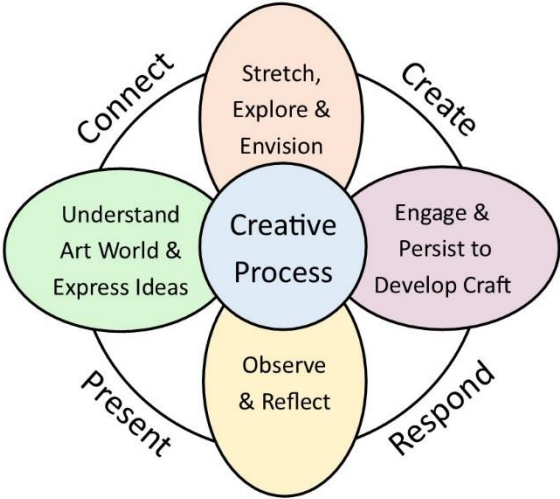


# KPBSD Middle School Visual Arts Curriculum

## SEVENTH & EIGHTH GRADES

The concepts presented in this Visual Arts Curriculum are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each course within the curriculum intentionally includes standards from all four visual arts standards to illustrate this process-based philosophy. This curriculum represents the most current research and thinking in visual arts education today.

<p><b>Alaska Arts Standards</b></p> <p><b>Create</b> – Imagining &amp; developing artistic ideas and work  <b>Present</b> – Interpreting &amp; sharing artistic work  <b>Respond</b> – Understanding &amp; evaluating how the arts convey meaning  <b>Connect</b> – Relating artistic ideas &amp; working with personal meaning &amp; external context</p>		<p><b>21<sup>st</sup> Century Skills</b></p> <p><b>Learning and Innovation Skills</b></p> <ul style="list-style-type: none"> <li>• Creativity &amp; Innovation</li> <li>• Critical Thinking &amp; Problem Solving</li> <li>• Communication &amp; Collaboration</li> </ul> <p><b>Literacy Media and Technology Skills</b></p> <ul style="list-style-type: none"> <li>• Information Literacy</li> <li>• Media Literacy</li> <li>• Technology Literacy</li> </ul> <p><b>Life and Career Skills</b></p> <ul style="list-style-type: none"> <li>• Flexibility &amp; Adaptability</li> <li>• Initiative &amp; Self Direction</li> <li>• Social &amp; Cross-Cultural Skills</li> <li>• Productivity &amp; Accountability</li> <li>• Leadership &amp; Responsibility</li> </ul> <p><a href="http://www.p21.org/our-work/p21-framework">http://www.p21.org/our-work/p21-framework</a></p>
<p><b>Studio Habits</b></p> <ul style="list-style-type: none"> <li>• Stretch, Explore, &amp; Envision</li> <li>• Engage &amp; Persist to Develop Craft</li> <li>• Observe &amp; Reflect</li> <li>• Understand Art World &amp; Express Ideas</li> </ul> <p>Adapted from: <i>Studio Thinking: The Real Benefits of Visual Arts Education</i>, Hetland, Winner, et al, Teachers College Press, 2007.</p>		



**Students will:**

- Apply methods to overcome creative blocks.
- Document early stages of the creative process visually and/or verbally in traditional or new media.
- Develop criteria to guide making a work of art or design to meet an identified goal.
- Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
- Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.
- Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.
- Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.
- Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.
- Select, organize, and design images and words to make visually clear and compelling presentations.

## Stretch, Explore, and Envision - Evaluation Rubric

1-No Evidence 2-Limited Evidence 3-Sufficient Evidence 4-Strong Evidence (see appendix for full rubric)

- Applies well-planned, multiple ideas to creative endeavors through artistic investigation.
- Problem-solves and evaluates chosen approach for possible challenges.
- Includes care and craftsmanship in sketches.
- Demonstrates consideration for formal Elements and Principles of Design.
- Design process illustrates innovative thinking through student's own unique ideas.

**Engage and Persist to Develop Craft:** As a result of participating in art classes, students acquire the skills or techniques needed to work with various media. Students are taught to engage in a project, focus on a task for a sustained period of time, and persist with their work.

Anchor Standard 3, 4, 5 & 6	Enduring Understanding & Essential Questions
<p><b>Anchor Standard 3</b></p> <p><i>Refine and complete artistic work</i></p>	<p><b>Enduring Understanding 3: Artists/designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</b></p> <ul style="list-style-type: none"> <li>Essential Questions: What role does perseverance play in revising, refining, and developing work? How do artists/designers grow and become accomplished in art forms? How do artist/designers create works of art or design that effectively communicate?</li> </ul>
<p><b>Anchor Standard 4</b></p> <p><i>Select, analyze, and interpret artistic work for presentation</i></p>	<p><b>Enduring Understanding 4: Artists/designers consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</b></p> <ul style="list-style-type: none"> <li>Essential Questions: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and fine artworks, and select them for presentation?</li> </ul>
<p><b>Anchor Standard 5</b></p> <p><i>Develop and refine artistic work for presentation</i></p>	<p><b>Enduring Understanding 5: Artists/designers, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and preservation.</b></p> <ul style="list-style-type: none"> <li>Essential Questions: What methods and processes are considered when preparing artwork for presentation or preservation? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</li> </ul>
<p><b>Anchor Standard 6</b></p> <p><i>Convey meaning through the presentation of artistic work</i></p>	<p><b>Enduring Understanding 6: Objects, artifacts, and artworks collected, preserved, or presented either by artists/designers, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivation of appreciation and understanding.</b></p> <ul style="list-style-type: none"> <li>Essential Questions: What is the purpose of exhibiting art? How do collected, preserved, and presented works cultivate appreciation and understanding of beliefs, values, and experiences?</li> </ul>

**Students Will:**

- Reflect on and explain important information about personal artwork in an artist statement or another format.
- Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design.
- Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.
- Develop and apply criteria for evaluating a collection of artwork for presentation.
- Based on criteria, analyze and evaluate methods for preparing and presenting art.
- Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.
- Compare and contrast viewing and experiencing collections and exhibitions in different venues.
- Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

## Creative Process Rubric - Observed Behavior Evaluation

1-No Evidence   2-Limited Evidence   3-Sufficient Evidence   4-Strong Evidence (see appendix for full rubric)

- Plans multiple strategies and selects best idea prior to creating.
- Demonstrates craftsmanship through intentional skills/techniques while safely and skillfully using materials, tools, and equipment.
- Applies the Elements and Principles of Design to guide artistic decision making.
- Explores and experiments with media while meeting project criteria.



**Students Will:**

- Explain how the method of display, the location, and the experience of an artwork can influence how it is perceived and valued.
- Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.
- Analyze multiple ways that images influence specific audiences.
- Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
- Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.
- Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
- Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.
- Create a convincing and logical argument to support an evaluation of art.

## Critique Rubric - Observed Behavior Evaluation

1-No Evidence 2-Limited Evidence 3-Sufficient Evidence 4-Strong Evidence (see appendix for full rubric)

- Describes and analyzes the artwork in relation to the Elements and Principles of Design.
- Presents examples of the artists' creative influences.
- Interprets the meaning/purpose of the artwork.
- Identifies and describes characteristics about the artwork's mood/feeling.
- Discusses how the artist problem-solved to meet the criteria and create a successful piece.

# Visual Literacy

*Working with images should become a daily or weekly practice for students.*

The following framework illustrates four general focus areas of:

## Aesthetic Scanning and Questioning

### Description

What do you see?

- Elements of design
- Subject matter

### Analysis

What planning and organization is shown?

- Principles of design
- Technical properties

### Interpretation

What meaning does the work have?

What feelings are expressed?

- Mood or feeling
- Message or meaning
- Artist intent

### Judgment/Evaluation

Is this work of art successful?

Does it have strengths or weaknesses?

- Design/composition
- Historical significance
- Craftsmanship
- Originality
- Preference

## Visual Literacy Standards:

- Determine the nature and extent of the visual materials needed.
- Find and access needed images and visual media effectively and efficiently.
- Interpret and analyze the meanings of images and visual media.
- Evaluate images and their sources.
- Use images and visual media effectively.
- Design and create meaningful images and visual media.
- Understand many of the ethical, legal, social, and economic issues surrounding the creation and use of images and visual media, and access and use visual materials ethically.

**Understand Art World & Express Ideas:** Students in visual arts classes learn about art history and the practicing art world today and their own relationship to today's art world. Students are meant to learn to go beyond craft to convey a personal vision and meaning in their work. This habit of mind includes making works to exemplify a property that is not visible such as mood or atmosphere.

Anchor Standard 10 & 11	Enduring Understanding & Essential Questions
<p><b>Anchor Standard 10</b></p> <p><i>Describe, relate and synthesize knowledge and personal experiences to participate in art making</i></p> <p><b>Anchor Standard 11</b></p> <p><i>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding and relevancy</i></p>	<p><b>Enduring Understanding 10: Participation in the arts helps people incorporate their experiences to construct meaning.</b></p> <ul style="list-style-type: none"> <li>• Essential Question: How does participating in and with art enrich people's lives and raise awareness of community and environment?</li> </ul> <p><b>Enduring Understanding 11: People develop ideas and understanding of society, culture, and history through their interactions with and analysis of art.</b></p> <ul style="list-style-type: none"> <li>• Essential Questions: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art influence, enhance, and preserve aspects of life?</li> </ul>

**Students Will:**

- Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.
- Make art collaboratively to reflect on and reinforce positive aspects of group identity.
- Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.
- Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

## Understand Art World & Express Ideas – Short Response Rubric

1- Limited Evidence 2-Adequate Evidence 3-Sufficient Evidence 4-Strong Evidence (see appendix for full rubric)

- Description of both works of art - What do you see?
- Relating to both works of art - What is your personal connection to these artworks?
- Analyze both works of art - How does the artwork impact the views of a society/culture or reflect the time period?
- Interpretation of both works of art - What meaning does the work have? What feelings are expressed?
- Judgment/Evaluation of both works of art - What is your opinion of success, strengths, and weaknesses?
- Word Usage & Art Vocabulary - Does the response reveal an awareness of audience and purpose through effective use of word choice and appropriate art vocabulary?
- Conventions & Organization - Does the response exhibit direction and coherence with correct spelling, punctuation, paragraphing, capitalization, and grammar?

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# MIDDLE SCHOOL ART COURSES

The following courses are individually designed for a quarter based schedule. For a semester based schedule the intent would be to use Course 1 and Course 2 together.

Art 1

Art 2

2D Design 1

2D Design 2

Ceramics 1

Ceramics 2

Sculpture 1

Sculpture 2

Graphic Design 1

Graphic Design 2

# ART 1

**Grade: 7-8**

**Length: Quarter (Semester when combined with Introduction to Art 2)**

**Fee: Yes**

**Prerequisite: None**

**Course Description:** Art 1 is an exploration of art techniques and theory designed for seventh and eighth graders. Students will explore a variety of techniques and materials that may include drawing, painting, printmaking, sculpture, and hand built ceramics. Students will develop a basic understanding of the Elements and Principles of Design that go into the success of a work of art. Students will begin to develop critiquing skills and will be encouraged to relate the beauty and meaning of art to their lives.

Content/Skills	Vocabulary		
<ul style="list-style-type: none"> <li>• Begin to develop and apply vocabulary related to the visual arts</li> <li>• Begin to apply vocabulary and understanding of the Elements and Principles of Design in relation to the creative process</li> <li>• Begin to understand color theory and application</li> <li>• Explore a variety of art mediums</li> <li>• Begin to develop basic drawing and shading skills using a variety of mediums</li> <li>• Understand and use basic composition skills</li> <li>• Complete projects influenced by art history and/or cultural exploration</li> </ul>	<ul style="list-style-type: none"> <li>• Realism/Abstract</li> <li>• Medium</li> <li>• Aesthetics</li> <li>• Critique</li> <li>• Foreground</li> <li>• Background</li> <li>• Atmospheric Perspective</li> <li>• Linear Perspective</li> <li>• Composition</li> </ul>	<ul style="list-style-type: none"> <li>• Landscape</li> <li>• Portrait</li> <li>• Positive/Negative Space</li> <li>• Proportion</li> <li>• Organic/Geometric</li> <li>• Portfolio</li> <li>• 2 &amp; 3 Dimensional</li> <li>• Mixed Media</li> </ul>	<ul style="list-style-type: none"> <li>• Elements and Principles of Design</li> <li>• Color Schemes</li> <li>• Color Theory                             <ul style="list-style-type: none"> <li>○ primary/secondary/tertiary/neutral</li> <li>○ complementary/opposite</li> <li>○ cool/warm color schemes</li> <li>○ analogous color schemes</li> <li>○ monochromatic color schemes</li> </ul> </li> </ul>

## Recommended Arts Experiences

SUGGESTED ARTISTS/CULTURES	SUGGESTED TECHNIQUES	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> <li>• Chris Wakefield (AK)</li> <li>• Wassily Kandinsky (color)</li> <li>• Pablo Picasso (color – shape)</li> <li>• Vincent VanGogh</li> <li>• Franz Marc</li> <li>• Georgia O’Keeffe</li> <li>• Masks from around the world</li> </ul> <p><i>Middle School students respond well to expressive painters, bold colors &amp; textures.</i></p>	<ul style="list-style-type: none"> <li>• DRAWING – pencil, color pencil, pastels, and markers</li> <li>• PAPER – drawing, tag board, newsprint, recycled, construction, watercolor, and butcher</li> <li>• PAINTING – watercolor, tempera, fabric painting, and acrylic</li> <li>• PRINTMAKING – stamps, monotypes, and relief</li> <li>• SCULPTURE – paper-mâché, wire, found objects, and fibers</li> </ul>	<ul style="list-style-type: none"> <li>• DRAWING – contour, sketching, still life, perspective, texture, and value</li> <li>• PAPER – cutting, tearing, tessellations, trading cards, and collage</li> <li>• PAINTING – artist inspired, color wheel, still life, and self-portrait</li> <li>• PRINTMAKING – optical art, logos, cards, wrapping paper, and clothing</li> <li>• SCULPTURE – assemblage of found objects, masks, figures/animals, cultural boxes, and upcycling</li> </ul>

## ART 2

<b>Grade: 7-8</b>		<b>Length: Quarter (Semester when combined with Intro 1)</b>		
<b>Fee: Yes</b>		<b>Prerequisite: Art 1</b>		
<p><b>Course Description:</b> Art 2 is an expansion upon the art techniques and theory explored in Art 1. Students will continue to explore a variety of techniques and materials that may include drawing, painting, printmaking, sculpture, and hand built ceramics. Students expand their basic understanding of the Elements and Principles of Design that go into the success of a work of art. Students will continue to develop critiquing skills and will be encouraged to relate the beauty and meaning of art to their lives.</p>				
<b>Content/Skills</b>		<b>Vocabulary</b>		
<ul style="list-style-type: none"> <li>• Continue to develop and apply vocabulary related to the visual arts</li> <li>• Continue to apply vocabulary and understanding of the Elements and Principles of Design in relation to the creative process</li> <li>• Build on the understanding of color theory and application</li> <li>• Explore a variety of art mediums</li> <li>• Build on the development of basic drawing and shading skills using a variety of mediums</li> <li>• Complete projects influenced by art history and/or cultural exploration</li> </ul>		<ul style="list-style-type: none"> <li>• Realism/Abstract</li> <li>• Medium</li> <li>• Aesthetics</li> <li>• Critique</li> <li>• Foreground</li> <li>• Background</li> <li>• Atmospheric Perspective</li> <li>• Linear Perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Landscape</li> <li>• Portrait</li> <li>• Positive/Negative Space</li> <li>• Proportion</li> <li>• Organic/Geometric</li> <li>• Portfolio</li> <li>• 2 &amp; 3 Dimensional</li> <li>• Mixed Media</li> <li>• Composition</li> </ul>	<ul style="list-style-type: none"> <li>• Elements and Principles of Design</li> <li>• Color Schemes</li> <li>• Color Theory                             <ul style="list-style-type: none"> <li>○ primary/secondary/tertiary/neutral</li> <li>○ complementary/opposite</li> <li>○ cool/warm color schemes</li> <li>○ analogous color schemes</li> <li>○ monochromatic color schemes</li> </ul> </li> </ul>
<b>Recommended Arts Experiences</b>				
<b>SUGGESTED ARTISTS/CULTURES</b>	<b>SUGGESTED TECHNIQUES</b>	<b>SUGGESTED ACTIVITIES</b>		
<ul style="list-style-type: none"> <li>• Matisse or Romare Bearden (collage)</li> <li>• Paul Cezanne (still life)</li> <li>• Paul Gauguin (life drawing – painting)</li> <li>• Henri Rousseau</li> <li>• Oaxacan Alebrijes</li> </ul> <p><i>Middle School students respond well to expressive painters, bold colors &amp; textures.</i></p>	<ul style="list-style-type: none"> <li>• DRAWING – pencil, color pencil, pastels, and markers</li> <li>• PAPER – drawing, tag board, newsprint, recycled, construction, watercolor, and butcher</li> <li>• PAINTING – watercolor, tempera, fabric painting, and acrylic</li> <li>• PRINTMAKING – stamps, monotypes, and relief</li> <li>• SCULPTURE – paper-mâché, wire, found objects, and fibers</li> </ul>	<ul style="list-style-type: none"> <li>• DRAWING – contour, sketching, still life, perspective, texture, value</li> <li>• PAPER – cutting, tearing, tessellations, trading cards, collage</li> <li>• PAINTING – artist inspired, color wheel, still life, self-portrait</li> <li>• PRINTMAKING – optical art, logos, cards, wrapping paper, clothing</li> <li>• SCULPTURE – assemblage of found objects, masks, figures/animals, cultural boxes, upcycling</li> </ul>		

## 2D DESIGN 1

<b>Grade: 7-8</b>		<b>Length: Quarter (Semester when combined with 2D Design 2)</b>	
<b>Fee: Yes</b>		<b>Prerequisite: Introduction to Art 1/ Instructor's Discretion</b>	
<p><b>Course Description:</b> In 2D Design students will discover and refine their drawing and design skills. A variety of subject matter, materials, and technologies are used on a two dimensional surface. Students will continue to develop critiquing skills and are encouraged to relate the beauty and meaning of art to their lives. Students will gain an understanding of values, beliefs, ideas, and traditions of various cultures through the study of drawing and design.</p>			
<b>Content/Skills</b>		<b>Vocabulary</b>	
<ul style="list-style-type: none"> <li>• Develop technical and expressive competency in drawing</li> <li>• Use the Elements and Principles of Design to create an aesthetic composition</li> <li>• Draw expressively and communicate emotions and ideas</li> <li>• Use a sketchbook/journal to gather and develop ideas, set goals, and record results</li> <li>• Understand and apply color theory</li> <li>• Demonstrate effort toward the development of personal expression, sensitivity, and style</li> <li>• Select appropriate media and techniques to best communicate ideas</li> </ul>		<ul style="list-style-type: none"> <li>• Realism/Abstract</li> <li>• Medium</li> <li>• Aesthetics</li> <li>• Critique</li> <li>• Foreground</li> <li>• Background</li> <li>• Atmospheric Perspective</li> <li>• Linear Perspective</li> <li>• Composition</li> </ul>	<ul style="list-style-type: none"> <li>• Landscape</li> <li>• Portrait</li> <li>• Positive/Negative Space</li> <li>• Proportion</li> <li>• Organic/Geometric</li> <li>• Portfolio</li> <li>• 2 &amp; 3 Dimensional</li> <li>• Mixed Media</li> </ul>
<b>Recommended Arts Experiences</b>			
<b>SUGGESTED ARTISTS/CULTURES</b>	<b>SUGGESTED TECHNIQUES</b>	<b>SUGGESTED ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Susan Pennewell Ellis (AK)</li> <li>• Chuck Close</li> <li>• Alaskan Artists of the Arctic Refuge; Bill Brody, David Mollett &amp; James Belke</li> <li>• Medieval imagery great for pen and ink</li> </ul> <p><i>Various artists currently working in medium to be studied</i></p>	<ul style="list-style-type: none"> <li>• DRAWING – pencil, scratchboard, pen and ink, charcoal, pastel, and colored pencil</li> <li>• PAINTING – tempera, watercolor, acrylic, and oil pastels</li> <li>• PRINTMAKING – linoleum block, and foam</li> <li>• COLLAGE/MIXED MEDIA</li> </ul>	<ul style="list-style-type: none"> <li>• ELEMENTS AND PRINCIPLES OF DESIGN – Elements and Principles of Design</li> <li>• COLOR SCHEMES</li> <li>• COLOR THEORY                             <ul style="list-style-type: none"> <li>○ primary/secondary/tertiary/neutral</li> <li>○ complementary/opposite</li> <li>○ cool/warm color schemes</li> <li>○ analogous color schemes</li> <li>○ monochromatic color schemes</li> </ul> </li> </ul>	

## 2D DESIGN 2

<b>Grade: 7-8</b>		<b>Length: Quarter (Semester when combined with 2D Design 1)</b>	
<b>Fee: Yes</b>		<b>Prerequisite: 2D Design 1</b>	
<p><b>Course Description:</b> In 2D Design 2 students will continue to refine their drawing and design skills. 2D Design 2 requires a greater degree of proficiency in drawing and design. Portfolio development may be required. A variety of subject matter, materials, and technologies will be used on a 2 dimensional surface. Students will continue to develop critiquing skills and will be encouraged to relate the beauty and meaning of art to their lives. Students will gain an understanding of values, beliefs, ideas, and traditions of various cultures through the study of drawing and design.</p>			
<b>Content/Skills</b>		<b>Vocabulary</b>	
<ul style="list-style-type: none"> <li>• Continue to develop technical and expressive competency in drawing and other 2D media</li> <li>• Use the elements and principles of art to create an aesthetic composition</li> <li>• Draw expressively and communicate emotions and ideas</li> <li>• Use a sketchbook/journal to gather and develop ideas, set goals, and record results</li> <li>• Understand and apply color theory</li> <li>• Demonstrate effort toward the development of personal expression, sensitivity, and style</li> <li>• Select appropriate media and techniques to best communicate ideas</li> </ul>		<ul style="list-style-type: none"> <li>• Realism/Abstract</li> <li>• Medium</li> <li>• Aesthetics</li> <li>• Critique</li> <li>• Foreground</li> <li>• Background</li> <li>• Atmospheric Perspective</li> <li>• Linear Perspective</li> <li>• Composition</li> </ul>	<ul style="list-style-type: none"> <li>• Landscape</li> <li>• Portrait</li> <li>• Positive/Negative Space</li> <li>• Proportion</li> <li>• Organic/Geometric</li> <li>• Portfolio</li> <li>• 2 &amp; 3 Dimensional</li> <li>• Mixed Media</li> <li>• Crosshatching</li> </ul>
<b>Recommended Arts Experiences</b>			
<b>SUGGESTED ARTISTS/CULTURES</b>	<b>SUGGESTED TECHNIQUES</b>	<b>SUGGESTED ACTIVITIES</b>	
<p>Try some of the artists not previously covered in 2D Design 1</p> <p>Continue to explore various artists currently working in medium to be studied</p>	<ul style="list-style-type: none"> <li>• DRAWING – pencil, scratchboard, pen and ink, charcoal, pastel, and colored pencil</li> <li>• PAINTING – tempera, watercolor, acrylic, and oil pastels</li> <li>• PRINTMAKING – linoleum block and foam</li> <li>• COLLAGE/MIXED MEDIA</li> </ul>	<ul style="list-style-type: none"> <li>• WATERCOLOR COMPOSITION – Alaskan landscape from personal photograph</li> <li>• VALUE AND SHADING – charcoal, pencil and ink, chiaroscuro, wet and dry charcoal drawing, cross-hatched still life, and ink washes</li> <li>• PERSPECTIVE – including overlapping shapes, one- and two-point perspective, dark to light effects, and foreshortening</li> <li>• TEXTURE AND PATTERN – assemblage, rubbings, and collage</li> <li>• PORTRAIT – with lessons on planes of the face, caricature, and still life</li> </ul>	

# CERAMICS 1

<b>Grade: 7-8</b>	<b>Length: Quarter (Semester when combined with Ceramics 2)</b>
<b>Fee: Yes</b>	<b>Prerequisite: None</b>

**Course Description:** Ceramics 1 covers the fundamental skills, knowledge, and techniques necessary to begin understanding ceramics. Students will learn a variety of hand building techniques, including: pinch, coil, and slab construction. Students will also study the processes unique to ceramics including the stages of clay, firing, and glazing. Students will learn to make critical judgments about their own art and the art of others. Students will be exposed to the historical and contemporary role of pottery from various cultures throughout the world and will be encouraged to relate the beauty and meaning of art to their lives. Students will be given a basic understanding of the Elements and Principles of Design that go into a successful work of art.

Content/Skills	Vocabulary		
<ul style="list-style-type: none"> <li>• Use a variety of techniques and tools to gain skill in pottery</li> <li>• Demonstrate wedging and proper care of clay</li> <li>• Develop skills in the three basic hand-building techniques: pinch, coil, and slab</li> <li>• Begin to understand glazing, firing techniques, and their relationship to clay bodies</li> <li>• Use a sketchbook/journal to gather and develop ideas and record results</li> <li>• Experiment with multiple surface textures and decorating techniques</li> <li>• Consider form and function when planning</li> </ul>	<ul style="list-style-type: none"> <li>• Fireclay</li> <li>• Firing</li> <li>• Glaze</li> <li>• Greenware</li> <li>• Kiln</li> <li>• Leather-hard</li> <li>• Matt</li> <li>• Maturing</li> </ul>	<ul style="list-style-type: none"> <li>• Plaster bat</li> <li>• Bisque</li> <li>• Burnishing</li> <li>• Coiling</li> <li>• Cone</li> <li>• Crawling</li> <li>• Crazing</li> <li>• Dunting</li> </ul>	<ul style="list-style-type: none"> <li>• Resist</li> <li>• Rib</li> <li>• Scoring</li> <li>• Shivering</li> <li>• Shrinkage</li> <li>• Slip</li> <li>• Trailing</li> <li>• Wedging</li> </ul>

## Recommended Arts Experiences

SUGGESTED ARTISTS/CULTURES	SUGGESTED TECHNIQUES	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> <li>• African Coil built water pots</li> <li>• Calaveras – Dia de los Muertos – Mexico</li> <li>• Japanese Lanterns</li> <li>• Local Artists</li> </ul>	<ul style="list-style-type: none"> <li>• PINCH – organic and geometric</li> <li>• COIL – coiled and blended</li> <li>• SLAB – geometric and organic</li> <li>• RELIEF – additive and subtractive (low or high)</li> <li>• MOLDING – drape and slump</li> <li>• SCULPTURAL – combination of above techniques and carving</li> </ul>	<ul style="list-style-type: none"> <li>• PINCH – small pots, base form for a coil pot, organic forms, rattles, or whistles</li> <li>• COIL – vessels: bowls, pots, vases, and teapots</li> <li>• SLAB – boxes, tiles, teapots, and cylindrical mugs with handles</li> <li>• RELIEF – surface design on any technique, cultural tiles, and texture study</li> <li>• MOLDING – bowls, platters, and masks</li> </ul>

## CERAMICS 2

<b>Grade: 7-8</b>	<b>Length: Quarter (Semester when combined with Ceramics 1)</b>		
<b>Fee: Yes</b>	<b>Prerequisite: Ceramics 1</b>		
<p><b>Course Description:</b> Ceramics 2 is for students committed to gaining independence, skill, and knowledge in the field of ceramics. Self-discipline and a willingness to seek new challenges are expected. Students will continue to make critical judgments about their own art and the art of others. Students will be exposed to the historical and contemporary role of pottery from various cultures throughout the world and will be encouraged to relate the beauty and meaning of art to their lives. Ceramics 2 requires a greater degree of proficiency and higher expectations from students.</p>			
<b>Content/Skills</b>		<b>Vocabulary</b>	
<ul style="list-style-type: none"> <li>• Use a variety of techniques and tools to gain skill in pottery</li> <li>• Demonstrate wedging and proper care of clay</li> <li>• Develop skills in the three basic hand-building techniques: pinch, coil, and slab</li> <li>• Begin to understand glazing, firing techniques, and their relationship to clay bodies</li> <li>• Use a sketchbook/journal to gather and develop ideas and record results</li> <li>• Experiment with multiple surface textures and decorating techniques</li> <li>• Consider form and function when planning</li> <li>• Select appropriate pottery techniques for independent work</li> </ul>		<ul style="list-style-type: none"> <li>• Plaster bat</li> <li>• Bisque</li> <li>• Burnishing</li> <li>• Coiling</li> <li>• Cone</li> <li>• Crawling</li> <li>• Fireclay</li> <li>• Firing</li> </ul>	<ul style="list-style-type: none"> <li>• Crazing</li> <li>• Dunting</li> <li>• Kiln</li> <li>• Leather-hard</li> <li>• Matt</li> <li>• Maturing</li> <li>• Glaze</li> <li>• Greenware</li> </ul>
<b>Recommended Arts Experiences</b>			
<b>SUGGESTED ARTISTS/CULTURES</b>	<b>SUGGESTED TECHNIQUES</b>	<b>SUGGESTED ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• African Coil built water pots</li> <li>• Calaveras – Dia de los Muertos – Mexico</li> <li>• Japanese Lanterns</li> <li>• Local Artists</li> </ul>	<ul style="list-style-type: none"> <li>• PINCH – organic and geometric</li> <li>• COIL – coiled and blended</li> <li>• SLAB – geometric and organic</li> <li>• RELIEF – additive and subtractive (low or high)</li> <li>• MOLDING – drape and slump</li> <li>• SCULPTURAL – combination of above techniques and carving</li> </ul>	<ul style="list-style-type: none"> <li>• PINCH – small pots, base form for a coil pot, organic forms, rattles, or whistles</li> <li>• COIL – vessels: bowls, pots, vases, and teapots</li> <li>• SLAB – boxes, tiles, teapots, and cylindrical mugs with handles</li> <li>• RELIEF – surface design on any technique, cultural tiles, and texture study</li> <li>• MOLDING – bowls, platters, and masks</li> <li>• LIDDED CONTAINERS – using any of the building techniques but now, incorporate a lid</li> <li>• SET OR SERIES – using any of the building techniques develop a cohesive group of projects</li> <li>• INDEPENDENT STUDY – students apply proper techniques to a project they have designed</li> </ul>	

# SCULPTURE 1

**Grade: 7-8**

**Length: Quarter (Semester when combined with Sculpture 2)**

**Fee: Yes**

**Prerequisite: None**

**Course Description:** Sculpture 1 covers the fundamental skills and knowledge necessary to begin understanding sculpture. Various sculptural processes are explored while students work with a variety of materials and tools, including technology. Students will learn to make critical judgments about their own art and the art of others. They will be exposed to the historical and contemporary role of sculpture from various cultures throughout the world and will be encouraged to relate the beauty and meaning of art to their lives.

Content/Skills	Vocabulary		
<ul style="list-style-type: none"> <li>• Use a variety of techniques and tools to gain skill in sculpture</li> <li>• Demonstrate wedging and proper care of clay</li> <li>• Develop skills in the three basic hand-building techniques – pinch, coil, and slab</li> <li>• Begin to understand glazing, firing techniques, and their relationship to clay bodies</li> <li>• Use a sketchbook/journal to gather and develop ideas and record results</li> <li>• Experiment with multiple surface textures and decorating techniques</li> <li>• Consider form and function when planning</li> </ul>	<ul style="list-style-type: none"> <li>• Armature</li> <li>• Assemblage</li> <li>• Base</li> <li>• Craftsmanship</li> <li>• Papier-Mâché</li> <li>• Plaster of Paris</li> <li>• Void</li> <li>• Positive Space</li> </ul>	<ul style="list-style-type: none"> <li>• Relief</li> <li>• Freestanding</li> <li>• Manipulation</li> <li>• Mobile</li> <li>• Modeling</li> <li>• Negative Space</li> <li>• Form</li> <li>• Statue</li> </ul>	<ul style="list-style-type: none"> <li>• Addition</li> <li>• Casting</li> <li>• Subtractive</li> <li>• Mold</li> <li>• Chisel</li> <li>• Kinetic Sculpture</li> </ul>

## Recommended Arts Experiences

SUGGESTED ARTISTS/CULTURES	SUGGESTED TECHNIQUES	SUGGESTED ACTIVITIES
<ul style="list-style-type: none"> <li>• Alexander Calder</li> <li>• Deborah Butterfield</li> <li>• Frank Stella</li> <li>• Isamo Naguchi</li> <li>• Henry Moore</li> <li>• Oaxacan Alebrijis</li> <li>• Medieval Gargoyles</li> </ul>	<ul style="list-style-type: none"> <li>• MODELING</li> <li>• CONSTRUCTION</li> <li>• CARVING</li> <li>• RELIEF</li> <li>• ASSEMBLAGE</li> </ul>	<ul style="list-style-type: none"> <li>• MODELING – abstract, figurative, human, animal, and inanimate objects</li> <li>• CONSTRUCTION – mobiles, Oaxacan animal sculptures, and wire portraits</li> <li>• CARVING – figures or forms; abstract, figurative, human, animal, and inanimate objects</li> <li>• RELIEF – Additive or subtractive, bas relief</li> <li>• ASSEMBLAGE – Found objects and shoebox sculptures</li> </ul>

## SCULPTURE 2

<b>Grade: 7-8</b>		<b>Length: Quarter (Semester when combined with Sculpture 1)</b>	
<b>Fee: Yes</b>		<b>Prerequisite: Sculpture 1</b>	
<b>Course Description:</b> Sculpture 2 is for students committed to gaining independence, skill, and knowledge in the field. The course requires a greater degree of proficiency and higher expectations from students. Students will continue to make critical judgments about their own art and the art of others. Students will be exposed to the historical and contemporary role of sculpture from various cultures throughout the world and will be encouraged to relate the beauty and meaning of art to their lives.			
<b>Content/Skills</b>		<b>Vocabulary</b>	
<ul style="list-style-type: none"> <li>• Use a variety of techniques and tools to gain skill in sculpture</li> <li>• Demonstrate wedging and proper care of clay</li> <li>• Develop skills in the three basic hand-building techniques – pinch, coil, and slab</li> <li>• Begin to understand glazing, firing techniques, and their relationship to clay bodies</li> <li>• Use a sketchbook/journal to gather and develop ideas and record results</li> <li>• Experiment with multiple surface textures and decorating techniques</li> <li>• Consider form and function when planning</li> </ul>		<ul style="list-style-type: none"> <li>• Armature</li> <li>• Assemblage</li> <li>• Base</li> <li>• Craftsmanship</li> <li>• Papier-Mâché</li> <li>• Plaster of Paris</li> <li>• Negative Space</li> </ul>	<ul style="list-style-type: none"> <li>• Relief</li> <li>• Freestanding</li> <li>• Manipulation</li> <li>• Mobile</li> <li>• Modeling</li> <li>• Form</li> <li>• Positive Space</li> <li>• Void</li> </ul>
<b>Recommended Arts Experiences</b>			
<b>SUGGESTED ARTISTS/CULTURES</b>	<b>SUGGESTED TECHNIQUES</b>	<b>SUGGESTED ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Alexander Calder</li> <li>• Deborah Butterfield</li> <li>• Frank Stella</li> <li>• Isamo Naguchi</li> <li>• Henry Moore</li> <li>• Oaxacan Alebrijis</li> <li>• Medieval Gargoyles</li> </ul>	<ul style="list-style-type: none"> <li>• MODELING</li> <li>• CONSTRUCTION</li> <li>• CARVING</li> <li>• RELIEF</li> <li>• ASSEMBLAGE</li> <li>• CAST</li> </ul>	<ul style="list-style-type: none"> <li>• MODELING – clay figures; abstract, figurative, human, animal, and inanimate objects</li> <li>• CONSTRUCTION – wire sculpture, paper, papier-mâché, plaster bandage, cardboard, and foam core</li> <li>• CARVING – hardened clay, Plaster of Paris, balsa wood, soft stone, soap, figures or forms; abstract, figurative, human, animal, and inanimate objects</li> <li>• RELIEF – ADDITIVE; cardboard, foam core, linoleum, found objects, slabs of clay, and handmade paper. SUBTRACTIVE; sheetrock, foam core, construction foam boards, and slabs of clay</li> <li>• ASSEMBLAGE – found objects, paper, and recycled materials</li> </ul>	

# GRAPHIC DESIGN 1

<b>Grade: 7-8</b>	<b>Length: Quarter (Semester when combined with Graphic Design 2)</b>
<b>Fee: Yes</b>	<b>Prerequisite: Basic Keyboarding</b>

**Course Description:** Graphic Design is the creative planning and execution of visual communication. This course introduces art intended to communicate information and advertising. Students will study and practice graphic design layout and concepts. Digital media will be used to do the drawing, layout, typography, scanning, photography, and digital manipulation of photographs involved in the production of visual communication. Students will learn to make critical judgments about their own art and the art of others.

Content/Skills	Vocabulary	
<ul style="list-style-type: none"> <li>• Demonstrate technical and expressive competency in Graphic Design:</li> <li>• Students should be able to create a visually appealing document that clearly communicates an intended message to the viewer</li> <li>• Be able to utilize and understand a range of programs</li> <li>• Have an understanding of the real life/job ready applications of these skills</li> <li>• Understand that projects often must fit the desired style and outcome of a potential “client” rather than just being to the liking of the artist</li> </ul>	<ul style="list-style-type: none"> <li>• Bitmapped</li> <li>• Bleed</li> <li>• CMYK</li> <li>• Crop</li> <li>• Directional Flow</li> <li>• File Format</li> <li>• Layers</li> <li>• Orientation</li> <li>• Pixel</li> </ul>	<ul style="list-style-type: none"> <li>• Registration Marks</li> <li>• Resolution</li> <li>• RGB</li> <li>• Sans Serif</li> <li>• Serif</li> <li>• Typeface</li> <li>• Vector Graphics</li> <li>• White space</li> <li>• Widows and orphans</li> </ul>

## Recommended Arts Experiences

SUGGESTED ARTISTS/CULTURES	SUGGESTED TECHNOLOGY	SUGGESTED ACTIVITIES
<p>Because the art of Graphic Design is reflective of today’s culture and constantly changing, it is recommended that teachers share images and inspiration from current, culturally relevant subjects. Possible sources; internet, magazines or publicity material from local businesses.</p>	<ul style="list-style-type: none"> <li>• COMPUTER</li> <li>• DIGITAL CAMERA</li> <li>• SCANNER</li> <li>• COLOR PRINTER</li> <li>• POSSIBLE PROGRAMS: Macromedia Fireworks, Adobe PhotoShop Elements, Corel Draw &amp; PhotoPaint</li> </ul>	<ul style="list-style-type: none"> <li>• Logo design</li> <li>• Magazine ad for a product (real or imaginary)</li> <li>• Flyers</li> <li>• Invitations</li> <li>• Stationary set: business cards, letterhead, and envelopes</li> <li>• Issue ad</li> <li>• Wanted poster</li> <li>• Newsletter</li> <li>• Album art</li> <li>• T-shirt design</li> </ul>

## GRAPHIC DESIGN 2

<b>Grade: 7-8</b>		<b>Length: Quarter (Semester when combined with Graphic Design 1)</b>	
<b>Fee: Yes</b>		<b>Prerequisite: Graphic Design 1</b>	
<p><b>Course Description:</b> Graphic Design 2 is for students committed to gaining independence, skill, and knowledge in the creative planning and execution of visual communication. This course continues to develop art intended to communicate information and advertising. Students will study and practice graphic design layout and concepts. Digital media will be used to do the drawing, layout, typography, scanning, photography, and digital manipulation of photographs involved in the production of visual communication. Students will continue to make critical judgments about their own art and the art of others.</p>			
<b>Content/Skills</b>		<b>Vocabulary</b>	
<ul style="list-style-type: none"> <li>• Demonstrate technical and expressive competency in graphic design</li> <li>• Create a visually appealing document that clearly communicates an intended message to the viewer</li> <li>• Be able to utilize and understand a range of programs</li> <li>• Have an understanding of the real life/job ready applications of these skills</li> <li>• Understand that projects often must fit the desired style and outcome of a potential “client” rather than just being to the liking of the artist</li> </ul>		<ul style="list-style-type: none"> <li>• Bitmapped</li> <li>• Bleed</li> <li>• CMYK</li> <li>• Crop</li> <li>• Directional Flow</li> </ul>	<ul style="list-style-type: none"> <li>• File Format</li> <li>• Layers</li> <li>• Orientation</li> <li>• Pixel</li> <li>• White space</li> <li>• Widows and orphans</li> <li>• Registration Marks</li> <li>• Resolution</li> <li>• RGB</li> <li>• Sans Serif</li> <li>• Serif</li> <li>• Typeface</li> <li>• Vector Graphics</li> </ul>
<b>Recommended Arts Experiences</b>			
<b>SUGGESTED ARTISTS/CULTURES</b>	<b>SUGGESTED TECHNOLOGY</b>	<b>SUGGESTED ACTIVITIES</b>	
<p>Because the art of Graphic Design is reflective of today’s culture and constantly changing, it is recommended that teachers share images and inspiration from current, culturally relevant subjects.</p> <p>Possible sources; internet, magazines, or publicity material from local businesses.</p>	<ul style="list-style-type: none"> <li>• COMPUTER</li> <li>• DIGITAL CAMERA</li> <li>• SCANNER</li> <li>• COLOR PRINTER</li> <li>• POSSIBLE PROGRAMS: Macromedia Fireworks, Adobe PhotoShop Elements, Corel Draw &amp; PhotoPaint</li> </ul>	<ul style="list-style-type: none"> <li>• Logo design</li> <li>• Magazine ad for a product (real or imaginary)</li> <li>• Flyers</li> <li>• Invitations</li> <li>• Stationary set: business cards, letterhead &amp; envelopes</li> <li>• Issue ad</li> <li>• Wanted poster</li> <li>• Newsletter</li> <li>• Album art</li> <li>• T-shirt design</li> <li>• Contract work from the school</li> </ul>	