red, orange, yellow) and cool (blue, green, purple) colors
- c. Draw a human form adding feature details in relation to size of another human/animal form
- d. Transform space with lines, shapes, color and texture
- e. Discuss comparative sizes to define perspective (small, medium, large)
- f. Draw using pencils, colored pencils, chalk, markers, pastels, crayons, etc.

- g. Create 3-dimensional artwork

STRAND PRESENTING

STANDARDS GOALS and PERFORMANCE OBJECTIVES

2.AS.4 Students will select, analyze, and interpret artistic work for presentation

- a. Categorize artwork based on a theme or concept for an exhibit
- a. Select own artwork to share with others

2.AS.5 Students will develop and refine artistic techniques and work for presentation

- a. Describe different materials or artistic techniques for preparing artwork for presentation
- a. Discuss a variety of media to create art forms (pencil, paint, paper, clay)
- b. Work cooperatively in the creative process (murals, collages, scenery)
- c. Demonstrate workmanship in a completed artwork

2.AS.6 Students will convey meaning through the presentation of artistic work

- a. Describe how exhibited art, in a variety of venues, contributes to communities
- a. Use art materials to create general responses
- b. Use art forms to communicate ideas within grade level subject matter

STRAND RESPONDING

STANDARDS GOALS and PERFORMANCE OBJECTIVES

2.AS.7 Students will perceive and analyze artistic work.

- a. Describe aesthetic characteristics of the natural world and constructed environments based on expressive properties
- a. Discuss patterns (repetition) in artwork
- b. Identify symmetrical (formal) objects
- c. Identify contrasts (light/dark, smooth/rough, shiny/dull, etc.)
- d. Analyze characteristics and merits of his/her work and the work of others

2.AS.8 Students will construct meaningful interpretations of artistic work.

- a. Describe the mood suggested by an artwork
- a. Recognize that materials, techniques and processes cause different responses to art
- b. Recognize that emotions and experience influence artwork
- c. Demonstrate respect for the feelings/values of the artwork of others

2.AS.9 Students will apply criteria to evaluate artistic work

- a. Use art vocabulary to express preferences about artwork
- a. Recognize dominance (focal point) in artwork
- b. Recognize contour lines, perspective and shading
- c. Use appropriate grade level vocabulary when describing art

STRAND CONNECTING

STANDARDS GOALS and PERFORMANCE OBJECTIVES

2.AS.10 **Students will synthesize and relate knowledge and personal experiences to make art.**

- a. Create artworks about events in home, school, or community life
- a. Identify geometric and freeform shapes in the environment
- b. Recognize 3-dimensional forms (pyramid, rectangular prism, sphere, cube, cone, cylinder)
- c. Explore solutions to a problem using art
- d. Identify and use symbolic language (pictographs, shapes and colors)
- e. Recognize various reasons for creating artwork (enjoyment, humor, history, memorials, political, etc.)
- f. Recognize how art can be incorporated into other subject areas (math, social studies, language, etc.)

2.AS.11 **Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.**

- a. Discuss cultural uses of artwork from different times and places
- a. Recognize that the elements of art create movement
- b. Students will appreciate indigenous and traditional works of art
- c. Identify examples of historical, contemporary and traditional visual arts, including American Indian Art
- d. Recognize how art history and culture influence each other
- e. Identify art in relation to specific culture, times and places
- f. Recognize that one's culture can be reflected through art
Associate art with career possibilities (designers, cartoonist, bakers, illustrators, etc.)

Third Grade

STRAND CREATING

STANDARDS GOALS and PERFORMANCE OBJECTIVES

3.AS.1 **Students will generate and conceptualize artistic ideas and work.**

- a. Apply knowledge of available resources to enhance personal ideas through the art-making process
- a. Paint using watercolors/tempera
- b. Draw using pencils, colored pencils, chalk, markers, crayons, etc.
- c. Construct a 3-dimensional artwork (found objects, paper, clay, paper-mache, wire)

3.AS.2 **Students will organize and develop artistic ideas and work.**

- a. Create artwork using a variety of artistic processes and materials
- a. Illustrate a pattern (repetition)
- b. Demonstrate 2-dimensional artwork (drawing, painting, printmaking, computer art, etc.)
- c. Experiment with printmaking (stamping with paint using a variety of materials)
- d. Experiment using the computer to create art
- e. Determine appropriate media to create artwork

3.AS.3 **Students will refine and complete artistic work.**

- a. Elaborate on artwork by adding details to enhance meaning
- a. Manipulate space using lines, shape and color
- b. Experiment creating tints (add white) and shades (add black)
- c. Use details to show space perspective (less details in background/sharper and more details in foreground)
- d. Experiment with contour lines, perspective and shading

STRAND PRESENTING

STANDARDS GOALS and PERFORMANCE OBJECTIVES

3.AS.4 Students will select, analyze, and interpret artistic work for presentation

- a. Research and discuss the possibilities and limitations of physical and digital spaces for exhibiting artwork
- a. Develop a body of work

3.AS.5 Students will develop and refine artistic techniques and work for presentation

- a. Prepare artworks for presentation
- a. Use contrast in artwork form (smooth/rough, shiny/dull, large/small, etc.)
- b. Demonstrate craftsmanship in a completed artwork

3.AS.6 Students will convey meaning through the presentation of artistic work

- a. Explain how and where different cultures record and illustrate stories and history of life through art
- a. Use a variety of materials, techniques and processes to create general responses
- b. Use art forms to communicate ideas within grade level subject matter
- c. Recognize how art expression, emotion and experience reflect life

STRAND RESPONDING

STANDARDS GOALS and PERFORMANCE OBJECTIVES

3.AS.7 Students will perceive and analyze artistic work.

- a. Identify processes an artist uses to create artwork
- a. Recognize comparative sizes (perspective)
- b. Recognize relative location (placement of objects on a 2-dimensional plane using overlapping technique)
- c. Recognize an awareness of positive/negative space
- d. Analyze characteristics and merits of his/her work and the work of others
- e. Demonstrate respect for the feelings/values of the artwork of others

3.AS.8 Students will construct meaningful interpretations of artistic work.

- a. Discuss the use of media to create subject matter, form and mood in artwork
- a. Recognize regular, random and alternative rhythm in artwork
- b. Use appropriate grade level vocabulary when describing art
- c. Identify that common emotions and experience influence artwork

3.AS.9 Students will apply criteria to evaluate artistic work

- a. Evaluate artwork based on criteria
- a. Identify monochromatic color schemes (shades/tints of color)
- b. Discriminate between symmetrical (formal) and asymmetrical (informal)
- c. Identify dominance (focal point) in artwork

STRAND CONNECTING

STANDARDS GOALS and PERFORMANCE OBJECTIVES

3.AS.10 Students will synthesize and relate knowledge and personal experiences to make art.

- a. Develop artwork based on observations and details of surroundings
- a. Identify 3-dimensional forms (cube, sphere, cylinder, pyramid, cone, rectangular prism)
- b. Identify various reasons for creating artwork (enjoyment, humor, history, memorials, political, etc.)
- c. Explain how the Arts are related (dance, music, theatre, visual arts)
- d. Identify where art has been incorporated into other subject areas (math, social studies, reading, etc.)

3.AS.11

Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.

- a. Compare how responses to art change based on knowledge of the artwork's cultural and historical context
- a. Appreciate indigenous and traditional works of art
- b. Identify how art can be used to express cultural, political, communication, expressive, commercial and environmental works of art
- c. Identify examples of historical, contemporary and traditional visual arts, including American Indian Art
- d. Explore solutions to a problem using art
- e. Construct an artwork using symbolic language (pictographs-paintings, petroglyphs-carvings)
- f. Recognize how art history and culture influence each other
- g. Identify art in relation to specific culture, times and places
- h. Recognize that one's culture can be reflected through art

Fourth Grade

STRAND CREATING

STANDARDS GOALS and PERFORMANCE OBJECTIVES

4.AS.1 **Students will generate and conceptualize artistic ideas and work.**

- a. Collaborate on multiple approaches to a creative art or design problem and develop a plan from concept to completion for an artwork
- a. Use a variety of media to experiment with art forms
- b. Demonstrate depth using 6 perspective techniques (overlapping, size, placement, detail, lines, color)
- c. Demonstrate 2-dimensional artwork (drawing, painting, printmaking, etc.)
- d. Paint using watercolors/tempra
- e. Draw using pencils, colored pencils, chalk, markers, crayons, etc.
- f. Create original stamps for use with paint or ink printmaking

4.AS.2 **Students will organize and develop artistic ideas and work.**

- a. Apply research to art-making for the purpose of communicating about constructed environments
- a. Organize their own ideas for visual expression (original artwork)
- b. Identify the complementary colors on the color wheel
- c. Experiment with patterns in artwork
- d. Demonstrate contrast in artwork (shiny/dull, smooth/rough, large/small, etc.)
- e. Experiment using the computer to create art
- f. Construct a 3-dimensional artwork (found objects, paper, clay, paper-mache, wire and cardboard)
- g. Use appropriate media to create artwork

4.AS.3 **Students will refine and complete artistic work.**

- a. Revise artwork on the basis of insights gained through discussion
- a. Mix primary and secondary colors to create intermediate colors
- b. Illustrate emotion/movement using line
- c. Construct a 3-dimensional form
- d. Use elements of art to create movement

- e. Draw using contour lines, perspective, shading and gesture

STRAND PRESENTING

STANDARDS GOALS and PERFORMANCE OBJECTIVES

- 4.AS.4 **Students will select, analyze, and interpret artistic work for presentation**
 - a. Describe how past, present and emerging technologies impact the preservation and presentation of artwork
 - a. Choose own artwork to share with others

- 4.AS.5 **Students will develop and refine artistic techniques and work for presentation**
 - a. Analyze considerations for presenting and protecting artworks
 - a. Work cooperatively in the creative process
 - b. Demonstrate craftsmanship in a completed artwork

- 4.AS.6 **Students will convey meaning through the presentation of artistic work**
 - a. Compare purposes of art museums, art galleries and other venues with the types of experiences they provide
 - a. Apply a variety of materials, techniques, technologies and processes to create general responses

STRAND RESPONDING

STANDARDS GOALS and PERFORMANCE OBJECTIVES

4.AS.7 Students will perceive and analyze artistic work.

- a. Compare components of visual imagery
- a. Identify implied line (books on top of each other, red paper on blue paper, etc.)
- b. Identify lines having character (vertical-strength, horizontal-peaceful, diagonal-motion)
- c. Recognize monochromatic artwork (shades/tints of color)
- d. Recognize proportion in artwork

4.AS.8 Students will construct meaningful interpretations of artistic work.

- a. Analyze subject matter, form and use of media in artwork
- a. Describe how materials, techniques and processes cause different personal responses to art
- b. Use appropriate grade level vocabulary when describing art
- c. Demonstrate respect for the feelings/values of the artwork of others

4.AS.9 Students will apply criteria to evaluate artistic work

- a. Apply criteria to analyze artworks
- a. Recognize freeform and geometric shapes in the environment/architecture
- b. Identify rhythm in artwork
- c. Analyze characteristics and merits of his/her work and the work of others
- d. Recognize art can evoke various responses
- e. Compare meanings of common terms/elements used in The Arts (rhythm, balance, patterns, harmony, etc.)

STRAND CONNECTING

STANDARDS GOALS and PERFORMANCE OBJECTIVES

4.AS.10 Students will synthesize and relate knowledge and personal experiences to make art.

- a. Create artworks that reflect community cultural traditions
- a. Identify how art can be used to express cultural, political, communication, expressive, commercial and environmental works of art
- b. Use art forms to communicate ideas within grade level subject matter

- c. Explore solutions to a problem using art
- d. Explore symbolic language to create artwork
- e. Identify various reasons for creating artwork
- f. Identify that common emotions, experience and expressions influence artwork
- g. Recognize how The Arts can be incorporated into other subject areas (math, social studies, reading, etc.)
- h. Compare art related careers (graphic artist, architect, goldsmith, etc.)

4.AS.11 **Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.**

- a. Interpret artworks through observation and information about context
- a. Appreciate indigenous/traditional works of art
- b. Identify how art expressions, emotion and experience reflect life (city/rural, seasonal pictures, past/present/future, current events, etc.)
- c. Identify examples of historical, contemporary and traditional visual arts, including American Indian Art
- d. Recognize how art history and culture influence each other
- e. Describe art in relations to specific culture, times and places
- f. Recognize that one's culture can be reflected through art

Fifth Grade

STRAND CREATING

STANDARDS GOALS and PERFORMANCE OBJECTIVES

5.AS.1 **Students will generate and conceptualize artistic ideas and work.**

- a. Combine diverse concepts and artistic methods to choose an approach and create an artwork
- a. Apply a variety of media to demonstrate an art form
- b. Work cooperatively in the creative process (murals, collages, plays, etc.)
- c. Recognize the triad color scheme (every fourth color on the color wheel)
- d. Recognize analogous color scheme (any three colors next to each other on the color wheel)
- e. Recognize implied line (books on top of each other, red paper on blue paper, edge of table)
- f. Demonstrate visual (invented and simulated) textures through an artwork
- g. Paint using watercolors, tempera, and acrylic
- h. Draw using pencils, colored pencils, chalk, markers, crayons, and oil pastels
- i. Explore using contour lines, perspective, shading, and gesture
- j. Incorporate printmaking in a mixed media project
- k. Demonstrate the use of computers to create art
- l. Experiment with a variety of appropriate media to create artwork

5.AS.2 **Students will organize and develop artistic ideas and work.**

- a. Create artwork that document places or objects of person significance
- a. Organize own ideas to create visual expression (original artwork)
- b. Illustrate emotion/movement using line
- c. Illustrate 2-dimensional shapes in the environment/architecture
- d. Construct 3-dimensional forms using a variety of materials
- e. Demonstrate depth using 6 perspective techniques (overlapping, size, placement, detail, lines, color)
- f. Explore positive/negative space in artwork
- g. Create using a monochromatic color scheme (shades/tints of same color)
- h. Create patterns in artwork
- i. Design symmetrical/asymmetrical artwork

- j. Apply techniques used to create 2 dimensional works of art (painting, drawing, paintmaking, computer art, etc.)
- k. Create 3-dimensional artwork (found objects, paper, clay, paper mache, wire, cardboard, and plaster of paris)

5.AS.3 Students will refine and complete artistic work.

- a. Create artist statements using art vocabulary to describe personal choice in art-making
- a. Use radial balance in a design
- b. Create contrast in artwork
- c. Discuss rhythm in artwork
- d. Identify proportion in artwork
- e. Identify movement in artwork
- f. Construct a focal point of art
- g. Demonstrate craftsmanship in a completed artwork

STRAND PRESENTING

STANDARDS GOALS and PERFORMANCE OBJECTIVES

5.AS.4 Students will select, analyze, and interpret artistic work for presentation

- a. Explain the role of a curator
- a. Develop a body of work

5.AS.5 Students will develop and refine artistic techniques and work for presentation.

- a. Discuss responsible and effective use of materials and techniques for preparing, presenting, and preserving artwork
- b. Recognize an appropriate presentational style

5.AS.6 Students will convey meaning through the presentation of artistic work

- a. Cite evidence to explain how an exhibition presents ideas and provides information about a specific concept or topic
- a. Use art forms to communicate ideas
- b. Apply a variety of materials, techniques, technologies and processes to create specific responses

STRAND RESPONDING

STANDARDS GOALS and PERFORMANCE OBJECTIVES

5.AS.7 Students will perceive and analyze artistic work.

- a. Compare personal interpretation of artwork to others' interpretations
- a. Describe artistic choices in own artwork and works of their materials, techniques and processes
- b. Analyze characteristics and merits of his/her work and the work of others
- c. Describe how emotions and experience influence the development of works of art

5.AS.8 Students will construct meaningful interpretations of artistic work.

- a. Analyze use of structure, context and visual elements to convey ideas and mood in artworks
- a. Demonstrate respect for the context and style of the artwork of others

5.AS.9 Students will apply criteria to evaluate artistic work.

- a. Evaluate artworks based on styles, genres and media
- a. Recognize individual responses to artwork
- b. Evaluate the quality of art by applying specific criteria
- c. Compare how the characteristics of each art area are related to similar events, scenes, emotions or ideas) music dance, theatre, visual arts)

STRAND CONNECTING

STANDARDS GOALS and PERFORMANCE OBJECTIVES

5.AS.10 Students will synthesize and relate knowledge and personal experiences to make art.

- a. Apply formal and conceptual knowledge of art and design to artwork
- b. Explore solutions to a problem using art
- a. Describe how personal experiences affect interpretations of art
- a. Discuss various reasons for creating works of art
- a. Explore symbolic language to create artwork
- a. Incorporate art into other subjects
- a. Recognize vocational (career) and avocational (hobby) opportunities in art

5.AS.11

Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.

- a. Identify how artworks are used to inform or change beliefs, values, or behaviors of an individual or society
- a. Appreciate indigenous/traditional works of art
- b. Identify how art can be used to express cultural, political, communication, expressive, commercial and environmental works of art
- c. Identify examples of historical, contemporary and traditional visual arts, including American Indian Arts
- d. Identify how art history, culture and the Arts influence each other
- e. Describe art in relation to specific culture, times and places
- f. Recognize that society and culture are reflected through art
- g. Identify how the environment is reflected in works of art

Sixth Grade

STRAND CREATING

STANDARDS GOALS and PERFORMANCE OBJECTIVES

6.AS.1 **Students will generate and conceptualize artistic ideas and work.**

- a. Design project steps and criteria to reach an identified goal and investigate personally relevant content for art-making
- a. Construct artwork from personal ideas and images
- b. Apply a variety of media to demonstrate a specific art form
- c. Apply techniques to create 2-dimensional works of art (drawing, painting, printmaking)
- d. Apply techniques to create 3-dimensional works of art
- e. Apply techniques to create indigenous/traditional works of art

6.AS.2 **Students will organize and develop artistic ideas and work.**

- a. Demonstrate awareness of issues and ethics of appropriation as they create artworks and design
- a. Work with others to make artistic choices
- b. Utilize the elements of design: color, line, texture, space, forms and value to compose a work of art

6.AS.3 **Students will refine and complete artistic work.**

- a. Apply criteria to plan revisions for artwork or design
- a. Utilize the principles of design: pattern, balance, contrast, rhythm, proportion, unity, movement and dominance to compose a work of art
- b. Demonstrate craftsmanship in completed artwork
- c. Experiment and improve to arrive at solutions using art

STRAND PRESENTING

STANDARDS GOALS and PERFORMANCE OBJECTIVES

6.AS.4 Students will select, analyze, and interpret artistic work for presentation

- a. Compare similarities and differences associated with preserving and presenting two-dimensional, three dimensional and digital artwork
- a. Prepare works of art for presentation
- b. Evaluate the quality and effectiveness of own works according to criteria for style

6.AS.5 Students will develop and refine artistic techniques and work for presentation.

- a. Evaluate methods for preparing and presenting artwork based on criteria
- b. Develop a body of work
- c. Give suggestions for improvement of work evaluated

6.AS.6 Students will convey meaning through the presentation of artistic work

- a. Explain and cite evidence about how exhibits reflect history and values of a community
- a. Use the materials techniques, technologies and processes to express a response
- b. Communicate intended concepts based on personal ideas using visual language

STRAND RESPONDING

STANDARDS GOALS and PERFORMANCE OBJECTIVES

6.AS.7 Students will perceive and analyze artistic work.

- a. Explain how a person's aesthetic choices are influenced by culture and environment
- a. Explain the elements of design in their own work and the work of others
- b. Describe the influence of personal experiences on the interpretation of the artwork
- c. Compare the characteristics of the visual arts with the other arts (music, dance and theatre)

6.AS.8 Students will construct meaningful interpretations of artistic work.

- a. Collaborate to interpret artworks
- a. Explain the principles of design in their work and the work of others
- b. Develop criteria for evaluating the quality and effectiveness of artwork
- c. Describe various responses to artwork

6.AS.9 Students will apply criteria to evaluate artistic work.

- a. Develop criteria to evaluate artwork
- a. Explain the technical application in their own work and the work of others
- b. Apply criteria developed to evaluate the quality and effectiveness of artwork
- c. Compare various individual responses to artwork

STRAND CONNECTING

STANDARDS GOALS and PERFORMANCE OBJECTIVES

6.AS.10 Students will synthesize and relate knowledge and personal experiences to make art.

- a. Use art to express ideas and current interests
- b. Identify visual forms in society and the environment
- a. Describe the various functions of art creations
- a. Explain how personal experiences have historically influenced the creation of specific artworks
- a. Explain how personal experiences influence contemporary artists

6.AS.11

Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.

- a. Distinguish different ways that artworks represent, establish, reinforce and reflect group identity
- a. Identify examples of cultural, political, expressive, commercial and environmental arts
- b. Demonstrate examples of historical, contemporary and traditional visual arts, including American Indian Art
- c. Identify how art history, culture and the Arts influence each other
- d. Identify, describe and analyze specific works of art particular to cultures, periods and places in the context of their creation
- e. Demonstrate an appreciation for the context and style of an art presented through appropriate behavior when viewing work of differing cultures and periods
- f. Recognize the societal and cultural preservation of Native American culture and art

JUNIOR HIGH ART **(7th & 8th Grade)**

STRAND: ***CREATING***

STANDARD **GOALS & PERFORMANCE OBJECTIVES:** _____

STANDARD 1 **Students will generate and conceptualize artistic ideas and work.**
JH.AS.1

- a. Design project steps to construct artwork from personal ideas and images.
- b. List media needed to create the visualized art piece.
- c. Develop or review criteria to reach the goal set forth for the art piece.
- d. Investigate how personal experiences and events affect art-making.
- e. Collaborate with others to make artistic choices.

STANDARD 2 **Students will organize and develop artistic ideas and work.**
JH.AS.2

- a. Demonstrate awareness of social and economic issues as they create artworks by sharing supplies, completing recycled art or conserving art supplies.
- b. Utilize the elements of design: color, line, shape, texture, space, forms and value to compose a work of art.
- c. Utilize the principles of design: pattern, balance, contrast, rhythm, proportion, unity, movement and dominance to compose a work of art.
- d. Identify how artwork reflects the environment in which it is created.
- e. Apply techniques to create 2-dimensional works of art (drawing, painting, printmaking).
- f. Apply techniques to create 3-dimensional works of art. (sculpture and indigenous/traditional arts)
- g. Apply the rules of three-point perspective to create the illusion of 3-D space.
- h. Apply techniques to create indigenous/traditional works of art.

STANDARD 3
JH.AS.3

Students will refine and complete artistic work.

- a. Develop criteria for evaluating qualities and effectiveness of artwork.
- b. Give suggestions for improvement of work evaluated.
- c. Apply criteria to evaluate the quality and effectiveness of your own work and make revisions
- d. Explain your rationale for producing your work of art either verbally or in writing.

STRAND: *PRESENTING*

STANDARD

GOALS & PERFORMANCE OBJECTIVES:

STANDARD 4
JH.AS.4

Students will analyze, interpret, and select artistic work for presentation.

- a. Compare similarities and differences associated with preserving and presenting two-dimensional and three dimensional artworks.
- b. Prepare works of art for presentation exhibiting craftsmanship.
- c. Develop a body of work for an art show.
- d. Affectively communicate pros and cons of selected work for presentation.

STANDARD 5
JH.AS.5

Students will develop and refine artistic work for presentation.

- a. Evaluate methods for preparing and presenting artwork.
- b. Determine the best way to present your body of work based on presentation criteria.
- c. Prepare and revise works for presentation.
- d. Develop a narrative that clearly communicates the intended meaning of an art exhibition.

STANDARD 6
JH.AS.6

Students will convey meaning through the presentation of artistic work.

- a. Explain and cite evidence about how exhibits reflect history and values of a community.
- b. Identify examples of cultural, political, expressive, commercial and environmental art.
- c. Compare and contrast examples of historical, contemporary and traditional visual arts, including American Indian art.
- d. Recognize how art history has influenced current art styles.
- e. Explore the range of symbolism in various media and techniques.
- f. Communicate intended meaning of artistic work based on your own ideas and concepts from other sources.

STRAND: *RESPONDING*

STANDARD GOALS & PERFORMANCE OBJECTIVES:

STANDARD 7 Students will perceive and analyze artistic work.
JH.AS.7

- a. Describe the influence of personal experiences on the interpretation of the artwork.
- b. Explain how a person’s aesthetic choices are influenced by culture and environment.
- c. Explain how personal experiences influence contemporary artists.
- d. Compare the characteristics of the visual arts with the other arts (music, dance and theatre).

STANDARD 8 Students will construct meaningful interpretations of artistic work.
JH.AS.8

- a. Collaborate to interpret artworks.
- b. Compare various individual responses to artwork.
- c. Explain the 6 elements of design in your own work and the work of others.
- d. Explain the 6 principles of design in your own work and the work of others.
- e. Explain the technical application in your own work and the work of others.
- f. Identify visual forms of art in society and the environment.

STANDARD 9 Students will apply criteria to evaluate artistic work.
JH.AS.9

- a. Assist the teacher in developing criteria to evaluate artwork.
- b. Explain how specific criteria are appropriate to analyze a given style of an artwork.
- c. Apply criteria for evaluating quality and effectiveness of the work of art.
- d. Offer suggestions for improvement that reflect specific criteria appropriate to the style of work.

STRAND: ***CONNECTING***

STANDARD

GOALS & PERFORMANCE OBJECTIVES:

STANDARD 10
JH.AS.10

Students will synthesize and relate knowledge and personal experiences to make art.

- a. Students will use art to express ideas and current interests.
- b. Identify how artwork reflects the environment in which it is created.
- c. Explain how personal experiences have historically influenced the creation of specific artworks.
- d. Create artworks for personal expression and communication of ideas.

STANDARD 11
JH.AS.11

Students will relate artistic ideas and works with societal, cultural and historical context to deepen understanding, including artistic ideas and works by American Indians.

- a. Explain how art history, culture and the Arts influence each other.
- b. Identify specific works of art as belonging to particular cultures, periods and places in the context in which they were created.
- c. Describe different ways that artworks represent and reflect group identity.
- d. Recognize the societal and cultural changes that brought about changes within the Arts (the advent of photography, the Industrial Revolution, the computer age, etc.)
- e. Determine the connection of a work of art to societal and cultural change or preservation, including American Indian culture and art.

FUNDAMENTALS of ART
ART I
(Grades 9-12)

STRAND: ***CREATING***

STANDARD

GOALS & PERFORMANCE OBJECTIVES:

STANDARD 1
HS.AS.1.1

Students will generate and conceptualize artistic ideas and work.

- a. Develop plans for creating art including materials needed, artistic method to be used and time to complete.
- b. Choose and use media appropriate for a given presentational style.
- c. Apply criteria to reach the goal set forth for the art piece.
- d. Investigate how personal experiences and events affect art-making.

STANDARD 2
HS.AS.2.1

Students will organize and develop artistic ideas and work.

- a. Utilize the elements of design: color, line, shape, texture, space, forms and value to compose a work of art.
- b. Produce a work of art using various principles of design: emphasis/dominance, repetition/pattern, balance, contrast, movement/rhythm, proportion, and unity.
- c. Identify how artwork reflects the environment in which it is created.
- d. Apply techniques to create 2-dimensional works of art (drawing, painting, printmaking).
- e. Apply techniques to create 3-dimensional works of art. (sculpture, ceramics, crafts and indigenous/traditional arts)
- f. Apply the rules of three-point perspective to create the illusion of 3-D space.

STANDARD 3
HS.AS.3.1

Students will refine and complete artistic work.

- a. Complete artworks or designs incorporating relevant criteria as well as personal artistic vision.
- b. Compare and contrast processes used to produce 2-D and 3-D artwork.
- c. Apply criteria to evaluate the quality and effectiveness of your own work and make revisions
- d. Use vocabulary unique to the arts to critique the work of artist, peers and self.

STRAND: *PRESENTING*

STANDARD

GOALS & PERFORMANCE OBJECTIVES:

STANDARD 4
HS.AS.4.1

Students will analyze, interpret, and select artistic work for presentation.

- a. Determine an appropriate presentational style.
- b. Select, prepare, and exhibit artwork based on criteria.
- c. Identify quality in presentation related to art.

STANDARD 5
HS.AS.5.1

Students will develop and refine artistic work for presentation.

- a. Apply appropriate methods or processes, such as matting or mounting, to display artwork in a specific place.
- b. Prepare and revise works for presentation.
- c. Develop an artist statement that clearly communicates the intended meaning of an art exhibition.

STANDARD 6
HS.AS.6.1

Students will convey meaning through the presentation of artistic work.

- a. Explain and cite evidence about how exhibits reflect history and values of a community.
- b. Compare and contrast examples of culture, political, communication, expressive, commercial and environmental visual art.
- c. Research and analyze the work of an artist and create a work using that style to include historical, contemporary, and traditional visual arts including American Indian art.
- d. Articulate meaning by describing and analyzing artistic choices in your own work and others artistic works.

STRAND: ***RESPONDING***

STANDARD **GOALS & PERFORMANCE OBJECTIVES:**

STANDARD 7 **Students will perceive and analyze artistic work.**
HS.AS.7.1

- a. Evaluate the effectiveness of an artwork as perceived by a variety of audiences including self.
- b. Identify artists and how they use their work to influence culture.
- c. Describe the influence of personal experiences on the interpretation of the artwork.
- d. Identify art from various cultures and time periods by materials, techniques, tools, etc.
- e. Create and justify how your artwork communicates your understanding of the world.

STANDARD 8 **Students will construct meaningful interpretations of artistic work.**
HS.AS.8.1

- a. Compare and contrast how meaning is communicated in two or more of the students' own works and/or works of others.
- b. Compile various interpretations of an artwork in a small group as means of understanding and evaluating visual art.
- c. Analyze how works of art reflect the environment in which they are created.
- d. Investigate art created in unique social situations or eras (examples – holocaust, depression, civil rights)
- e. Identify and analyze specific works of art as belonging to particular cultures, times and places in the context in which they were created.

STANDARD 9 **Students will apply criteria to evaluate artistic work.**
HS.AS.9.1

- a. Develop and list criteria to evaluate a piece of artwork for quality and effectiveness.
- b. Evaluate artwork on technical application, formal design, elements and properties of art.
- c. Evaluate artwork for sensory design, design principles and properties.
- d. Evaluate artwork for expressive properties.
- e. Analyze emotion in artwork through culture and aesthetics.

STRAND: ***CONNECTING***

STANDARD **GOALS & PERFORMANCE OBJECTIVES:** _____

STANDARD 10 **Students will synthesize and relate knowledge and personal experiences to make art.**
HS.AS.10.1

- a. Explain how personal experiences are reflected in one of your pieces of art.
- b. Create a piece of art that depicts a social or cultural theme.
- c. Analyze culture and historical context in a variety of works.
- d. Explain how personal experiences have historically influenced the creation of specific artworks.
- e. Use a group's identity to design a site specific work of art.
- f. Discuss the ethics of creating artworks utilizing or depicting images that are tied to the history of another culture.
- g. Create artworks for personal expression and communication of ideas.

STANDARD 11 **Students will relate artistic ideas and works with societal, cultural and historical context to deepen understanding, including artistic ideas and works by American Indians.**

HS.AS.11.1

- a. Identify and describe the role of artists in cultures and societies.
- b. Investigate a variety of artworks from resources in the community and determine the perceived cultural and historical context.
- c. Explain how history, culture and the Arts influence each other.
- d. Recognize the societal and cultural changes that brought about changes within the Arts (the advent of photography, the Industrial Revolution, the computer age, etc.)
- e. Identify artists and how they use their work to influence culture.

INTERMEDIATE ART

ART II

(Grades 9-12)

STRAND: *CREATING*

STANDARD **GOALS & PERFORMANCE OBJECTIVES:** _____

STANDARD 1 **Students will generate and conceptualize artistic ideas and work.**
HS.AS.1.2

- a. Collaborate with others to create a 2-D or 3_D work that addresses social, political, cultural, or economic issues.
- b. Draw from personal experiences and/or events to make original works of art.
- c. Use themes and/or symbol in artwork.
- d. Identify and describe the role and influence of different media, subject matter, and design in articulating meaning for their art.

STANDARD 2 **Students will organize and develop artistic ideas and work.**
HS.AS.2.2

- a. Create art or design a project in response to a contemporary issue.
- b. Discuss the ethical implications of making and distributing creative works.
- c. Apply techniques to create 2-dimensional works of art (drawing, painting, printmaking).
- d. Apply techniques to create 3-dimensional works of art. (sculpture, ceramics, crafts and indigenous/traditional arts)
- e. Apply the rules of three-point perspective to create the illusion of 3-D space.
- f. Use a variety of techniques and media to create works of art.
- g. Develop control and understanding of media.
- h. Understand the economic aspects of media and variation of supplies.
- i. Apply the appropriate tools and supplies needed to work with the media.

STANDARD 3
HS.AS.3.2

Students will refine and complete artistic work.

- a. Complete artworks or designs incorporating relevant criteria as well as personal artistic vision.
- b. Apply criteria to evaluate the quality and effectiveness of your own work and make revisions
- c. Explain your rationale for producing your work of art either verbally or in writing.
- d. Evaluate an artwork by comparing and contrasting it to similar or exemplary works of art.
- e. Use vocabulary unique to the arts to critique the work of artist, peers and self.

STRAND: *PRESENTING*

STANDARD

GOALS & PERFORMANCE OBJECTIVES:

STANDARD 4
HS.AS.4.2

Students will analyze, interpret, and select artistic work for presentation.

- a. Curate artifacts and artworks for presentation.
- b. Discuss how artifacts and artwork are preserved.
- c. Compare similarities and differences associated with preserving and presenting two-dimensional and three dimensional artworks.

STANDARD 5
HS.AS.5.2

Students will develop and refine artistic work for presentation.

- a. Evaluate methods for preparing and presenting artwork and choose one for your piece of art.
- b. Prepare and revise works for presentation.
- c. Develop an artist statement that clearly communicates the intended meaning of an art exhibition.
- d. Explain how a piece of art is constructed.

STANDARD 6
HS.AS.6.2

Students will convey meaning through the presentation of artistic work.

- a. Analyze an exhibit or collection's impact on personal awareness of social, cultural, or political beliefs and understandings.
- b. Compare and contrast examples of culture, political, communication, expressive, commercial and environmental visual art.

- c. Research and analyze the work of an artist and create a work using that style to include historical, contemporary, and traditional visual arts including American Indian art.
- d. Articulate meaning by describing and analyzing artistic choices in your own work and others artistic works.

STRAND: *RESPONDING*

STANDARD GOALS & PERFORMANCE OBJECTIVES:

STANDARD 7 Students will perceive and analyze artistic work.
HS.AS.7.2

- a. Analyze contemporary and historic meaning in artwork through cultural and aesthetic inquiry.
- b. Identify artists and how they use their work to influence culture.
- c. Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.
- d. Explain how a person’s aesthetic choices are influenced by culture and environment.
- e. Recognize how art history has influenced current art styles.
- f. Identify art from various cultures and time periods by materials, techniques, tools, etc.
- g. Create and justify how your artwork communicates your understanding of the world.

STANDARD 8 Students will construct meaningful interpretations of artistic work.
HS.AS.8.2

- a. Compare and contrast how meaning is communicated in your own works and/or works of others.
- b. Compile various interpretations of an artwork, using student and professional art critics points of view, as means of understanding and evaluating visual art.
- c. Identify intentions of those creating art works or collections and defend or justify your analysis in writing or orally.
- d. Identify and analyze specific works of art as belonging to particular cultures, times and places in the context in which they were created.

STANDARD 9 Students will apply criteria to evaluate artistic work.
HS.AS.9.2

- a. Develop and list criteria to evaluate a piece of artwork for quality and effectiveness.
- b. Evaluate artwork on technical application, formal design, elements and properties of art.
- c. Evaluate artwork for sensory design, design principles and properties.
- d. Distinguish artwork as a reflection of society.
- e. Identify personal aesthetics.
- f. Explain how aesthetics are unique to people, cultures, and time periods.

STRAND: ***CONNECTING***

STANDARD **GOALS & PERFORMANCE OBJECTIVES:**

STANDARD 10 **Students will synthesize and relate knowledge and personal experiences to make art.**
HS.AS.10.2

- a. Explain how personal experiences are reflected in one of your pieces of art.
- b. Create a piece of art that depicts a social or cultural theme.
- c. Analyze culture and historical context in a variety of works.
- d. Use a groups identity to design a site specific work of art.
- e. Discuss the ethics of creating artworks utilizing or depicting images that are tied to the history of another culture.
- f. Create artworks for personal expression and communication of ideas.

STANDARD 11 **Students will relate artistic ideas and works with societal, cultural and historical context to deepen understanding,**
including artistic ideas and works by American Indians.

HS.AS.11.2

- a. Investigate a variety of artworks from resources in the community and determine the perceived cultural and historical context.
- b. Perceive the merit of your own work in your culture.
- c. Describe different ways that artworks represent and reflect culture, traditions and/or history.
- d. Explain how your own work is influenced by culture, tradition, or history.
- e. Identify artists and how they use their work to influence culture.

**ADVANCED ART
ART III
(Grades 11 & 12)**

STRAND: *CREATING*

STANDARD GOALS & PERFORMANCE OBJECTIVES:

STANDARD 1 **Students will generate and conceptualize artistic ideas and work.**
HS.AS.1.3

- a. Individually or collaboratively formulate new creations based on student’s existing work.
- b. Conceive and create a portfolio of 6 – 8 original works of art.
- c. Use themes and/or symbols in artwork to create art relevant to your personal life experience.
- d. Select and adapt the elements of a historical style to a piece of art.
- e. Produce work which reflects the Native American culture or another ethnic group.
- f. Practice generating ideas through preliminary sketches and other design processes.

STANDARD 2 **Students will organize and develop artistic ideas and work.**
HS.AS.2.3

- a. Compare the materials, technologies and processes of the visual arts.
- b. Identify compositional concepts in the creations of your artwork.
- c. Explain how the media selected for your artwork is the best for expressing your intent.
- d. In pairs or small group, redesign an artwork, object, or design in response to contemporary issues.
- e. Compare and contrast examples of cultural, political, communication, expressive, commercial, environmental and contemporary visual arts and choose two to complete.

STANDARD 3 **Students will refine and complete artistic work.**
HS.AS.3.3

- a. Demonstrate growth in skills and knowledge of the various elements of design: line, shape, space, texture, value, color and form.
- b. Demonstrate growth in skills and knowledge of the various principles of design: emphasis, contrast, balance, repetition/patter, movement/rhythm and unity.
- c. Demonstrate imagination and apply technical control and understanding of media while drawing, painting, or sculpting.
- d. Refine a skill set including: value, mark-making, color theory, proportion, scale and contour line.

STRAND: *PRESENTING*

STANDARD GOALS & PERFORMANCE OBJECTIVES:

STANDARD 4 **Students will analyze, interpret, and select artistic work for presentation.**
HS.AS.4.3

- a. Curate artifacts and artworks for presentation in a specific exhibit or event.
- b. Ask critical questions about what is being exhibited and how it reflects cultural concerns.
- c. Evaluate an artwork by comparing and contrasting it to similar or exemplary works of art to determine its merit for presentation.
- d. Analyze your artwork and the work of others by exploring a variety of viewpoints such as: technical, philosophical, historical, personal and formal components through written analysis, and discussion of particular artworks.

STANDARD 5 **Students will develop and refine artistic work for presentation.**
HS.AS.5.3

- a. Evaluate methods for preparing and presenting artwork and choose one for your piece of art.
- b. Prepare and revise works for presentation.
- c. Generate a work of art intended to communicate a specific meaning.
- d. Reflect on how subjects, symbols, and ideas used in your artwork relates to artistic expression.

STANDARD 6 **Students will convey meaning through the presentation of artistic work.**
HS.AS.6.3

- a. Analyze an exhibit or collection’s impact on personal awareness of social, cultural, or political beliefs and understandings.
- b. Formulate your artist statement discussing media usage, application of concept and personal definition of your symbolism.
- c. Compare and contrast a variety of artists’ statements (i.e. personal vs. curator statement).

- d. Compare and contrast examples of culture, political, communication, expressive, commercial and environmental visual art.
- e. Research and analyze the work of an artist and create a work using that style to include historical and contemporary visual arts.

STRAND: *RESPONDING*

STANDARD GOALS & PERFORMANCE OBJECTIVES:

STANDARD 7 Students will perceive and analyze artistic work.
HS.AS.7.3

- a. Analyze contemporary and historic meaning in artwork through cultural and aesthetic inquiry.
- b. Research contemporary artists and discover why they do what they do.
- c. Identify intentions of those creating artworks and justify your analyses of its purpose.
- d. Use vocabulary unique to the arts to critique the work of artist, peers and self.
- e. Discuss current issues that might affect artwork and research examples.
- f. Identify art from various cultures and time periods by materials, techniques, tools, etc.

STANDARD 8 Students will construct meaningful interpretations of artistic work.
HS.AS.8.3

- a. As a group discuss and debate your interpretations of multiple pieces of art, including other student's work, as a means for understanding conceptual intent and evaluating works of visual art.
- b. Apply appropriate symbols in your work to express your ideas using a variety of media.
- c. Reflect on how subjects, symbols, and ideas used in your artwork relates to artistic expression.
- d. Describe meanings of artworks by analyzing how specific works were created and how they relate to historical and cultural contexts.
- e. Analyze how one's understanding of the world is affected by experiencing visual imagery.
- f. Describe the function and explore the meaning of specific art objects within varied cultures, times and places.

STANDARD 9 Students will apply criteria to evaluate artistic work.
HS.AS.9.3

- a. Evaluate artwork on technical application, formal design, elements and properties of art.
- b. Evaluate artwork for sensory design, design principles and properties.

- c. Evaluate artwork for expressive properties and as a reflection of society.
- d. Perfect criteria for evaluating quality and effectiveness of artwork.
- e. Utilize criteria to evaluate art at an area gallery.
- f. Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
- g. Explain how aesthetics are unique to people, cultures, and time periods.

STRAND: *CONNECTING*

STANDARD GOALS & PERFORMANCE OBJECTIVES:

STANDARD 10 **Students will synthesize and relate knowledge and personal experiences to make art.**
HS.AS.10.3

- a. Communicate an understanding of how symbols represent daily life through an art piece.
- b. Develop technical skills to heighten visual communication.
- c. Identify and describe the role of the artist in culture and society.
- d. Discuss the ethics of creating artworks utilizing or depicting images that are tied to the history of another culture.

STANDARD 11 **Students will relate artistic ideas and works with societal, cultural and historical context to deepen understanding, including artistic ideas and works by American Indians.**

HS.AS.11.3

- a. Investigate a variety of artworks in the region of eastern Montana and determine the perceived cultural and historical context.
- b. View and discuss artwork from Native American Indians including contemporary art.
- c. Compare and contrast local and global art.
- d. Determine the importance of an artwork in relation to the culture and period of time in which it was made.
- e. Create a piece of art applying historical and cultural understandings of this period in time.
- f. Compare and contrast contemporary and traditional art.
- g. Describe different ways that artworks of different artists represent and reflect culture, traditions and/or history.

**STUDIO ART
ART IV
(Grade 12)**

STRAND: *CREATING*

STANDARD **GOALS & PERFORMANCE OBJECTIVES:**

STANDARD 1 **Students will generate and conceptualize artistic ideas and work.**
HS.AS.1.4

- a. Conceive and create a portfolio of 10 – 12 original works of art.
- b. Use themes and/or symbol in artwork to create art relevant to your personal life experience.
- c. Expand on existing concepts and imagery by choosing from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
- d. Review and reflect on your creative processes.
- e. Practice generating ideas through preliminary sketches and other design processes.

STANDARD 2 **Students will organize and develop artistic ideas and work.**
HS.AS.2.4

- a. Explain how the media selected for your artwork is the best for expressing your intent.
- b. Mix medias with enough focus to remember how the results were achieved so they can be repeated.
- c. Create art in response to a contemporary issue that has the power to influence.
- d. Produce work which reflects an ethnic group.
- e. Use a variety of techniques and media to create three works of art and design based on a theme, idea, or concept.

STANDARD 3 **Students will refine and complete artistic work.**

HS.AS.3.4

- a. Discover potential solutions to problems through experimentation with technical and conceptual applications.
- b. Refine a skill set including: value, mark-making, color theory, proportion, scale and contour line.
- c. Use the critique process to assess your work acknowledging successes and failures.
- d. Revise artwork based on the critique process to refine and advance your art making.

STRAND: ***PRESENTING***

STANDARD

GOALS & PERFORMANCE OBJECTIVES:

STANDARD 4 HS.AS.4.4

Students will analyze, interpret, and select artistic work for presentation.

- a. Curate artifacts and artworks for presentation in a specific exhibit or event.
- b. Ask critical questions about what is being exhibited and how it reflects cultural concerns.
- c. Evaluate your own artwork through a self-assessment process, explain how the elements, processes, and organizational principles are used in similar and distinctive ways.
- d. Analyze your artwork and the work of others by exploring a variety of viewpoints such as: technical, philosophical, historical, personal and formal components through written analysis, and discussion of particular artworks.

STANDARD 5 HS.AS.5.4

Students will develop and refine artistic work for presentation.

- a. Portray your ideas about imagery through various mixed media.
- b. Evaluate methods for preparing and presenting artwork and choose one for your piece of art.
- c. Prepare and revise works for presentation.
- d. Explore an area of interest as a way to generate a body of interrelated work.
- e. Reflect on how subjects, symbols, and ideas used in your artwork relates to artistic expression.

STANDARD 6 HS.AS.6.4

Students will convey meaning through the presentation of artistic work.

- a. Analyze an exhibit or collection's impact on personal awareness of social, cultural, or political beliefs and understandings.
- b. Formulate your artist statement discussing media usage, application of concept and personal definition of your symbolism.
- c. Discuss a variety of art movements through the ages and compare that to your current work.

STRAND: *RESPONDING*

STANDARD GOALS & PERFORMANCE OBJECTIVES:

STANDARD 7 Students will perceive and analyze artistic work.
HS.AS.7.4

- a. Discuss your work in relation to published artists.
- b. Identify intentions of those creating artworks and justify your analyses of its purpose.
- c. Use vocabulary unique to the arts to critique the work of artist, peers and self.
- d. Create and justify how your artwork communicates your understanding of the world.
- e. Hypothesize ways in which art influences perception and understanding of the human experience.
- f. Explore the purpose and justify the analysis of form following function.

STANDARD 8 Students will construct meaningful interpretations of artistic work.
HS.AS.8.4

- a. As a group discuss and debate your interpretations of multiple pieces of art, including other student's work, as a means for understanding conceptual intent and evaluating works of visual art.
- b. Communicate ideas presented in the creation of your artwork in writing.
- c. Apply appropriate symbols in your work to express your ideas using a variety of media.
- d. Identify and describe the role and influence of different media, subject matter, and design in articulating meaning for your art.
- e. Describe the function and explore the meaning of specific art objects within varied cultures, times and places.

STANDARD 9 Students will apply criteria to evaluate artistic work.
HS.AS.9.4

- a. Perfect criteria for evaluating quality and effectiveness of artwork.
- b. Utilize criteria to evaluate art at an area gallery.
- c. Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
- d. Identify personal aesthetics.

- e. Explain how aesthetics are unique to people, cultures, and time periods.

STRAND: *CONNECTING*

STANDARD GOALS & PERFORMANCE OBJECTIVES:

STANDARD 10 **Students will synthesize and relate knowledge and personal experiences to make art.**
HS.AS.10.4

- a. Communicate an understanding of how symbols represent daily life through an art piece.
- b. Develop technical skills to heighten visual communication.
- c. Utilize inquiry methods of observation, research and experimentation to explore a variety of imagery through art making and write about the process.
- d. Explain how personal experiences are reflected in one of your pieces of art.

STANDARD 11 **Students will relate artistic ideas and works with societal, cultural and historical context to deepen understanding, including artistic ideas and works by American Indians.**

HS.AS.11.4

- a. Investigate a variety of artworks in the region of eastern Montana and determine the perceived cultural and historical context.
- b. View and discuss artwork from Native American Indians including contemporary art.
- c. Compare and contrast local and global art.
- d. Create a piece of art applying historical and cultural understandings of this period in time.
- e. Explain how your own work is influenced by culture, tradition, or history.

DIGITAL PHOTOGRAPHY
(Grades 10 - 12)
Prerequisite: Art I

STRAND: *CREATING*

STANDARD **GOALS & PERFORMANCE OBJECTIVES:** _____

STANDARD 1 **Students will generate and conceptualize artistic ideas and work.**
HS.AS.1.DP

- a. Illustrate the photographic process with a sun print or photogram and discuss the history of the process.
- b. Create a pinhole camera and take photos with it to study the inversion of light as well as the effects of light on a subject.
- c. Use the elements of design to create visual interest in a photograph.
- d. Explain the principles or guidelines of photo composition to strengthen the elements within each photo.
- e. Conceptualize and create photographs that illustrate movement, pattern, and rhythm through composition.
- f. Use themes and/or symbols in photos.

STANDARD 2 **Students will organize and develop artistic ideas and work.**
HS.AS.2.DP

- a. Discuss how the 35mm or digital camera works, identifying all of its parts, controls and modes.
- b. View examples of work illustrating controls such as shutter speed (F/stop), depth of field (aperture), white balance, framing, and focus.
- c. Demonstrate the theme of portraiture and techniques that produce different affects or points of view to include close-up and full-body portraits.
- d. Compare and contrast the use of natural light, studio light and a light reflector, as well as computer generated lighting while taking portraits.
- e. Design a photo essay in response to a contemporary issue.

STANDARD 3 **Students will refine and complete artistic work.**
HS.AS.3.DP

- a. Create a series of photos with varied shutter speeds, depths of field, varied framing, focus and blur.

- b. Download photos into a photo editing program for refinement including the use of artistic filters such as color manipulation, contrast and exposure.
- c. Edit a photograph to convey a specific emotion.
- d. Master the use of studio lighting and set arrangement to include fill light, front-lighting, high 45 degree lighting, side lighting, back lighting, diffused light and bounce light.
- e. Utilize macro mode and digital editing tools to accentuate photographed textures.

STRAND: *PRESENTING*

STANDARD GOALS & PERFORMANCE OBJECTIVES:

STANDARD 4 **Students will analyze, interpret, and select artistic work for presentation.**
HS.AS.4.DP

- a. Compile photographs for a slide presentation surrounding a specific theme.
- b. Select and arrange images as a layout to support a theme in a photo essay.
- c. Discuss how artifacts and older photographs are preserved.
- d. Describe the main genres of photography and choose one to create a presentation of work.
- e. Evaluate your photograph by comparing and contrasting it to similar or exemplary works of art.

STANDARD 5 **Students will develop and refine artistic work for presentation.**
HS.AS.5.DP

- a. Evaluate methods for preparing and presenting photographs and choose one for your piece of art to include matting.
- b. Critique final prints addressing the strengths and weaknesses of technical and aesthetic criteria.
- c. Prepare and revise works for presentation to convey meaning.
- d. Develop an artist statement that clearly communicates the intended meaning of an exhibition.

STANDARD 6 **Students will convey meaning through the presentation of artistic work.**
HS.AS.6.DP

- a. Analyze an exhibit or collection's impact on personal awareness of social, cultural, or political beliefs and understandings.
- b. Compare and contrast examples of culture, political, communication, expressive, commercial and environmental visual art through photos.
- c. Discuss how photographic images are used by the media.

- d. Describe how artists have created meaning through movement in their photographs.
- e. Articulate meaning by describing and analyzing artistic choices in your own work and others artistic works.

STRAND: *RESPONDING*

STANDARD GOALS & PERFORMANCE OBJECTIVES:

STANDARD 7 Students will perceive and analyze artistic work.
HS.AS.7.DP

- a. Analyze pictures to determine point of view, including bird’s-eye view, worm’s-eye view, eye-view, etc. and discuss how point of view affects composition.
- b. Analyze contemporary and historic meaning in photographs through cultural and aesthetic inquiry.
- c. Discuss artwork and techniques used to communicate theme.
- d. Compare and contrast documentary photography and photojournalism.
- e. Explain how a person’s aesthetic choices are influenced by culture and environment.

STANDARD 8 Students will construct meaningful interpretations of artistic work.
HS.AS.8.DP

- a. Compare and contrast how meaning is communicated in two or more of your own works and/or works of others.
- b. Collect images that illustrate different points of view on a theme and write about the differences.
- c. Identify intentions of those creating art works or collections using photography and defend or justify your analysis in writing or orally.

STANDARD 9 Students will apply criteria to evaluate artistic work.
HS.AS.9.DP

- a. Develop and list criteria to evaluate a photograph for quality and effectiveness to include the elements of design.
- b. Utilize technical terms and vocabulary to discuss classmates’ work with constructive language.
- c. Identify personal aesthetics.
- d. Explain how aesthetics are unique to people, cultures, and time periods.

STRAND: *CONNECTING*

STANDARD **GOALS & PERFORMANCE OBJECTIVES:**

STANDARD 10 **Students will synthesize and relate knowledge and personal experiences to make art.**
HS.AS.10.DP

- a. Explain how personal experiences are reflected in one of your photographs.
- b. Create a series of photographs or a photo essay that depicts a social or cultural theme.
- c. Use a groups identity to design a site specific work of art.
- d. Discuss the ethics of creating artworks utilizing or depicting images that are tied to the history of another culture.

STANDARD 11 **Students will relate artistic ideas and works with societal, cultural and historical context to deepen understanding, including artistic ideas and works by American Indians.**

HS.AS.11.DP

- a. Explore the evolution of photography and explain how it has affected your photographic experience.
- b. Create a series of images describing local cultural traditions.
- c. Tell a story about your community through a series of pictures.
- d. Identify photographers who have used their work to influence culture.
- e. Collaborate with others to create a work that addresses social, political, cultural, or economic issues.
- f. Describe different ways that artworks represent and reflect culture, traditions and/or history.
- g. Explain how your own work is influenced by culture, tradition, or history.