

# **K-12 ART CURRICULUM 2010 INTRODUCTION**

The Oyster River Cooperative School District Art Curriculum has been created with the expertise of the art teachers of the district and represents all levels and all schools. This revision project is part of the District's long range goal to review and revise the entire curriculum. The curriculum has been aligned with the standards established by the New Hampshire Frameworks.

The visual arts have intrinsic value and are necessary to understand the design-oriented environment of the twenty first century. Recent studies show that a diverse art program enhances students' learning by expanding critical thinking and problem solving skills. An art education offers students a unique framework for learning which compliments core academics.

The art educators at Oyster River Cooperative School District are aware that the artistic skills of students reflect well-defined patterns at gradually evolving but identifiable stages of human development. At each level, students are provided with opportunities to encounter similar but increasingly complex concepts and techniques. The elements and principles of design form the fundamental objectives for the units of drawing, painting, printmaking, pottery and sculpture. Art history is infused throughout the program. Art techniques, processes, criticism, and evaluation create a format and environment for creativity. Students at the elementary, middle, and high school levels are encouraged to experiment and enjoy a wide variety of artistic experiences.

The art curriculum is designed to lead students to examine the objects and events of their lives. At the same time, they will grow in their ability to describe, interpret, evaluate, and appreciate the visual arts. Our students will be able to respond to the meaning and impact of the visual world in which they live. Our goal is help each student find and appreciate their unique qualities and be able to express these through art.

## Kindergarten GRADE ART

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
<b>Curriculum Standard 1:</b> <b>Apply appropriate media, techniques, and processes</b>	Identify primary colors Identify and make patterns with geometric and organic shapes Use art materials safely Understand a variety of lines	<ul style="list-style-type: none"> <li>● “3 Primary Color” Song</li> <li>● Mondrian lesson and prints</li> <li>● Use combination of shapes to learn body</li> </ul>	<ul style="list-style-type: none"> <li>● Can you name the 3 colors? (follow-up one month later)</li> </ul>
<b>Curriculum standard 2:</b> <b>Identify and apply the elements of visual art and principle of design</b>	Recognize and experience color, shape, line and texture Be able to create and identify patterns	<ul style="list-style-type: none"> <li>● “Take a line for a Walk”</li> <li>● Discuss pattern</li> <li>● Look for patterns in the world around us</li> <li>● Primaries mixed to make secondaries</li> </ul>	<ul style="list-style-type: none"> <li>● Recall terms learned earlier in the year</li> <li>● Use patterns in quilt square designs</li> </ul>
<b>Curriculum Standard 3:</b> <b>Select and apply a range of subject matter, symbols and ideas</b>	Begin to build a range of subject matter and images in their artwork Begin to use real life and imagination as subjects in their work	<ul style="list-style-type: none"> <li>● Discuss self-portraits, still-life, landscapes and cityscapes, and look at art prints of each</li> </ul>	<ul style="list-style-type: none"> <li>● Draw examples of each of these</li> <li>● Be able to identify the differences between genres</li> </ul>
<b>Curriculum Standard 4:</b> <b>Analyze the visual arts in relation to history and culture</b>	Explore and understand a variety of crafts and artwork from the local culture Explore and learn about a variety of artists and their styles.	<ul style="list-style-type: none"> <li>● Discuss baskets used in apple picking</li> <li>● Look at pussywillows and create still-life</li> <li>● Learn about Gustav Klimt, Claude Monet, Mondrian, and others</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize props in subject matter from local farms</li> <li>● Identify art from a particular artist</li> </ul>

<b>Standard 5: Analyze, interpret and evaluate their own and others' artwork</b>	Observe and discuss works of art Explain how they created their own work of art	<ul style="list-style-type: none"> <li>● Look at art prints</li> <li>● Read books about artists</li> <li>● Discuss art during introduction of each class</li> <li>● Review</li> </ul>	<ul style="list-style-type: none"> <li>● Ask students about the process they used in the previous class</li> </ul>
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<b>Curriculum Standard 6: Students will make connections among the visual arts, other disciplines, and daily life.</b>	Begin to explore connections between the visual arts and other disciplines Be introduced to literature that connects the visual arts to other subject matter	<ul style="list-style-type: none"> <li>● Discuss winter birds and their colors</li> <li>● Mix colors and discuss similarities to mixing ingredients when cooking</li> <li>● Use literature to introduce a lesson or concept (i.e. <u>Seven Blind Mice</u> for texture, <u>The Color Tree</u> for color theory, <u>Ish</u> for drawing)</li> </ul>	<ul style="list-style-type: none"> <li>● Identify objects that have a variety of textures</li> <li>● Generate their own lists of similar activities/similarities</li> <li>● Do students understand the story? Do they understand its connections to the project?</li> </ul>
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<b>Curriculum Standard 7: Understand the range of careers in the field of visual arts and identify careers associated with this field.</b>	None at this grade level		
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## First and Second GRADE ART

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
<b>Curriculum Standard 1:</b> <b>Apply appropriate media, techniques, and processes</b>	Mix primary colors to make secondary colors Use and explain warm and cool colors Use a variety of lines Recognize a horizon line Begin to use space Identify and make patterns with geometric and organic shapes Identify and experiment with a variety of printmaking techniques Use art materials in a safe manner Explain and use warm and cool colors Recognize and use a horizon lines	<ul style="list-style-type: none"> <li>• Create bird prints using textures in the wings and tail</li> <li>• Create new colors with the ink with rolling brayer on print with 2 ink colors</li> <li>• Use <u>Starry Nights</u> to create cityscapes</li> <li>• Create penguin scene with cool colors</li> </ul>	<ul style="list-style-type: none"> <li>• Are there texture lines used in the print?</li> <li>• Do you notice new colors made by mixing?</li> </ul>
<b>Curriculum standard 2:</b> <b>Identify and apply the elements of visual art and principle of design</b>	Mix primary and secondary colors Begin to understand the color wheel Begin to identify and use balance and contrast	<ul style="list-style-type: none"> <li>• Students will mix their own secondary colors from the primaries</li> <li>• Students identify and discuss high contrast and lower contrast</li> </ul>	<ul style="list-style-type: none"> <li>• Identify that secondary colors are located between the 2 primaries mixed to create it</li> </ul>
<b>Curriculum Standard 3:</b> <b>Select and apply a range of subject matter, symbols and ideas</b>	Expand their range of subject matter and use of images in their work Use real life and imagination as subjects of their artwork Increase the use of detail in their work Know basic art vocabulary	<ul style="list-style-type: none"> <li>• Use photographs as references when drawing</li> <li>• Create art with subject matter outside of their own experience</li> </ul>	<ul style="list-style-type: none"> <li>• Create castles and add unrealistic colors to the sections</li> <li>• Use bird and fish photos to draw the printing plate</li> </ul>

<p><b>Curriculum Standard 4:</b> Analyze the visual arts in relation to history and culture</p>	<p>Explore and experiment with a variety of crafts and artwork from different cultures and time periods Relate art work from other cultures to their own projects Experiment with the styles of famous artists</p>	<ul style="list-style-type: none"> <li>• Learn about aboriginal tribes in Australia and their art work</li> <li>• Create Georgia O'Keefe flower paintings</li> </ul>	<ul style="list-style-type: none"> <li>• Do students know symbols used in art of aboriginals?</li> <li>• Raise hands during song about Georgia O'Keefe and identify parts of her life</li> </ul>
<p><b>Standard 5:</b> Analyze, interpret and evaluate their own and others' artwork</p>	<p>Know that people make art for a variety of reasons. Observe and speak about art utilizing art vocabulary in their discussion.</p>	<ul style="list-style-type: none"> <li>• Learn about self-portraits and how they have changed since the invention of photography</li> <li>• Art vocabulary wall</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss why self-portraits were originally created and how self-portraits in art are different from photographs</li> </ul>
<p><b>Curriculum Standard 6:</b> Students will make connections among the visual arts, other disciplines, and daily life.</p>	<p>Connect art to their own daily lives, different media and processes Identify and discuss common terminology among subject areas(i.e. patterns, rhythms, symmetry, light) Identify different styles of illustrations</p>	<ul style="list-style-type: none"> <li>• Discuss how art is present in their clothes, homes, cars, etc.</li> <li>• Discuss the connections between art and math</li> <li>• Learn about architects, designers, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Show how symmetry is present in art and math</li> <li>• Articulate that patterns, symmetry, etc. refer to aspects of art as well as other subjects</li> </ul>

<b>Curriculum Standard 7: Understand the range of careers in the field of visual arts and identify careers associated with this field.</b>	Begin to identify a variety of professions in the visual arts Begin to describe various kinds of artists and fields of art particular to New Hampshire	<ul style="list-style-type: none"><li>• Discuss artists we know outside of school and what kind of art they create</li><li>• Discuss how music and art are a reflection of people who create at a certain time and in a certain place</li></ul>	<ul style="list-style-type: none"><li>• Discuss titles of artists such as cartoonist, fashion designer, etc</li></ul>
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**Third and Fourth GRADE ART**

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
<p><b>Curriculum Standard 1: Apply appropriate media, techniques, and processes</b></p>	<p>Begin to understand composition            Begin to balance compositions with regards to color, line and shape            Begin to demonstrate their understanding of color in creating art            Recognize the variety of color in their environment in order to connect it to their work            Recognize that by mixing two primary colors, increasing one amount of one color will influence the secondary color            Recognize the value in the lightness or darkness of a color            Begin to use shading and value in their artwork            Demonstrate the understanding of line in their work            Experiment with a variety of lines to develop complexity and uniqueness of their own work            Recognize and use line to show direction            Recognize and use contour lines to show the edge of a shape</p>		
<p><b>Curriculum standard 2: Identify and apply the elements of visual art and principle of design</b></p>	<p>Recognize the visual elements including color shape form space line value texture            Describe the principles of designer: balance rhythm            Use the principles of design to communicate ideas</p>		

<p><b>Curriculum Standard 3: Select and apply a range of subject matter, symbols and ideas</b></p>	<p>Use vocabulary to describe, analyze and interpret visual qualities of art Explore new and challenging subjects for works of art Continue to expand subject matter and use of images in their work</p>	<ul style="list-style-type: none"> <li>• Discuss familiar works of art: sort into qualities of landscape, portrait, still life (example—Mona Lisa self-portrait with invented landscape)</li> </ul>	<ul style="list-style-type: none"> <li>• Use terms to describe familiar works of art</li> <li>• Infer meaning in discussions</li> </ul>
<p><b>Curriculum Standard 4: Analyze the visual arts in relation to history and culture</b></p>	<p>Explore and discuss various artists and art periods Make connections between art , culture and society Discuss the works of artists possibly including O’Keefe, Van Gogh, the Impressionists, Picasso, and Matisse in relation to the time period in which they worked.</p>	<ul style="list-style-type: none"> <li>• Examine familiar works of art to learn about artists’ inspiration and motivation (example—painting bridges we cross after discussing Monet’s bridge)</li> </ul>	<ul style="list-style-type: none"> <li>• Refers to personal experiences in own artwork</li> <li>• Can identify many artists by name and style</li> </ul>
<p><b>Standard 5: Analyze, interpret and evaluate their own and others’ artwork</b></p>	<p>Translate styles of famous artists into their own visual language and their own work Recognize a person’s unique style of art work Value each individual’s efforts</p>	<ul style="list-style-type: none"> <li>• Make art expressing personal ideas or opinions by choosing media and genre (art progress report booklet showing choices)</li> </ul>	<ul style="list-style-type: none"> <li>• Can student make self-motivation choices and responses on progress report?</li> </ul>
<p><b>Curriculum Standard 6: Students will make connections among the visual arts, other disciplines, and daily life.</b></p>	<p>Identify connections among the visual arts and other arts disciplines Understand that similarities exist between the visual arts and other disciplines Describe how the visual arts are used in the world around us and how they are part of our everyday life Describe how the visual art design principles are expressed in multi-media presentations and daily life. Connect art to various civilizations and cultures Begin to “see” art in other areas (i.e. architecture, cityscapes, math tessellations, etc)</p>	<ul style="list-style-type: none"> <li>• Students continue to use variety of choices to make creative responses in other areas of school life (example—reading journal illustrations, science dioramas, and visiting artist art shows)</li> <li>• Indigenous art unit (Egyptian Hieroglyphs, Native American symbols, cave art, Australian Bush designs): Styrofoam tomb prints, Australian Dot paintings, group cave paintings, Native American stitching</li> </ul>	<ul style="list-style-type: none"> <li>• Does student make a creative expression in favor of more traditional responses?</li> <li>• Can student create picture symbols to represent ideas?</li> <li>• Can they invent their own symbols to use creatively?</li> </ul>

<b>Curriculum Standard 7: Understand the range of careers in the field of visual arts and identify careers associated with this field.</b>	Identify a variety of professions in the visual arts Describe various kinds of artists and fields of art particular to New Hampshire		
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Fifth and Sixth GRADE ART

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
<b>Standard 1: Understanding and applying media, technology, techniques and processes</b>	Consider the concept of composition before beginning a work of art Use color to achieve specific results (primary, secondary, complimentary, analogous, tints, shades, monochromatic) Incorporate their understanding of value and shading in their art work Incorporate their knowledge of line, contour and weight of line in their art work Incorporate their knowledge of space Develop a series of gesture, contour and drawings from observation	<ul style="list-style-type: none"> <li>• Native American Shields: radial design, paint mixing, history of shields</li> </ul>	<ul style="list-style-type: none"> <li>• Show animal that represents themselves</li> <li>• Use the four elements (wind, water, fire, and air) symbolically</li> </ul>
<b>Curriculum standard 2: Identify and apply the elements of visual art and principles of design</b>	Use the principles and elements of art to communicate ideas. Be able to analyze and evaluate their art using the principles of art.	<ul style="list-style-type: none"> <li>• African Masks inspired by Picasso prints</li> <li>• Adinkra Cloth /authentic African fabrics</li> </ul>	<ul style="list-style-type: none"> <li>• Show balance, symmetry, and texture in design of mask</li> <li>• Show patterns in color and design</li> </ul>
<b>Curriculum Standard 3: Select and apply a range of subject matter, symbols and ideas</b>	Experiment with a variety of images from real life and their imagination Continue to expand their subject matter	<ul style="list-style-type: none"> <li>• Pastel drawings of constellations</li> <li>• Contour line drawings of monsters</li> </ul>	<ul style="list-style-type: none"> <li>• Use star formations to create an original image</li> <li>• Write a story about your monsters</li> </ul>

<b>Standard 4: Using the visual arts in relation to history and cultures</b>	Continue to make connections between art, culture and society Discuss the work of artists in relation to the country and time period in which they worked	<ul style="list-style-type: none"> <li>• Chinese brush painting/video of master</li> <li>• Puppets: choose a character from a famous art print for inspiration</li> </ul>	<ul style="list-style-type: none"> <li>• Become familiar with brush techniques and tools</li> <li>• The study of artists</li> </ul>
<b>Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others</b>	Continue to develop the ability to critique their own art work Value each individual's efforts	<ul style="list-style-type: none"> <li>• Critique final projects with class participation</li> <li>• Art vocabulary words collected on portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• Use of art vocabulary words</li> <li>• Connect comments with principals of design and elements of art</li> </ul>
<b>Curriculum Standard 6: Students will make connections among the visual arts, other disciplines, and daily life.</b>	Begin to compare characteristics of works of art and other art forms that share similar subject matter, themes, and purposes Begin to create art work that reflects the connections among visual arts and other disciplines Begin to apply the principles of design in solving a visual arts problem Begin to recognize the integration between art and other curriculum areas and in their everyday life Begin to "see" art in other areas (i.e. architecture, cityscapes, math tessellations, etc.) Continue to make connections between art and other aspects of their daily lives	<ul style="list-style-type: none"> <li>• Whole team interdisciplinary projects at each grade level</li> <li>• Nature walks and hikes pointing out specific elements of art and nature</li> <li>• Landscape drawings and paintings from photographs of landscapes</li> <li>• Clay castles and Chinese pogodas/Power Point presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Sketching and writing assignment</li> <li>• Observational drawing and painting techniques</li> </ul>

<b>Curriculum Standard 7: Understand the range of careers in the field of visual arts and identify careers associated with this field.</b>	Identify a variety of professions in the visual arts Begin to identify visual artists who are recognized locally, nationally, and internationally Begin to describe occupations in which knowledge of design principles is important, such as fashion, manufacturing, advertising, and web design	<ul style="list-style-type: none"><li>• Commercial art as seen on food labels and clothing</li></ul>	<ul style="list-style-type: none"><li>• 3-D architectural models</li><li>• Process involved in building with clay</li><li>• Lettering and color design</li></ul>
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## Seventh and Eighth GRADE ART

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
<b>Curriculum Standard 1:</b> <b>Apply appropriate media, techniques, and processes.</b>	Utilize the concept of composition before beginning a work of art Discuss, analyze and use color to achieve specific results (primary, secondary, complimentary, analogous, tints, shades, monochromatic) Expand upon their use of value and shading Incorporate their knowledge of line, weight and contour Use 1 and 2 point perspective to create depth	<ul style="list-style-type: none"> <li>• Color Design Painting: layout and color theory</li> <li>• Linear perspective: optical depth illusions, study M.C. Escher</li> </ul>	<ul style="list-style-type: none"> <li>• Unique thematic design</li> <li>• Mix all colors from primaries</li> <li>• Application of 1 and 2 point perspective</li> </ul>
<b>Curriculum standard 2:</b> <b>Identify and apply the elements of visual art and principles of design</b>	Know how the principles and elements of design can be used to solve specific visual problems Manipulate the principles and elements to create unique compositions Utilize art elements to evoke mood and response	<ul style="list-style-type: none"> <li>• Monochromatic Action Figure</li> <li>• Hip Hop Lettering Design: study contemporary street artists</li> </ul>	<ul style="list-style-type: none"> <li>• Create movement through color values</li> <li>• Design a graffiti-like 3-D word</li> </ul>
<b>Curriculum Standard 3:</b> <b>Select and apply a range of subject matter, symbols and ideas</b>	Interpret and utilize personal ideas and opinions Express complex ideas and concepts Use creative approaches to solve art problems	<ul style="list-style-type: none"> <li>• Surrealism and Fantasy: Study Dali, Kahlo, and Magritte</li> <li>• Relief printmaking of Endangered Animals</li> </ul>	<ul style="list-style-type: none"> <li>• Use realistic drawing techniques to depict a personal experience</li> <li>• Carve a well-balanced positive and negative print</li> </ul>

<p><b>Curriculum Standard 4:</b> Analyze the visual arts in relation to history and culture.</p>	<p>Make connections between art and the historical elements being studied Focus on modern and contemporary artists and styles</p>	<ul style="list-style-type: none"> <li>• 21<sup>st</sup> Century Collage based on a social issue</li> <li>• Abstraction in Art: study Kandinsky</li> <li>• Modern Art Portraits: study Warhol and Chuck</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of media from collage to spatter paint</li> <li>• Abstract line drawings</li> <li>• Value to describe form</li> <li>• Warm and cool colors</li> </ul>
<p><b>Curriculum Standard 5:</b> Analyze, interpret and evaluate their own and other's artwork.</p>	<p>Compare characteristics of visual arts within a particular historical period or style Recognize that a portfolio is a tool for professional artists, as well as a requirement for college</p>	<ul style="list-style-type: none"> <li>• Watercolor Collage: recreate a favorite painting with watercolor</li> <li>• 20<sup>th</sup> Century Paintings: acrylic painting process</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on principles of art to evaluate paintings</li> <li>• Use color and aerial perspective to suggest space</li> </ul>
<p><b>Curriculum Standard 6:</b> Students will make connections among the visual arts, other disciplines, and daily life.</p>	<p>Compare characteristics of works of art and other art forms that share similar subject matter, themes, and purposes Create art work that reflects the connections among visual arts and other disciplines Apply the principles of design in solving a visual arts problem</p>	<ul style="list-style-type: none"> <li>• Natural connections: drawing and writing process</li> <li>• Great Bay science and art</li> <li>• Throwing on the Wheel: experience the process of creating pottery on the wheel</li> </ul>	<ul style="list-style-type: none"> <li>• Art and writing inspired pieces</li> <li>• Observational drawing techniques</li> <li>• Basic pottery centering and cylinders</li> </ul>

<p><b>Curriculum Standard 7: Understand the range of careers in the field of visual arts and identify careers associated with this field.</b></p>	<p>Identify visual artists who are recognized locally, nationally, and internationally Describe occupations in which knowledge of design principles is important, such as fashion, manufacturing, advertising and web design</p>	<ul style="list-style-type: none"> <li>• Architecture and Art: 3-D Line Drawings</li> <li>• Fashion Illustration and Action Equipment Apparel</li> <li>• Pop Art Drawings: study Pop imagery and transformation of commercial imagery</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an awareness of design in architecture</li> <li>• Create unique functional designs</li> <li>• Recreate a popular image</li> </ul>
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Ninth through Twelfth GRADE ART

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
<p><b>Curriculum Standard 1: Apply appropriate media, techniques, and processes.</b></p>	<p>Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity in ways that reflect their intentions</p> <p>Create works of visual art that demonstrate a connection between personal expression and the intentional use of art materials, techniques, and processes</p> <p>Use complex art materials and tools in a safe and responsible manner</p> <p>Communicate ideas regularly at a high level of effectiveness in at least one visual arts medium</p> <p>Initiate, define, and solve challenging visual arts problems independently, using intellectual skills such as analysis, synthesis, and evaluation</p>		
<p><b>Curriculum standard 2: Identify and apply the elements of visual art and principles of design</b></p>	<p>Demonstrate a more complex understanding of the elements of art and principles of design to accomplish commercial, personal, communal or other purposes of art</p> <p>Create works that use the elements of art and principles of design to solve specific visual arts problems</p> <p>Compare two or more perspectives about the use of organizational principles and functions in artwork and defend personal evaluations of these perspectives</p> <p>Design to generate multiple solutions to a variety of visual art problems</p> <p>Describe the elements of art and principles of design found in origins of specific images and ideas</p>		

<p><b>Curriculum Standard 3: Select and apply a range of subject matter, symbols and ideas</b></p>	<p>Reflect on how artworks differ visually, spatially, and functionally          Use subject matter, symbols, ideas, and themes that demonstrate knowledge of contexts, values, and aesthetics          Describe the origins of specific images and ideas and explain their significance          Evaluate the validity of sources for content and the manner in which subject matter, symbols, and images are used in the students' work and the work of others</p>		
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<p><b>Curriculum Standard 4: Analyze the visual arts in relation to history and culture.</b></p>	<p>Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art          Analyze relationships among works of art in terms of history, aesthetics, and culture, using their observations to inform their own art making          Identify and visit New Hampshire arts exhibitions and report their findings          Understand various critical models of interpreting works from several historical periods and cultures          Analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations, and interpretations of meaning.</p>		
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<p><b>Curriculum Standard 5: Analyze, interpret and evaluate their own and other's artwork.</b></p>	<p>Research and analyze historic meaning and purpose in various works of art          Defend personal interpretations to better understand specific works of art          Apply critical and aesthetic criteria in order to improve their own works of art          Reflect critically on various interpretations to better understand specific works of art          Analyze and interpret art works identifying relationships among form, context, and purposes.</p>		
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<p><b>Curriculum Standard 6: Students will make connections among the visual arts, other disciplines, and daily life.</b></p>	<p>Compare the materials, technologies, media, and processes of the visual arts with those of other disciplines</p> <p>Compare the creative processes used in the visual arts with the creative processes used in the other arts and on-arts disciplines</p> <p>Create and solve interdisciplinary problems through multimedia solutions, using advancements in technology and principles of design when applicable</p> <p>Use knowledge of other subject matter to enhance their art work</p> <p>Evaluate how other disciplines influence an individual's work, styles, and process</p>		
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<p><b>Curriculum Standard 7: Understand the range of careers in the field of visual arts and identify careers associated with this field.</b></p>	<p>Recognize that a portfolio is a tool for professional artists and personal documentation as well as a requirement for college admission</p> <p>Prepare a portfolio for use in application to institutions of higher education or for the workplace</p> <p>Prepare an exhibition, demonstrating an understanding of presentation</p> <p>Investigate career opportunities and professional options related to one's own strengths</p>		
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**Oyster River High School  
Grades 9-12**

Courses Offered:

Introduction to Art	required
Introduction to Art History	elective
3-Dimensional Design	elective
Pottery I	elective
Pottery II	elective
Basic Photography	elective
Drawing & Painting I	elective
Drawing & Painting II	elective
Senior Studio	elective
Video Production	(new elective)

**Course**

**Curriculum Standard**

**Introduction to Art** (required)

Artistic Process & Production

Students will:

- plan and develop a work of art through thumbnail sketches, multiple drafts, and self-critique (1,2,3,5)
- use problem-solving, decision-making, and creative thinking skills to create unique, appealing, and expressive art
- develop a strong composition through an intentional use of positive and negative space (1,2,3,5)
- apply knowledge and technical skills necessary to work with a variety of processes, including but not limited to drawing, painting, collage, and sculpture (1,2)
- apply the elements of art and principles of design to a variety of media (1,2)
- create drawings from observation with an increased accuracy (1,5)
- talk about their artistic process and art in general with an increased art vocabulary (2,3,4,5)
- explore the difference between representational and non-objective art (4,5,6)

Artistic Knowledge

Students will:

- have an understanding of the elements of art and principles of design related to

- A. Creating a strong composition (2,4,5)
- B. Communicating through artistic expression (3,5,6)
- have an increased appreciation for a wide variety of art styles and artists, developed from exposure to local, historical, and cultural sources (4,6,7)
- gain an appreciation of process over product which should continue into future art classes (1,6)
- know about the rules and policies of the ORHS Art Department and be aware of all art classes available to them (6,7)

### **Introduction to Art History** (elective)

#### Artistic Process & Production

Students will:

- interpret a work of art through artistic and historical analysis (4,5,6)
- discuss major artists and artworks (2,3,4,5,7)
- compare and contrast works of art from different cultures and art periods (2,3,4,5,6)
- produce art works using historical themes, techniques, and materials (1,2,3,4)
- plan and develop a work of art through thumbnail sketches, multiple drafts, and self-critique (1,2,3,5)
- use problem-solving, decision-making, and creative thinking skills to create unique, appealing, and expressive art (1,2,3,5)
- talk about their artistic process and art in general with an increased art vocabulary (2,3,4,5)

#### Artistic Knowledge

Students will:

- have an understanding of the elements of art and principles of design related to
  - A. Creating a strong composition (2,4,5)
  - B. Communicating through artistic expression (3,5,6)
- have an understanding of four main periods in Art History (Ancient, Early Christian, Renaissance, Modern) including their development, relation to other art periods, historical significance, and important works (title, artist, art period, and significance) (4,6)
- develop an understanding of how art's definition and purpose has adapted to society through-out time. (4,6,7)
- have an increased awareness of their artistic tastes and identities as artists (3,5,6)
- gain an appreciation of process over product, which should continue into future art classes (1,6)
- know about the rules and policies of the ORHS Art Department and be aware of all art classes available to them (6,7)

### **3-D Design** (elective)

#### **Artistic Process & Production**

Students will:

- plan and develop a work of art through a process involving thumbnail sketches, multiple drafts, and self-critique (1,2,3,5)
- use problem-solving, decision-making, and creative thinking skills to create unique, appealing, and expressive 3-dimensional art (1,2,3,5)
- create 3-dimensional sculptures, both freestanding and relief, using a variety of media (e.g. wire, clay, stone, and wood) (1,2,3)
- apply a variety of techniques to both representational and non-objective subject matter (1,2,3)
- be able to talk about sculpture effectively, including their own work, work of their classmates, and famous sculptors, past and present (3,4,5,6,7)

#### **Artistic Knowledge**

Students will:

- have an understanding of the elements of art and principles of design and how they relate to 3-dimensional space and form (2,4,5)
- have an understanding of sculptural materials (traditional and avant-garde): the possibilities, unique characteristics, limitations, advantages, and disadvantages of each (1,4)
- have an increased appreciation for sculpture techniques, artists, and styles developed from exposure to local, historical, and cultural sources (4,5,6,7)
- understand how sculpture can communicate ideas and feelings (3,4,5)
- gain an appreciation of process over product which should continue into future art classes (1,6)
- know about the rules and policies of the ORHS Art Department and be aware of all art classes available to them (6,7)

### **Pottery I** (elective)

#### **Artistic Process & Production**

Students will:

- draw inspiration for pottery pieces from a variety of sources including self, nature, and local and well-known potters (3,4,5,6,7)
- safely and effectively use the tools and equipment associated with the pottery department (1,6,7)
- create functional and/or aesthetically pleasing pottery pieces with widely varied shape, form, texture, and/or purpose, using both hand built (pinch, coil, and slab) and wheel-thrown techniques (1,2,3,5)
- use the techniques and styles of others to produce aesthetically pleasing pottery pieces (both functional and non-functional)
  - A. Be able to identify a technique or style which interests you

- B. Be able to explain and analyze the technique or style
- C. Be able to sketch out the intended work and practice the style and technique
- D. Be able to reflect upon attempts and finished piece (1,2,3,4,5,7)
- create unique pieces
  - A. Be able to pre-plan and sketch out the piece applying all of the above concepts
  - B. Be able to complete the piece according to the plan
  - C. Be able to reflect upon attempts and finished piece (1,2,3,5,6)
- be able to talk about own artistic process and participate in group shares (3,5)

### Artistic Knowledge

Students will:

- understand the material used in ceramics.
  - A. Know the qualities (limitations, possibilities, chemical make-up, firing ranges, and drying qualities) of clay
  - B. Know the qualities (limitations, possibilities, and firing ranges) of different glazes. (1,7)
- understand the methods and techniques involved with hand built (pinch, coil, and slab) and wheel-thrown construction (1,2)
- have an increased knowledge and appreciation for a wide variety of pottery styles and artists, developed from exposure to local, historical, and cultural sources (4,5,6,7)

### Pottery II (elective)

#### Artistic Process & Production

In addition to the above students will:

- define and apply a more personalized artistic style to their pottery (1,6,7)
- create a consistent set of pottery pieces (1,2,5)
- create functional and/or aesthetically pleasing pottery pieces (both functional and non-functional) with a greater level of craftsmanship (1,2,5)
- apply construction techniques to new clay bodies, such as porcelain (1,4,6)
- experiment with additional pottery techniques, including pit fire and raku (1,4,6)
- research, mix, and test a chosen glaze (1,6)

#### Artistic Knowledge

In addition to the above students will:

- have an increased understanding of both clay bodies and glazes (1,6,7)
- have an increased knowledge and appreciation for a wide variety of pottery styles and artists, developed from exposure to local, historical, and cultural sources (4,5,6,7)

- develop an individual focus, through the process of experimentation with various techniques and subject matter which guides and inspires their artistic process (1,2,3,5)
- have an increased understanding of the daily operations of a pottery studio such as loading and firing kilns, recycling clay, maintaining glazes, etc. (6,7)

### **Basic Photography** (elective)

#### Artistic Process & Production

Students will:

- use a 35mm, single lens reflex camera to take a properly focused and consistently well exposed negatives (1,5)
- use a darkroom, enlarger and photographic chemicals to create images on light sensitive paper (1,6)
- develop black and white, 35mm film (1,6)
- create black and white prints from negatives, and routinely practice the skills necessary to create high quality prints (1,5,7)
- be able to record an event photographically (1,3,6,7)
- experiment with a variety of photographic techniques and special effects, including action photography, pin-hole photography, hand coloring, solarization and collage (1,2)
- use a digital camera to shoot color images and experiment with manipulation of the images using Adobe Photoshop (1,6,7)
- use a digital scanner to record digital images

#### Artistic Knowledge

Students will:

- understand the basic principles of black and white photography (1,4)
- know simple rules of photographic imagery used to create interesting and meaningful compositions (2,3,5)
- understand the intricacies of a film camera in order to manipulate camera settings and enhance photo quality and impact (e.g. action, depth of field, etc.) (1,5)
- understand the importance of lighting to add interest or create a mood (3,7)
- communicate ideas or feelings in a photographic image or series of images (2,3,6)
- become familiar with the history of photography and notable photographers, past and present (4,7)

### **Drawing and Painting I** (elective)

#### Artistic Process & Production

Students will:

- complete a series of line drawings focusing on composition (1,2)
- be able to draw more accurately and confidently from observation (1,2)
- use value to interpret form using a variety of media (1,2)

- explore traditional color schemes with various water media (1,2,4)
- experiment with the principles of linear perspective (1,2,4)
- use color to enhance the representation of form as well as a means of expression (1,2,3)

### Artistic Knowledge

Students will:

- increase their ability to make visual estimates when interpreting form (1,5)
- understand how to create form on a 2-dimensional plane using a variety of techniques (1,2,5)
- be able to critique visual works of art and understand their historical context (4,5)
- understand concepts of one and two point perspective (1,2)
- be familiar with a variety of drawing techniques from gesture and contour to full compositional drawings (1,2,6)
- understand the characteristics of various media and their applications and limitations (e.g. Conte' crayon, charcoal, drawing pencils, wax crayons, pastels, ink, etc.) (1,2)
- understand left and right brain function and how it relates to drawing techniques. (1,5,6)

### Drawing and Painting II (elective)

#### Artistic Process & Production

In addition to the above, students will:

- complete a research project on contemporary and unfamiliar artists (4,5,7)
- use the human form as inspiration to experiment with various media and techniques (1,2,5,6)
- complete representational landscapes in both oil and water-based media (1,2,4)
- experiment with non-objective color field painting (1,2,3,4)
- complete still life tonal drawing (1,2)
- be exposed to more advanced procedures, such as stretching and preparing a canvas for oil painting and matting and framing 2-dimensional work (1,4,7)
- participate in more in-depth group critiques of student work (2,4,5,6)

#### Artistic Knowledge

In addition to the above, students will:

- begin to understand the historical context of past and present art movements (4,5,6,7)
- understand the physical properties of water vs. oil based media and use them appropriately (1,6)
- be able to rapidly compose and image using various sketching techniques (1,2,3)
- apply the elements of art and the principles of design to create expressive, dynamic works of art (1,2,3)

- understand various printmaking processes from intaglio to plano graphic (1,4,7)
- develop an individual focus, through the process of experimentation with various techniques and subject matter, which guides and inspires their artistic process (1,3,5,6)

### **Advanced Art** (elective)

#### Artistic Process & Production

Students will:

- identify personal strengths and weaknesses and use that knowledge to develop strategies for capitalizing on past successes as well as focusing on overall improvement (1,3,5,6)
- create a range of artwork of the highest quality possible (1,2,5)
- develop the skills necessary to create an art portfolio for college admission and future career (1,5,6,7)
- develop an individual style and approach to producing art (1,3,5,6)
- plan, prepare, and work projects to completion with limited teacher assistance (1,3,5,6)

#### Artistic Knowledge

Students will:

- develop further understanding of future careers in visual arts (6,7)
- develop and utilize the self-motivation and discipline necessary for continued personal artistic growth (5,6)
- be prepared to make critical judgments concerning his/her work as well as the work of others (5)
- develop a further understanding and appreciation of art through field trips and guest artists (4,5,6,7)

### **Senior Studio** (elective)

#### Artistic Process & Production

In addition to the above, students will:

- prepare for and participate in their Senior Art Show:
  - A. Acquire skills in presentation and display of finished work
  - B. Participate in all aspects of putting on an art exhibit (1,2,3,5,6,7)
- critique and discuss art in a group setting with greater detail and aesthetic insight (2,5)
- share ideas and skills with peers as they become more confident and independent learners (3,5,6)
- seek inspiration and knowledge outside the classroom to advance their artistic development (5,6,7)

Artist Knowledge

In addition to the above, students will:

- acquire a deeper understanding and knowledge of a medium/topic by exploring it in depth (1,3,5)
- develop a greater realization of who they are as artists (5,6,7)
- gain an appreciation of how art can enrich one's life, leading to lifelong involvement in artistic endeavors (6,7)

**Video Production** (new elective)