Niagara Falls City School District 2020

~Visual Arts Curriculum~

High School: Studio In Art Class

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| **Creating**  Anchor Standard 1: **Generate and Conceptualize** artistic ideas and work. | | | | | |
| Enduring Understanding 1.1: Creativity and Innovative thinking are essential life skills that can be developed.  Essential Questions: What conditions, attitudes, and behaviors support creative risk taking and innovative thinking? How does collaboration expand?  Artistic Process • CREATING  Process Components • INVESTIGATE, PLAN, MAKE | | | | | |
| 8th:  **VA:Cr1.1.8**  a. Document and reflect on early stages of the creative process, visually and/or verbally in traditional or new media. | HS Proficient:  **VA:Cr1.1.HSI**  a. Use multiple artmaking approaches to begin creative endeavors. | | HS Accomplished:  **VA:Cr1.1.HSII**  a. Formulate, individually or collaboratively, new creative problems, based on student's existing artwork. | | HS Advanced:  **VA:Cr1.1.HSIII**  a. Visualize and hypothesize to generate ideas and plans for creating art and design that can affect social change. |
| Resources & Suggested Activities:  Students experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences. | | | | | |
| Performance Objectives/Content:  Application Students will create various art projects that involve drawing, painting, sculpture, printmaking, and computer graphics  Proficiency Students will show proficiency in creating works of art in different mediums | | | | | |
| Cross-Curricular Connections: | | | | | |
| Assessment: | | | | | |
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| Enduring Understanding 1.2: Artists and designers shape artistic investigations, following or breaking traditions in pursuit of creative art-making goals.  Essential Question: How Does knowing the contexts, histories, and traditions of art forms help us create works of art and design?  How do artists and designers determine what resources and criteria are needed to formulate artistic investigations?  Artistic Process • CREATING  Process Components • INVESTIGATE, PLAN, MAKE | | | | | |
| 8th:  **VA:Cr1.2.8**  a. . Collaboratively shape an artistic investigation of an aspect of present-day life by using a contemporary practice of art and design. | HS Proficient:  **VA:Cr1.2.HSI**  a. Consider a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design | | HS Accomplished:  **VA:Cr1.2.HSII**  a. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design that follow or break established artistic conventions. | | HS Advanced:  **VA:Cr1.2.HSIII**  a. Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design connected by a theme, idea, or concept. |
| Resources & Suggested Activities:  Exposure/Application:  Students will be exposed to various art projects that involve drawing, painting, sculpture, print-making and computer graphics.  Drawing & Sketching:  -Drawing showing depth  -Introduction to illusion  -Simulated texture  -Value drawings  -Complex patterns  -Proportion, contour, still life  -Drawing from models  -Portraits  -Landscapes  Painting:  -Wide variety of painting mediums  -Color theory  -Complex color schemes monochromes, complementary, contrasting, warm and cool, and paintings based on value scales  -Portraits  -Landscapes  -Various Painting Styles  Color Media:  -Wide variety of materials to explore applications of color  Collage:  -2d collage  -3d collage  Sculpture Project:  -Wood Scraps  -Found Objects  -Ceramic  -Wire  -Ceramics (slab construction, subtractive & additive techniques)  -Found objects  Printmaking Project:  -Block  -Stencil  -Stamp  -Plate printing  -Relief printing  Computer/ Technology Project:  (optional)  -Create a simple design  -Simple software for digital drawing (kid pix)  -Picture manipulation  Weaving Textiles:  -Complex warp & weft activities | | | | | |
| Performance Objectives/Content:  Students experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences.  Exposure/Application:  Students will create art projects based on their own ideas and understanding of the concept connected to the project.  Application Students will create various art projects that involve drawing, painting, sculpture, printmaking, and computer graphics | | | | | |
| Cross-Curricular Connections: | | | | | |
| Assessment:  Proficiency Students will show proficiency in creating works of art in different mediums | | | | | |
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| Anchor Standard 2: **Organize and Develop** artistic ideas and work. | | | | | |
| Enduring Understanding 2.1: Artists and Designers experiment with forms, structures, materials, concepts, media, and art-making approaches.  Essential Questions: How do artists work? How do artists and designers determine whether a particular direction in their work is effective?  How do Artists and designers learn from trial and error?  Artistic Process • CREATING  Process Component • INVESTIGATE | | | | | |
| 8th:  **VA:Cr2.1.8**  a. Experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing. | HS Proficient:  **VA:Cr2.1.HSI**  a. Generate and develop artistic work in a self-directed manner. | | HS Accomplished:  **VA:Cr2.1.HSII**  a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. | | HS Advanced:  **VA:Cr2.1.HSIII**  a. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept. |
| Resources & Suggested Activities:  Exposure/Application:  Students will gain a better understanding of the characteristics of various mediums (ex. pencil, paint, clay, electronic) by creating various 2-D and 3-D works of art. | | | | | |
| Performance Objectives/Content:  Exposure/Application:  Students will create works of art through processes that involve creative expression, application of media through various art techniques, various thought processes, creative decision making, and reflective thinking.  Explore different mediums  Draw using a variety of mark marking tools  Paint with different kinds of paint and different kinds of brushes and tools  Create a 2-D cut or torn paper collage  Model with a variety of clay  Observe and describe the effects of different mediums  Describe how different mediums work  Use increasingly complex drawing and painting materials and tools  Create 3-D paper sculpture  Create an additive sculpture from clay, wood, found objects, etc. | | | | | |
| Cross-Curricular Connections: | | | | | |
| Assessment:  Identify mediums used in art work.  Discuss step by step process used in creating art work.  Describe how mediums are used in art work.  Use a particular medium in more than one way in a given work. | | | | | |
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| Enduring Understanding 2.2: Artists and designers balance experimentation with safety and responsibility while creating artwork.  Essential Questions: How do artists and designers care for and maintain materials, tools, and equipment?  Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?  What responsibilities come with the freedom to create and share artistic work?  What ethical considerations arise when artists use existing images in their work?  Artistic Process • CREATING  Process Components • CONSIDER, RESPECT | | | | | |
| 8th:  **VA:Cr2.2.8**  a. Explain the environmental implications of conservation, care, and clean-up of art materials, tools, and equipment; and demonstrate self regulation in applying understandings in the art classroom.    b. Demonstrate ethical responsibility when appropriating, posting and sharing images. | HS Proficient:  **VA:Cr2.2.HSI**  a. Demonstrate and environmentally conscious approach to conservation, care, and clean-up of art materials, tools, and equipment in the classroom.  b. Demonstrate awareness of the ethical implications of making and distributing creative work.  . | | HS Accomplished:  **VA:Cr2.2.HSII**  a. Explain how traditional and non-traditional materials may affect human health and the environment and demonstrate safe handling and disposal of materials, tools, and equipment.  b. Consistently apply ethical standards when making and distributing creative work. | | HS Advanced:  **VA:Cr2.2.HSIII**  a. Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. |
| Resources & Suggested Activities:  -When introducing new projects, go over Safety Procedures for proper storage and cleaning of tools and materials where necessary.  -Go Over Proper Use of Materials, Tools & Mediums. Some art mediums may present health risks if consumed or inhaled, ex: Clay dust inhaled into the lungs. Important to clean tables properly.  -Go over copyright regulations and ownership of images for Graphic Design Projects.  ------------------------------------------------------------------------------------------------  Students develop skills with electronic media as a means of expressing visual ideas.  Exposure/Application:  Students will be exposed to the possibilities of creating art through the use of electronic media | | | | | |
| Performance Objectives/Content: | | | | | |
| Cross-Curricular Connections: | | | | | |
| Assessment: | | | | | |
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| Enduring Understanding 2.3: People Create, respond to and interact with objects and places in ways that define, shape, enhance, and empower their lives.  Essential Questions: How do objects and places shape lives of communities?  How do artists and designers determine goals for designing or redesigning objects, places or systems?  How do artists and designers create works that effectively communicate ideas or influence people’s lives?  Artistic Process • CREATING  Process Component • MAKE | | | | | |
| 8th:  **VA:Cr2.3.8**  a. Select, organize, and design images and text to make visually clear and compelling artistic work. | HS Proficient:  **VA:Cr2.3.HSI**  a. Develop a proposal and create sketches or a model for an installation, artwork, or space design that transforms the perception and experience of a particular place | | HS Accomplished:  **VA:Cr2.3.HSII**  a. Redesign an object, system, place, or design in response to contemporary issues. | | HS Advanced:  **VA:Cr2.3.HSIII**  a. Demonstrate in works of art or design how visual culture and material culture define, shape, enhance, inhibit, and/or empower people's lives. |
| Resources & Suggested Activities:  -Study examples of Environmental Art | | | | | |
| Performance Objectives/Content: | | | | | |
| Cross-Curricular Connections: | | | | | |
| Assessment: | | | | | |
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| Anchor Standard 3: **Refine and complete artistic work.** | | | | | |
| Enduring Understanding 3.1: Artists and designers develop excellence through practice and constructive critique; reflecting, revising, & refining work over time.  Essential Questions: What role does persistence play in revising, refining, and developing work?  How do artists grow and become accomplished in art forms?  How do personal reflection and group critique help us to develop more effective artistic work?  Artistic Process • CREATING  Process Components • REFLECT, REFINE, CONTINUE | | | | | |
| 8th:  **VA:Cr3.1.8**  a. Apply relevant criteria to examine, reflect on, and plan revisions for a  work of art or design in progress. | HS Proficient:  **VA:Cr3.1.HSI**  a. Apply relevant criteria and the  feedback of others to revise and refine works of art and design in progress. | | HS Accomplished:  **VA:Cr3.1.HSII**  a. Engage in constructive critique with  peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision. | | HS Advanced:  **VA:Cr3.1.HSIII**  a. Reflect on, reengage, revise, and refine works of art or design  considering relevant traditional and  contemporary criteria as well as personal artistic vision. |
| Resources & Suggested Activities: | | | | | |
| Performance Objectives/Content: | | | | | |
| Cross-Curricular Connections: | | | | | |
| Assessment: | | | | | |
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| **Presenting:**  Anchor Standard 4: **Select, analyze, and interpret artistic work for presentation.** | | | | | |
| Enduring Understanding 4.1: Artists, collectors and curators, and other arts professionals *consider* a variety criteria when analyzing and selecting objects, artifacts, and artwork for presentation and preservation.  Essential Questions: How are artworks cared for and by whom?  What criteria and methods are used to select work for presentation or preservation?  Why do people value objects, artifacts and artwork and select them presentation and preservation?  Artistic Process • PRESENTING  Process Components • SELECT, PRESERVE | | | | | |
| 8th:  **VA:Pr4.1.8**  a. Develop and apply criteria for evaluating a collection of artwork for presentation. | HS Proficient:  **VA:Pr4.1.HSI**  a. Analyze, select, and curate art and artifacts for presentation and preservation. | | HS Accomplished:  **VA:Pr4.1.HSII**  a. Analyze, select, and critique personal artwork for a collection or portfolio presentation. | | HS Advanced:  **VA:Pr4.1.HSIII**  a. Critique, justify, and present  choices in the process of analyzing,  selecting, curating, and presenting  artwork for a specific exhibit or event. |
| Resources & Suggested Activities:  Students will work in groups to create works of art that incorporate the various roles, positions, and processes involved when designing, producing, and exhibiting artworks. | | | | | |
| Performance Objectives/Content:  Identify art work with names and class  Show and tell  Mount work on a background paper  Discuss and describe work  Participate in a group art work such as a mural or book | | | | | |
| Cross-Curricular Connections: | | | | | |
| Assessment:  Students identify and use, in individual and group experiences, some of the roles and means for designing, producing, and exhibiting art works. | | | | | |
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| Anchor Standard 5: **Develop and refine** **artistic techniques and work for presentation.** | | | | | |
| Enduring Understanding 5.1: Artists, curators & other arts professionals *engage* appropriate methods & resources when preparing artwork to present & preserve.  Essential Questions: What factors and methods are considered when preparing artwork for presentation and preservation?  How does presentation of artwork affect how the viewer perceives and interacts with the work?  Artistic Process • PRESENTING  Process Component • CURATE | | | | | |
| 8th:  **VA:Pr5.1.8**  a. Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer. | HS Proficient:  **VA:Pr5.1.HSI**  a. Analyze and evaluate how decisions made in the preparation and presentation of artwork affect the viewers perception of meaning. | | HS Accomplished:  **VA:Pr5.1.HSII**  a. Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place. | | HS Advanced:  **VA:Pr5.1.HSIII**  a. Investigate, compare and contrast methods for preserving and protecting art. |
| Resources & Suggested Activities: | | | | | |
| Performance Objectives/Content: | | | | | |
| Cross-Curricular Connections: | | | | | |
| Assessment: | | | | | |
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| Anchor Standard 6: **Convey meaning through the presentation of artistic work.** | | | | | |
| Enduring Understanding 6.1: Objects, artifacts, and artworks collected, preserved, or presented communicate meaning and function as a record of social, cultural, and political experiences; resulting in the cultivating of appreciation and understanding.  Essential Questions: What is the function of art museums, galleries, and other venues that display artwork?  How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs, and experiences?  How do objects, artifacts, and artwork collected, preserved, or presented, cultivate appreciation and understanding?  Artistic Process • PRESENTING  Process Components • SHARE, RELATE | | | | | |
| 8th:  **VA:Pr6.1.8**  a. Analyze why and how and exhibition or collection may influence ideas, beliefs, and experiences. | HS Proficient:  **VA:Pr6.1.HSI**  a. Analyze and describe the effect that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings. | | HS Accomplished:  **VA:Pr6.1.HSII**  a. Make, explain, and justify connections between artists, or artwork and social, cultural, and political experiences. | | HS Advanced:  **VA:Pr6.1.HSIII**  a. Curate a collection of objects, artifacts, or artwork to affect the viewer’s understanding of social, cultural, and/or political experiences. |
| Resources & Suggested Activities:  Students know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art.  Create classroom and school galleries  Exhibit the work of local artists in school  Invite visiting artists to talk to students  Take a virtual museum tour  Learn proper museums etiquette  Take a field trip to a local museum or gallery  Describe what artists do  Read stories and biographies of artists | | | | | |
| Performance Objectives/Content:  Exposure/Application:  Students will be exposed to various cultural institutions (museums, galleries) that display and support the visual arts and to help further educate the public about art. Students will learn about various community opportunities (art festivals) which encourages the public to participate and support the viewing of the art. Visiting artists will come in and speak with the students to help increase their understanding of art.  Students give examples of adults who make their livings in the arts professions.  Exposure/Application:  Students will learn about various careers that are related to art.  **Application** Students will understand that many people make a living through art. | | | | | |
| Cross-Curricular Connections: | | | | | |
| Assessment: | | | | | |
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| **Responding:**  Anchor Standard 7: **Perceive and analyze artistic work.** | | | | | |
| Enduring Understanding 7.1: Individual aesthetic and empathic awareness developed through engagement with art can lead to understanding and appreciation of self, others and the world.  Essential Questions: How do life experiences influence the way we relate to art?  How does learning about art affect how we perceive the world?  What can we learn from our responses to art?  Artistic Process • RESPONDING  Process Component • PERCEIVE | | | | | |
| 8th:  **VA:Re7.1.8**  a. Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued. | HS Proficient:  **VA:Re7.1.HSI**  a. Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. | | HS Accomplished:  **VA:Re7.1.HSII**  a. Analyze how responses to art develop over time, based on knowledge of and experience with art and life. | | HS Advanced:  **VA:Re7.1.HSIII**  a. Hypothesize ways in which art influences perception and understanding of human experiences. |
| Resources & Suggested Activities:  Students explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, volumes) found in a wide variety of art works.   * Describe, compare and contrast different sensory qualities in a given artwork * Analyze how and why sensory qualities in a given work add to the meaning of the work and help convey the artists' point of view | | | | | |
| Performance Objectives/Content:  **Application** Students will describe, compare and contrast sensory and design qualities in artworks, analyze themes and technical qualities.  **Proficiency** Interpret the expressive meaning in artworks by determining how and why sensory qualities in a given work add to the meaning of the work and help convey the artists' point of view. | | | | | |
| Cross-Curricular Connections: | | | | | |
| Assessment: | | | | | |
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| Enduring Understanding 7.2: Visual Imagery influences understanding of and responses to the world.  Essential Questions: What is an image?  Where and how do we encounter images in our world?  How do images influence our views of the world?  Artistic Process • RESPONDING  Process Component • ANALYZE | | | | | |
| 8th:  **VA:Re7.2.8**  a. Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions. | HS Proficient:  **VA:Re7.2.HSI**  a. Analyze the reciprocal relationship between understanding the world and experiencing imagery. | | HS Accomplished:  **VA:Re7.2.HSII**  a. Identify commonalities within a group of artists or visual images attributed to a particular type of art, time frame, or culture. | | HS Advanced:  **VA:Re7.2.HSIII**  a. Evauate the effectiveness of images to influence ideas, feelings, and behaviors of specific audiences. |
| Resources & Suggested Activities:  Public speaking assignments where students talk about their own artwork  Locate, describe, and observe features of their own artwork and artwork of others  Compare and contrast works for similarities and difference  Research and write about or present information about a famous artist or art movement  Analyze and interpret a specific art work using the art criticism model  Compare and contrast different artists, styles, and art movements | | | | | |
| Performance Objectives/Content:  Exposure/Application:  Students explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses (a).  **Application** Students will show understanding of what they are looking at through discussion.  **Proficiency** Students will learn to apply and refine perceptual skills developed in earlier grades. | | | | | |
| Cross-Curricular Connections: | | | | | |
| Assessment: | | | | | |
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| Anchor Standard 8: **Interpret meaning in artistic work.** | | | | | |
| Enduring Understanding 8.1: People gain insight into meanings of artwork by engaging in a process of art criticism.  Essential Questions: What is the value of engaging in a process of art criticism?  How can the viewer “read” a work of art as text?  How does knowing and using visual art vocabularies help us understand and interpret works of art?  Artistic Process • RESPONDING  Process Component • INTERPRET | | | | | |
| 8th:  **VA:Re8.1.8**  a. Analyze how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. | HS Proficient:  **VA:Re8.1.HSI**  a. Construct interpretations of artwork, supported by relevant and sufficient evidence found both in the work and in surrounding contexts. | | HS Accomplished:  **VA:Re8.1.HSII**  a. Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. | | HS Advanced:  **VA:Re8.1.HSIII**  a. Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis. |
| Resources & Suggested Activities:  Students develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events. | | | | | |
| Performance Objectives/Content:  Application Students will create art projects in reaction to artworks studied basing their composition on their own ideas, reflections, and understanding of the concept connected to the project.  Proficiency Students will create art projects related to the integral concepts found in artworks of study and be able to reconstruct the same concepts in their own work. | | | | | |
| Cross-Curricular Connections: | | | | | |
| Assessment: | | | | | |
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| Anchor Standard 9: **Apply criteria to evaluate artistic work.** | | | | | |
| Enduring Understanding 9.1: People evaluate art based on various criteria.  Essential Questions: How does one determine criteria to evaluate a work of art?  How and why might criteria vary?  How is a personal preference different from an evaluation?  Artistic Process • RESPONDING  Process Component • EVALUATE | | | | | |
| 8th:  **VA:Re9.1.8**  a. Create a convincing and logical argument to support an evaluation of an artwork. | HS Proficient:  **VA:Re9.1.HSI**  a. Establish relevant criteria in order to evaluate a work of art or collection of works. | | HS Accomplished:  **VA:Re9.1.HSII**  a. Determine the relevance of criteria used by others to evaluate a work of art or collection of works. | | HS Advanced:  **VA:Re9.1.HSIII**  a. Construct evaluations of a work of art or collection of works, based on differing sets of criteria. |
| Resources & Suggested Activities:  Students will be exposed to the Elements of Art and Principles of Design through the creation of various art projects (drawing, painting, sculpture, printmaking, and computer graphics.) | | | | | |
| Performance Objectives/Content:  Elements of Art **Application** -Observes and puts to use various qualities of line **Proficiency** -Demonstrates knowledge of the way various lines communicate  Shape **Application** -Can make choices that enhance the use of shape related to organic and geometric shapes **Proficiency** -Uses shape to communicate in a work of art realistically, abstractly or non-objectively  Color **Application** -Apply working knowledge of how to apply color to an artwork using color schemes, color mixing techniques, and using the color wheel **Proficiency** Can use concepts of color theory in artworks  Space **Application** -Can use space with other design elements  **Proficiency** -Can discuss the difference between two-dimensional and three-dimensional spaced  Form **Application** -Can use a sense of illusions in contrast  Contrast **Application** -Creates artwork using contrast and discusses how artists use contrast while incorporating the elements of art **Proficiency** -Understands contrast  Rhythm **Application** -Can create the regular  Emphasis **Application** -Creates emphasis in artwork **Proficiency** -Understands how to communicate visual importance through emphasis  Movement **Application** -Can create a sense of motion in an artwork **Proficiency** -Understands how to use elements of art to imply movement.  Display understanding Kinetic movement vs. static, gesture and directional drawing  Unity **Application** -Can use a variety of elements and principles to create a unifying work of art **Proficiency** Portrays the thought process of building unity in an artwork and can explain purposefully  Proportion **Application** Can illustrate accurately relationships of size and placement of shapes/forms in a parts to a whole structure Proficiency Understands the ideas behind proportionate drawing and disproportional drawing and its impact in a work of art in comparison | | | | | |
| Cross-Curricular Connections: | | | | | |
| Assessment: | | | | | |
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| **Connecting:**  Anchor Standard 10: **Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.** | | | | | |
| Enduring Understanding 10.1: People make meaning through their artistic work by investigating & developing awareness of perceptions, knowledge, & experiences.  Essential Questions: How does engaging in creating art enrich people’s lives?  How does making art attune people to their surroundings?  How do people contribute to awareness and understanding of their lives and their communities through artmaking?  Artistic Process • CONNECTING  Process Component • SYNTHESIZE | | | | | |
| 8th:  **VA:Cr10.1.8**  a. Make art collaboratively to reflect on and reinforce positive aspects of group identity. | HS Proficient:  **VA:Cr10.1.HSI**  a. Document the process of developing ideas; from early stages to full elaboration. | | HS Accomplished:  **VA:Cr10.1.HSII**  a. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking. | | HS Advanced:  **VA:Cr10.1.HSIII**  a. Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design. |
| Resources & Suggested Activities: | | | | | |
| Performance Objectives/Content:  **Application** Students will participate in projects that are interdisciplinary activities with direct connections made through art experience.  **Proficiency** Students will identify the interconnectivity of art to other disciplines and acknowledge ties between different subjects. Students will officially critique art works and various art forms and create a written response. | | | | | |
| Cross-Curricular Connections: | | | | | |
| Assessment: | | | | | |
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| Anchor Standard 11: Investigate ways artistic work is influenced by the societal, cultural and historical context and, in turn, how artistic ideas shape cultures past, present and future. | | | | | |
| Enduring Understanding 11.1: Works of art and design embody and influence the needs, desires, beliefs, traditions, and values of people within a culture.  Essential Questions: How do works of art and design help us understand the lives of people of different times, places, and cultures?  How do art and design enhance people's lives and influence culture?  Artistic Process • CONNECTING  Process Component • RELATE | | | | | |
| 8th:  **VA:Cn11.1.8**  a. Through observation, infer information about the time, place, and culture in which a work of art or design was created. | HS Proficient:  **VA:Cn11.1.HSI**  a. Investigate ways that art and design from one culture or time period can influence artists and designers from a different culture or time period. | | HS Accomplished:  **VA:Cn11.1.HSII**  a. Compare uses of art in a variety of societal, cultural, and historical contexts; and make connections to uses of art in contemporary and local contexts. | | HS Advanced:  **VA:Cn11.1.HSIII**  a. Assess the effect of an artist or a group of artists on the beliefs, values, and behaviors of a society. |
| Resources & Suggested Activities: | | | | | |
| Performance Objectives/Content:  Exposure/Application:Students will be exposed to and learn about various cultures through the study of their art.  By studying the art of various cultures students will appreciate and understand some of the important ideas, issues, events, and traditions of those cultures and times. | | | | | |
| Cross-Curricular Connections: | | | | | |
| Assessment: | | | | | |
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| Enduring Understanding 11.2: Generating and solving artistic problems prepares people to contribute to innovative solutions within a society or culture.  Essential Questions: What is innovation and why is it important to the advancement of a society?  How do knowledge and skills in the arts broaden career opportunities?  In what ways do the ideas and creative approaches employed in the arts support innovation in other fields?  Artistic Process • CONNECTING  Process Components • INTERRELATE, EXTEND | | | | | |
| 8th:  **VA:Cn11.2.8**  a. Identify and explore careers in which innovation and creative problem-solving skills are fundamental to success. | HS Proficient:  **VA:Cn11.2.HSI**  a. Investigate how skills used in developing artistic solutions can be applied to study in other disciplines, and explore how they are sought-after work force attributes in other fields. | | HS Accomplished:  **VA:Cn11.2.HSII**  a. Explore past and current examples of artists working together with other professionals to generate solutions to ecological, social, and/or economic problems. | | HS Advanced:  **VA:Cn11.2.HSIII**  a. Using a design thinking approach, collaboratively investigate an issue in the greater community and develop an interdisciplinary solution. |
| Resources & Suggested Activities: | | | | | |
| Performance Objectives/Content: | | | | | |
| Cross-Curricular Connections: | | | | | |
| Assessment: | | | | | |
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| **Scope & Sequence** | | | | | |
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| **Elements of Art** | | | | | |
| Line | | | | | |
| 8th: | HS Proficient: | | HS Accomplished: | | HS Advanced: |
| Shape | | | | | |
| 8th: | HS Proficient: | | HS Accomplished: | | HS Advanced: |
| Color | | | | | |
| 8th: | HS Proficient: | | HS Accomplished: | | HS Advanced: |
| Form | | | | | |
| 8th: | HS Proficient: | | HS Accomplished: | | HS Advanced: |
| Texture | | | | | |
| 8th: | HS Proficient: | | HS Accomplished: | | HS Advanced: |
| Space | | | | | |
| 8th: | HS Proficient: | | HS Accomplished: | | HS Advanced: |
| Value | | | | | |
| 8th: | HS Proficient: | | HS Accomplished: | | HS Advanced: |
|  | | | | | |
| **Principles of Design** | | | | | |
| Variety | | | | | |
| 8th: | HS Proficient: | | HS Accomplished: | | HS Advanced: |
| Pattern | | | | | |
| 8th: | HS Proficient: | | HS Accomplished: | | HS Advanced: |
| Movement | | | | | |
| 8th: | HS Proficient: | | HS Accomplished: | | HS Advanced: |
| Emphasis | | | | | |
| 8th: | HS Proficient: | | HS Accomplished: | | HS Advanced: |
| Balance | | | | | |
| 8th: | HS Proficient: | | HS Accomplished: | | HS Advanced: |
| Proportion | | | | | |
| 8th: | HS Proficient: | | HS Accomplished: | | HS Advanced: |
| Unity | | | | | |
| 8th: | HS Proficient: | | HS Accomplished: | | HS Advanced: |
|  | | | | | |
| **<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<Art Projects>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>** | | | | | |
| *2-Dimensional* | | | | | |
| Drawing>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>> | | | | | |
| Materials: | | | | | |
| 8th: | | HS Proficient: | | HS Accomplished: | HS Advanced: |
| Projects: | | | | | |
| 8th: | | HS Proficient: | | HS Accomplished: | HS Advanced: |
| Painting>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>> | | | | | |
| Materials: | | | | | |
| 8th: | | HS Proficient: | | HS Accomplished: | HS Advanced: |
| Projects: | | | | | |
| 8th: | | HS Proficient: | | HS Accomplished: | HS Advanced: |
| Printmaking>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>> | | | | | |
| Materials: | | | | | |
| 8th: | | HS Proficient: | | HS Accomplished: | HS Advanced: |
| Projects: | | | | | |
| 8th: | | HS Proficient: | | HS Accomplished: | HS Advanced: |
| Other>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>> | | | | | |
| Materials: | | | | | |
| 8th: | | HS Proficient: | | HS Accomplished: | Pre-K:  Pre-K: |
| Projects: | | | | | |
| 8th: | | HS Proficient: | | HS Accomplished: | Pre-K:  Pre-K: |
| Computer Graphics>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>> | | | | | |
| 8th: | | HS Proficient: | | HS Accomplished: | 5th:  6th: |
| *3-Dimensional* | | | | | |
| Sculpture>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>> | | | | | |
| Materials: | | | | | |
| 8th: | | HS Proficient: | | HS Accomplished: | 5th:  6th: |
| Projects: | | | | | |
| 8th: | | HS Proficient: | | HS Accomplished: | 5th:  6th: |

Original Curriculum >>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>

## **Studio in Art - Elements of Art and Principles of Design**

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| **NYS Standards** | **Performance Objectives** | **Text Resources** | **Resources (Suggested Activities)** | **Cross-Curricular Connections** | **Assessment Question** |
| |  |  |  | | --- | --- | --- | | (1) | [ARTS.VA.C.2.1.GE.A](https://www.nylearns.org/module/standards/4192/standard.ashx) | (GE) Students select and use mediums and processes that communicate intended meaning in their art works, and exhibit competence in at least two mediums. | | (1) | [ARTS.VA.C.2.1.GE.D](https://www.nylearns.org/module/standards/4477/standard.ashx) | (GE) Students understand a broad range of vocations/avocations in the field of visual arts, including those involved with creating, performing, exhibiting, and promoting art. | | (1) | [ARTS.VA.C.3.1.GE.A](https://www.nylearns.org/module/standards/4204/standard.ashx) | (GE) Students use the language of art criticism by reading and discussing critical reviews in newspapers and journals and by writing their own critical responses to works of art (either their own or those of others). | | (1) | [ARTS.VA.C.3.1.GE.B](https://www.nylearns.org/module/standards/4279/standard.ashx) | (GE) Students explain the visual and other sensory qualities in art and nature and their relation to the social environment. | | (1) | [ARTS.VA.C.3.1.GE.C](https://www.nylearns.org/module/standards/4425/standard.ashx) | (GE) Students analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art. | | (1) | [ARTS.VA.C.3.1.GE.D](https://www.nylearns.org/module/standards/4469/standard.ashx) | (GE) Students develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life. | | Students will reflect on, interpret, and evaluate works of art, using the language of art criticism.  Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.  Students will know and master the use of visual arts materials, techniques, and processes.  Students will know about resources and opportunities for participation in visual arts and use appropriate materials  Students will investigate the vocational options available in the visual arts. |  | Explore in depth the Elements of Art: line, shape, value, color, form, and texture and The Principles of Design: balance, movement, emphasis, unity, rhythm, variety and harmony through teacher lead class discussions/critiques.  The Elements of Art and The Principles of Design will be explored through the creation of student artwork.  Students will work more independently to achieve a higher level of quality and craftsmanship. | **CDOS** Standard 1 Performance Indicators 1b, 1c  **ELA** Standard 1 Performance Indicators 1e, 2e  **MST** Standard 3 Performance Indicators 5a, 5b, 5f, 5l  Standard 5 Performance Indicators 1d  **Social Studies** Standard 2 Performance Indicators 1a  Standard 3 Performance Indicators 2c |  |

## **Studio in Art - Two and Three Dimensional Art - High School**

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| --- | --- | --- | --- | --- | --- |
| **NYS Standards** | **Performance Objectives** | **Text Resources** | **Resources (Suggested Activities)** | **Cross-Curricular Connections** | **Assessment Question** |
| |  |  |  | | --- | --- | --- | | (1) | [ARTS.VA.C.1.1.GE.A](https://www.nylearns.org/module/standards/4181/standard.ashx) | (GE) Students create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints. | | (1) | [ARTS.VA.C.1.1.GE.B](https://www.nylearns.org/module/standards/4302/standard.ashx) | (GE) Students create art works in which they use and evaluate different kinds of mediums, subjects, themes, symbols, metaphors, and images. | | (1) | [ARTS.VA.C.1.1.GE.C](https://www.nylearns.org/module/standards/4403/standard.ashx) | (GE) Students demonstrate an increasing level of competence in using the elements and principles of art to create art works for public exhibition. | | (1) | [ARTS.VA.C.1.1.GE.D](https://www.nylearns.org/module/standards/4488/standard.ashx) | (GE) Students reflect on their developing work to determine the effectiveness of selected mediums and techniques for conveying meaning and adjust their decisions accordingly. | | Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors.  Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art.  Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works. |  | Drawing   * mark making * contour * gesture * perspective * value * grid enlargement   Painting   * watercolor * tempera * acrylic   Mixed Media   * collage   Media Arts   * photography * film * video * computer art   Sculpture   * carving * casting * modeling * construction | **CDOS** Standard 1 Performance Indicators 1b, 1c  **ELA** Standard 1 Performance Indicators 1e, 2e  **MST** Standard 3 Performance Indicators 1d  **Social Studies** Standard 2 Performance Indicators 1a  Standard 3 Performance Indicators 2c |  |

## **Studio in Art - Art History and Architecture - High School**

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| **NYS Standards** | **Performance Objectives** | **Text Resources** | **Resources (Suggested Activities)** | **Cross-Curricular Connections** | **Assessment Question** |
| |  |  |  | | --- | --- | --- | | (1) | [ARTS.VA.C.4.1.GE.A](https://www.nylearns.org/module/standards/4217/standard.ashx) | (GE) Students analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey. | | (1) | [ARTS.VA.C.4.1.GE.B](https://www.nylearns.org/module/standards/4266/standard.ashx) | (GE) Students examine works of art and artifacts from United States cultures and place them within a cultural and historical context. | | (1) | [ARTS.VA.C.4.1.GE.C](https://www.nylearns.org/module/standards/4437/standard.ashx) | (GE) Students create art works that reflect a variety of cultural influences. | | Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the artwork.  Students will explore art to understand the social, cultural, and environmental dimensions of human society. |  | Study/Create works of art in the style of artists and/or art movements in history Ex:  Picasso/Cubism, Monet/Impressionism, Van Gogh/Expressionism  View/Identify visual examples of major works of historical architecturd Ex:  Eiffel Tower/Paris, pyramids/Egypt, Acropolis/Greece  Explore major movements in Western, 19th Century, 20th Century and late 20th Century art  Explore Non-Western, Southeast Asia, China, Japan, Islamic, Native American, Africa Art Pre-Columbian - Mayan and Aztec civilizations, North American, and Multi-cultural/Folk Art | **CDOS** Standard 1 Performance Indicators 1b, 1c  **ELA** Standard 1 Performance Indicators 1e, 2e  **MST** Standard 3 Performance Indicators 5a, 5b, 5f, 5l  Standard 5 Performance Indicators 1d  **Social Studies** Standard 2 Performance Indicators 1a  Standard 3 Performance Indicators 2c |  |

## **Digital Arts - High School**

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| --- | --- | --- | --- | --- | --- |
| **NYS Standards** | **Performance Objectives** | **Text Resources** | **Resources (Suggested Activities)** | **Cross-Curricular Connections** | **Assessment Question** |
| |  |  |  | | --- | --- | --- | | (1) | [ARTS.VA.C.1.1.MS.A](https://www.nylearns.org/module/standards/4639/standard.ashx) | (MS) Students produce comprehensive and well organized commencement portfolios of their work. | | (1) | [ARTS.VA.C.1.1.MS.B](https://www.nylearns.org/module/standards/4675/standard.ashx) | (MS) Students reveal through their work a broad investigation of a variety of individual ideas and at least one theme explored imaginatively and in depth. | | (1) | [ARTS.VA.C.1.1.MS.C](https://www.nylearns.org/module/standards/4710/standard.ashx) | (MS) Students give evidence that they have developed an emerging personal style. | | (1) | [ARTS.VA.C.1.1.MS.D](https://www.nylearns.org/module/standards/4723/standard.ashx) | (MS) Students use selected mediums and techniques and select the most appropriate mediums and techniques to communicate their ideas. | | (1) | [ARTS.VA.C.3.1.MS.A](https://www.nylearns.org/module/standards/4650/standard.ashx) | (MS) Students using the language of art criticism, describe the visual and functional characteristics of works of art and interpret the relationships of works of art one to another, to describe the impact of the work on the viewer. | | (1) | [ARTS.VA.C.3.1.MS.B](https://www.nylearns.org/module/standards/4664/standard.ashx) | (MS) Students demonstrate an understanding of art criticism, art histories, and aesthetic principles and show their connections to works of art. | | (1) | [ARTS.VA.C.4.1.MS.B](https://www.nylearns.org/module/standards/4654/standard.ashx) | (MS) Students interpret the meaning of works and artifacts in terms of the cultures that produced them. | | (1) | [ARTS.VA.C.4.1.MS.C](https://www.nylearns.org/module/standards/4662/standard.ashx) | (MS) Students explain how cultural values have been expressed in the visual arts, how art works have been used to bring about cultural change and how the art of a culture has been influenced by art works coming from outside that culture. | | Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors  Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art  Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.  Students will be aware of vocational options available in the visual arts |  | Increase the aesthetic quality of photos by learning about:  subject matter, simplicity, rule of thirds, line, framing, balance cropping, enlarging, subject placement, composition  Learn to use the digital camera and appropriate software  Learn to import images, photographs, text, etc. using scanners, files, on-line recourses, etc.  Learn various desktop publishing software to create PowerPoint and other presentations using visual images  Create original images considering the elements and principles of art using a variety of electronic equipment including 35mm, video, and digital cameras, copiers, etc. as sources for images.  Use appropriate hardware and software | **CDOS** Standard 1 Performance Indicators 1b, 1c, 2a  **MST** Standard 4 Performance Indicators 3b  Standard 5 Performance Indicators 3b, 3d, 3d, 5a  Standard 7 Performance Indicators 1a, 2a |  |

## **Graphic Arts and Design - High School**

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| **NYS Standards** | **Performance Objectives** | **Text Resources** | **Resources (Suggested Activities)** | **Cross-Curricular Connections** | **Assessment Question** |
| |  |  |  | | --- | --- | --- | | (1) | [ARTS.VA.C.1.1.GE.A](https://www.nylearns.org/module/standards/4181/standard.ashx) | (GE) Students create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints. | | (1) | [ARTS.VA.C.1.1.GE.B](https://www.nylearns.org/module/standards/4302/standard.ashx) | (GE) Students create art works in which they use and evaluate different kinds of mediums, subjects, themes, symbols, metaphors, and images. | | (1) | [ARTS.VA.C.1.1.GE.C](https://www.nylearns.org/module/standards/4403/standard.ashx) | (GE) Students demonstrate an increasing level of competence in using the elements and principles of art to create art works for public exhibition. | | (1) | [ARTS.VA.C.1.1.GE.D](https://www.nylearns.org/module/standards/4488/standard.ashx) | (GE) Students reflect on their developing work to determine the effectiveness of selected mediums and techniques for conveying meaning and adjust their decisions accordingly. | | (1) | [ARTS.VA.C.2.1.GE.A](https://www.nylearns.org/module/standards/4192/standard.ashx) | (GE) Students select and use mediums and processes that communicate intended meaning in their art works, and exhibit competence in at least two mediums. | | (1) | [ARTS.VA.C.2.1.GE.B](https://www.nylearns.org/module/standards/4291/standard.ashx) | (GE) Students use the computer and electronic media to express their visual ideas and demonstrate a variety of approaches to artistic creation. | | (1) | [ARTS.VA.C.2.1.GE.C](https://www.nylearns.org/module/standards/4414/standard.ashx) | (GE) Students interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions. | | (1) | [ARTS.VA.C.2.1.GE.D](https://www.nylearns.org/module/standards/4477/standard.ashx) | (GE) Students understand a broad range of vocations/avocations in the field of visual arts, including those involved with creating, performing, exhibiting, and promoting art. | | (1) | [ARTS.VA.C.3.1.GE.D](https://www.nylearns.org/module/standards/4469/standard.ashx) | (GE) Students develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life. | | (1) | [ARTS.VA.C.4.1.GE.A](https://www.nylearns.org/module/standards/4217/standard.ashx) | (GE) Students analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey. | | (1) | [ARTS.VA.C.4.1.MS.C](https://www.nylearns.org/module/standards/4662/standard.ashx) | (MS) Students explain how cultural values have been expressed in the visual arts, how art works have been used to bring about cultural change and how the art of a culture has been influenced by art works coming from outside that culture. | | Students will reflect on, interpret, and evaluate works of art, using the language of art criticism.  Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. |  | Use a variety of media (traditional and electronic) to create: graphic design original images advertising design/posters package design book/CD covers design  Use traditional and digital cameras and manipulate images using scanning and graphic software  Learning to use the tools of the graphic designer  Design logos, stationary and related publications to create a corporate image for a business  Learn how a creative team operates  Learn about typography and letter design - design a word that illustrates its meaning. | **CDOS** Standard 1 Performance Indicators 1b, 1c, 2a  **MST** Standard 5 Performance Indicators 1e, 1f, 2f  Standard 4 Performance Indicators 2a, 2b, 2c |  |

## **Drawing and Painting - High School**

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| **NYS Standards** | **Performance Objectives** | **Text Resources** | **Resources (Suggested Activities)** | **Cross-Curricular Connections** | **Assessment Question** |
| |  |  |  | | --- | --- | --- | | (1) | [ARTS.VA.C.1.1.MS.A](https://www.nylearns.org/module/standards/4639/standard.ashx) | (MS) Students produce comprehensive and well organized commencement portfolios of their work. | | (1) | [ARTS.VA.C.1.1.MS.B](https://www.nylearns.org/module/standards/4675/standard.ashx) | (MS) Students reveal through their work a broad investigation of a variety of individual ideas and at least one theme explored imaginatively and in depth. | | (1) | [ARTS.VA.C.1.1.MS.C](https://www.nylearns.org/module/standards/4710/standard.ashx) | (MS) Students give evidence that they have developed an emerging personal style. | | (1) | [ARTS.VA.C.1.1.MS.D](https://www.nylearns.org/module/standards/4723/standard.ashx) | (MS) Students use selected mediums and techniques and select the most appropriate mediums and techniques to communicate their ideas. | | (1) | [ARTS.VA.C.2.1.MS.C](https://www.nylearns.org/module/standards/4714/standard.ashx) | (MS) Students understand the preparation required for particular art professions and acquire some skills of those professions through internships with local galleries, museums, advertising agencies, architectural firms, and other institutions. | | (1) | [ARTS.VA.C.3.1.MS.A](https://www.nylearns.org/module/standards/4650/standard.ashx) | (MS) Students using the language of art criticism, describe the visual and functional characteristics of works of art and interpret the relationships of works of art one to another, to describe the impact of the work on the viewer. | | (1) | [ARTS.VA.C.3.1.MS.B](https://www.nylearns.org/module/standards/4664/standard.ashx) | (MS) Students demonstrate an understanding of art criticism, art histories, and aesthetic principles and show their connections to works of art. | | (1) | [ARTS.VA.C.4.1.MS.B](https://www.nylearns.org/module/standards/4654/standard.ashx) | (MS) Students interpret the meaning of works and artifacts in terms of the cultures that produced them. | | (1) | [ARTS.VA.C.4.1.MS.C](https://www.nylearns.org/module/standards/4662/standard.ashx) | (MS) Students explain how cultural values have been expressed in the visual arts, how art works have been used to bring about cultural change and how the art of a culture has been influenced by art works coming from outside that culture. | | Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors  Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art  Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works  Students will explore art and artifacts form various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the artwork  Students will explore art to understand the social, cultural, and environmental dimensions of human society |  | **Use a variety of methods to enhance drawing skills**:  Inverted drawing, Seeing vs. Looking, modeling of form with value  **Draw from direct observation:**Contour/cross contour, gesture, figure/portraiture, Still Life  **Use various drawing systems:**  Perspective, foreshorting, grid system, automatic drawing  **Create non-representational drawings  Maintain pesonal sketchbook/journal  Experiment with a variety of paint applications, on a variety of surfaces, including:** Washes, blotting, under painting, dry brush, glazing, scumbling  **Understand psychological effects of color through:**  color theory, color field, color mixing  **Analyze a variety of historical references and relate them to student's own work** | **CDOS** Standard 1 Performance Indicators 1b, 1c  **ELA** Standard 1 Performance Indicators 1e, 2e  Standard 2 Performance Indicators 1b, 1c  **MST** Standard 3 Performance Indicators 5a, 5b, 5f, 5l  Standard 5 Peformance Indicators 1d  **Social Studies** Standard 2 Performance Indicators 1a  Standard 3 Performance Indicators 2c |  |

## **Advanced Studio in Art - Two and Three Dimensional Art - High School**

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| --- | --- | --- | --- | --- | --- |
| **NYS Standards** | **Performance Objectives** | **Text Resources** | **Resources (Suggested Activities)** | **Cross-Curricular Connections** | **Assessment Question** |
| |  |  |  | | --- | --- | --- | | (1) | [ARTS.VA.C.1.1.GE.A](https://www.nylearns.org/module/standards/4181/standard.ashx) | (GE) Students create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints. | | (1) | [ARTS.VA.C.1.1.GE.B](https://www.nylearns.org/module/standards/4302/standard.ashx) | (GE) Students create art works in which they use and evaluate different kinds of mediums, subjects, themes, symbols, metaphors, and images. | | (1) | [ARTS.VA.C.1.1.GE.C](https://www.nylearns.org/module/standards/4403/standard.ashx) | (GE) Students demonstrate an increasing level of competence in using the elements and principles of art to create art works for public exhibition. | | (1) | [ARTS.VA.C.1.1.GE.D](https://www.nylearns.org/module/standards/4488/standard.ashx) | (GE) Students reflect on their developing work to determine the effectiveness of selected mediums and techniques for conveying meaning and adjust their decisions accordingly. | | Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors.  Students will further understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art.  Students will maser the use of a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works. |  | Drawing   * mark making * contour * gesture * perspective * value   Painting   * watercolor * tempera * acrylic   Mixed Media   * collage   Media Arts   * photography * film * video * computer art   Sculpture   * carving * casting * modeling * construction |  |  |

## **Advanced Studio in Art - Art History and Architecture**

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| --- | --- | --- | --- | --- | --- |
| **NYS Standards** | **Performance Objectives** | **Text Resources** | **Resources (Suggested Activities)** | **Cross-Curricular Connections** | **Assessment Question** |
| |  |  |  | | --- | --- | --- | | (1) | [ARTS.VA.C.4.1.GE.A](https://www.nylearns.org/module/standards/4217/standard.ashx) | (GE) Students analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey. | | (1) | [ARTS.VA.C.4.1.GE.B](https://www.nylearns.org/module/standards/4266/standard.ashx) | (GE) Students examine works of art and artifacts from United States cultures and place them within a cultural and historical context. | | (1) | [ARTS.VA.C.4.1.GE.C](https://www.nylearns.org/module/standards/4437/standard.ashx) | (GE) Students create art works that reflect a variety of cultural influences. | | Students will continue to explore art and artifacts from various historical periods and world cultures to discover and understand, in depth, the roles that art plays in the lives of people of a given time and place. |  | Advanced study and continued creation of works of art in the style of artists and/or art movements in history Example:  Picasso/Cubism, Monet/Impressionism, Van Gogh/Expressionism  In depth study of Visual Examples of Major works of historical architecture Example:  Eiffel Tower/Paris, Pyramids/Egypt, Acropolis/Greece  Further exploration of Major Movements in Western, 19th Century, 20th Century Art and the cultures associated with the movements.  Further exploration of non-Western Southeast Asia, China, Japan, Islamic, Native American, Africa Art, Pre-Columbian-Mayan and Aztec civilizations, North American, and Multi-Cultural/Folk Art and Cultures associated with the movements. |  |  |

## **Sculpture and Ceramics**

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| **NYS Standards** | **Performance Objectives** | **Text Resources** | **Resources (Suggested Activities)** | **Cross-Curricular Connections** | **Assessment Question** |
| |  |  |  | | --- | --- | --- | | (1) | [ARTS.VA.C.1.1.GE.D](https://www.nylearns.org/module/standards/4488/standard.ashx) | (GE) Students reflect on their developing work to determine the effectiveness of selected mediums and techniques for conveying meaning and adjust their decisions accordingly. | | (1) | [ARTS.VA.C.1.1.MS.A](https://www.nylearns.org/module/standards/4639/standard.ashx) | (MS) Students produce comprehensive and well organized commencement portfolios of their work. | | (1) | [ARTS.VA.C.1.1.MS.C](https://www.nylearns.org/module/standards/4710/standard.ashx) | (MS) Students give evidence that they have developed an emerging personal style. | | (1) | [ARTS.VA.C.1.1.MS.D](https://www.nylearns.org/module/standards/4723/standard.ashx) | (MS) Students use selected mediums and techniques and select the most appropriate mediums and techniques to communicate their ideas. | | (1) | [ARTS.VA.C.2.1.MS.C](https://www.nylearns.org/module/standards/4714/standard.ashx) | (MS) Students understand the preparation required for particular art professions and acquire some skills of those professions through internships with local galleries, museums, advertising agencies, architectural firms, and other institutions. | | (1) | [ARTS.VA.C.3.1.MS.A](https://www.nylearns.org/module/standards/4650/standard.ashx) | (MS) Students using the language of art criticism, describe the visual and functional characteristics of works of art and interpret the relationships of works of art one to another, to describe the impact of the work on the viewer. | | (1) | [ARTS.VA.C.3.1.MS.B](https://www.nylearns.org/module/standards/4664/standard.ashx) | (MS) Students demonstrate an understanding of art criticism, art histories, and aesthetic principles and show their connections to works of art. | | (1) | [ARTS.VA.C.4.1.MS.B](https://www.nylearns.org/module/standards/4654/standard.ashx) | (MS) Students interpret the meaning of works and artifacts in terms of the cultures that produced them. | | (1) | [ARTS.VA.C.4.1.MS.C](https://www.nylearns.org/module/standards/4662/standard.ashx) | (MS) Students explain how cultural values have been expressed in the visual arts, how art works have been used to bring about cultural change and how the art of a culture has been influenced by art works coming from outside that culture. | | Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors.  Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art.  Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting three-dimensional art works.  Students will explore art and artifacts from various historical periods and world cultures.  Students will explore art to understand the social, cultural, and environmental dimensions of human society. |  | Use additive and subtractive modeling techniques in a variety of plastic mediums  Introduce wheel throwing  Carve into various mediums to create relief sculpture and free standing sculpture  Create assemblages using found objects and mixed media  Create kinetic sculpture - mobiles and staibles  Create soft sculpture using a variety of materials and techniques  Use recycled materials  Use the elements and principles of design as students create sculptural, decorative and utilitarian pottery using a variety of techniques |  |  |

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