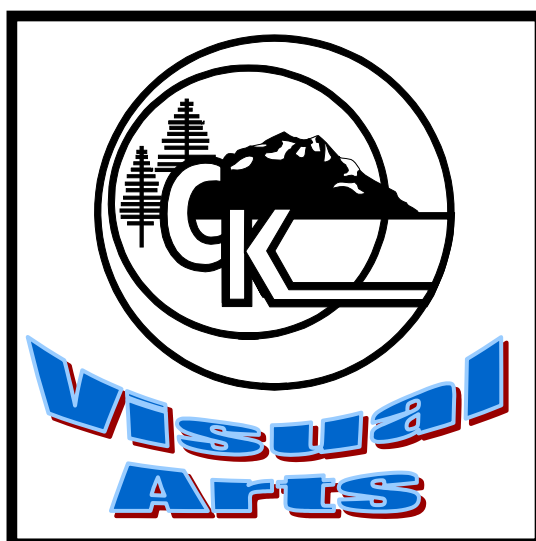


Central Kitsap School District

Instruction Driven by Standards

Revised
Summer, 1999



Essential Learnings

K-9

Central Kitsap School District

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Central Kitsap School District #401 complies with all federal rules and regulations and does not discriminate on the basis of race, color, national origin, sex, or handicap. This holds true for all District employment and opportunities.

**VISUAL ARTS
ESSENTIAL LEARNINGS**

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Jeanne Schulze, Community Relations
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VISUAL ARTS

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HOW CHILDREN GROW IN ART (DEVELOPMENTAL LEVELS)

Ages Five and Six

- Continue to draw the geometric symbols of the circle, square, triangle, oval, and rectangle, with the lines they mastered earlier, but now enhance these symbols as they respond and react to the new experiences.
- Employ a basic symbol, such as a circle, to depict varied visual images--the sun, the head of a person or animal, a table, a flower blossom, a tree, a body, and even a room.
- Devise a variety of interpretations or schemata of the human figure, house, tree, animal, depending on their experience.
- Repeat the symbols they have mastered, over and over again.
- Use combinations of symbols that are very often different from those of their classmates.
- Simplify their representations and are not too concerned with details.
- Draw things intuitively as they know them: the sky as a band of color at the top of the page; the sun that appears in part or whole in an upper corner of almost every picture; the railroad tracks that seldom converge; the leaves that are wider where they attach to the branch or stem; the tree with a very wide trunk to make it strong; the eyes high up in the head; and the mouth as a single, curved, happy line.
- Exaggerate things that are important to them and omit features that are not important; for example, children may draw themselves bigger than their parents or omit their arms and hands if they are not needed in their depiction.
- Employ a baseline as a foundation on which to place objects such as a house, tree, or figure. Sometimes the bottom of the page substitutes for the baseline. Later they may use a second or third baseline higher on the page.
- Use color in a personal or emotional context without regard to its local use or identify; a face may be painted blue or green for example.

Ages Six and Seven

- Begin to use color more naturalistically, in some instances, but as a rule limit themselves to one green hue for all trees, leaves, and grass; one blue for the sky, unless motivated to note the variety and introduced to color mixing.
- Change slowly, subtly from geometric, symbolic interpretations to more specific characterization and delineation.
- Begin to use more details in their depictions--hair ribbons, buttons, buckles, eyeglasses, necklaces, rings, shoelaces, purses, fingernails, patterns, and wrinkles in clothes.
- On occasion for a special assignment, draw both the outside and inside of a place, a person, or an animal in an x-ray interpretation.
- May use a foldover technique to show people on both sides of the street, diners around a table or picnic lunch, people at a swimming pool, or players on a baseball field. They turn their paper completely around as they draw.
- Begin to use characteristic apparel and detail to distinguish sexes, such as skirts for girls and trousers for boys and differences in hairstyles.
- Draw distant things the same size as those nearer them but begin to place them higher on the page.
- Sometimes draw things as they know them to be rather than how they see them at the moment; for example, a table with four legs when only two are visible from their vantage point, a house with three sides when only one side is visible from their sketching station.

Ages Seven, Eight, and Nine

- Begin to draw and compose with more consciously deliberate planning, striving for more naturalistic and realistic proportions.
- Create space and subtle depth through employment of overlapping shapes. Begin to select and arrange objects to satisfy their compositional design needs. May in some instances introduce the horizon line to show distance space. May draw distant objects and figures smaller as well as higher on the page. Make repeated efforts to capture action in their drawings of people and animals but are often handicapped because of their inability to master relative proportions and foreshortening.

Ages Nine, Ten, and Eleven

- Build on earlier drawing and design discoveries.
- Become increasingly critical of their drawing ability and are often so discouraged with their efforts that they lose interest in art class unless they are wisely and sympathetically motivated and guided.
- Develop a growing curiosity to experiment with new and varied materials, tools, and techniques. Experiment more with value contrasts, neutralized colors, patterns, and textural effects.
- Begin to use rudimentary perspective principles in drawing landscapes, buildings, streets, train tracks, fences, roads, and interiors.
- Become more interested in their environment as a source for the drawings and paintings.

Ages Eleven, Twelve, and Thirteen

- Incorporate all of the color and design discoveries mastered in previous grades in their art expression.
- Choose subject matter for their art expression that relates to human-interest activities, community and worldwide events, and current projects in ecology, medical research, space, and undersea exploration.
- Attempt shading and crosshatch techniques to make their drawn forms appear solid, cylindrical, and believably realistic. Hone their perspective drawing skills.
- Are self-conscious and self-critical about their drawing ability but with supportive instruction become increasingly skillful in figure and animal drawing through employment of contour and gesture drawing techniques.
- Are ready to interpret successfully complex compositions such as richly orchestrated still lives and multi-figured events and celebrations.
- Are mature and skillful enough to handle a variety of challenging crafts: photography, glazes ceramics, metal repousse, plaster reliefs, sculpture in hand materials, and printmaking employing metal, wood, or x-ray plates.

VISUAL ARTS ANALYTICAL TRAIT SCORING GUIDE (Rubric)

Idea

Voice

- Communication, Insight

Compositional use

- Elements/Principles of Design (Presentation)

Media/Techniques

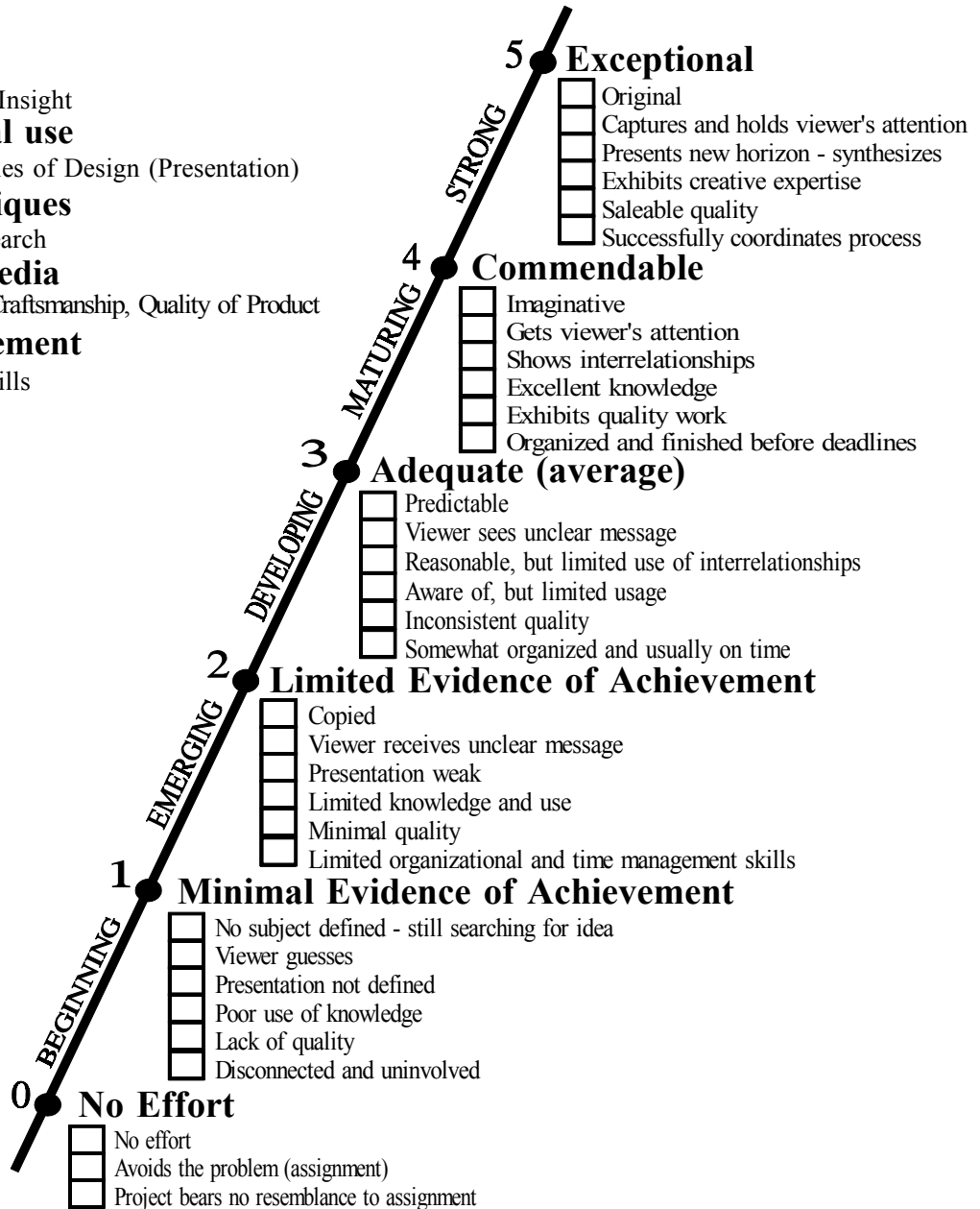
- Knowledge, Research

Control of Media

-Application, Skills/Craftsmanship, Quality of Product

Time Management

-Organizational Skills



Adapted from Spandel and Culham Writing Analytic Six-Trait Scoring Guide, NWRL

CENTRAL KITSAP SCHOOL DISTRICT VISUAL ARTS PROGRAM STANDARDS

1. The student communicates using the universal language of visual art through the application of the elements and principles of design.

Elements of Design

Line
Shape/Form
Texture
Color/Value
Space

Principles of Design

Contrast
Movement/Rhythm
Pattern
Emphasis
Balance
Unity



Application

Variety of Media
2- and 3-Dimensional
Multimedia Technology
Tool for Presenting Information

2. The student uses creative cognition skills to interpret and solve problems resulting in a set of production processes or product.

Creative Cognition Skills

	<i>Mental Activity</i>	
Knowledge	Comprehension	Application
Analysis	Synthesis	Evaluation
	Metacognition	

<i>Art Production</i>
Knowledge Base
Media
Methods/Techniques, Tools, Materials and Equipment
Safety Concerns

<i>Production Process</i>
Field Work (Research)
Thumbnail Drawings
Strategies/Techniques/Explorations
Final Working Drawing
Finished Project

<i>Presentation of Art Work</i>
Quality
Creativity

<i>Art Criticism</i>
Describe
Analyze
Interpret
Judge

3. The student uses analytical processes to make historical, cultural, intrapersonal, and global connections.

Art History
Relationships
Subjects/Themes
Symbols
Art Schools/Movements

Culture/Community
Relationships/Connections/Time
Subjects/Themes
Symbols
Art Schools/Movements
Cultural Style

Process
Research
Reflection/Analysis/Evaluation
Comprehension

Life Participation
Career
Consumer
Recreation

4. The student recognizes, encourages, and acknowledges creative and artistic voice through aesthetics.

Aesthetic Characteristics
Perception
Appreciation

Aesthetic Analysis
Subject View
What, Where, When, Why, Who
Composition View
Content View

Recognizing Artistic Voice
In Self
In Others

Program Standards: Primary Level (K-3)
Visual Arts

CKSD #1: The student communicates using the universal language of visual art through the application of the elements and principles of design.

WA EALR #1.1: The student uses arts vocabulary and language when participating in visual arts.

WA EALR #1.1: The student understands and applies common concepts in arts: elements, composition, technique, medium, craftsmanship, function, style, presentation.

Key Process, Elements: Components, Topics	Essential Process/Focus	Topic of Study/Theme	Suggested Approach/Technique/Media	Evaluative Assessment
I. Elements of Design <ul style="list-style-type: none"> • Line • Shape/Form • Texture • Color/Value • Space 	Process: Observe and discuss how the elements of art occur in the world around us and in works of art	Visual Images: Symbols and representation of objects	Line: Drawing: sketching, drawing from observation <i>[crayon, oil pastel, markers, pencil, charcoal, ink]</i>	Original Idea <ul style="list-style-type: none"> • Develops at least three ideas/approaches to a problem demonstrating divergent thinking and exploration • Demonstrates knowledge of vocabulary: can correctly identify the art elements in an artwork
	Line: Use line to describe objects, boundaries for shapes, details		Shape/Form: Painting, collage, drawing: cutting shapes, defining shapes with line, torn and folded paper <i>[paper, found objects, yarn, paint]</i>	
	Shape/Form: Make and use shape to create pictures and tell stories		Texture: Rubbings from surfaces, interpreting observed textures with line	
	Texture: Describe and explore textures with line and texture rubbings		Color: Painting, experimenting with mixing colors	
	Color: Observe differences between primary/secondary colors Value: Observe differences in light/dark values			
	Space: Define and understand images and relationships (positive and negative space)			

Program Standards: Primary Level (K-3)
Visual Arts

CKSD #1: The student communicates using the universal language of visual art through the application of the elements and principles of design.

WA EALR #1.1: The student uses arts vocabulary and language when participating in visual arts.

WA EALR #1.1: The student understands and applies common concepts in arts: elements, composition, technique, medium, craftsmanship, function, style, presentation.

Key Process, Elements: Components, Topics	Essential Process/Focus	Topic of Study/Theme	Suggested Approach/Technique/Media	Evaluative Assessment
II. Principles of Design <ul style="list-style-type: none"> • Contrast • Movement/Rhythm • Pattern • Emphasis • Balance • Unity 	Contrast: Use variety in choosing elements to produce an artwork (e.g., thick/thin line, smooth/rough texture, large/small shapes, bright/dull color)	Color Themes: Moods (value, warm and cool colors)	Color: Painting, mixing colors, collaging papers, layering markers and pastels, weaving, printing [<i>paint, paper, pastels, markers</i>]	Craftsmanship <ul style="list-style-type: none"> • Exhibits care, control and attention to detail • Shows deliberate use of procedures • Produces art work in the sequence demonstrated • Demonstrates recognition of artistic use of contrast and pattern in an artwork
	Movement/Rhythm/Pattern: Use repetition in choosing elements to produce an artwork	Patterns: Repetition and symmetry	Texture: Creating textures and pattern with applied media, printing textures from surfaces (found or created) [<i>crayon (crayon resist), ink, textured materials</i>]	
	Emphasis: Incorporate use of a focal point when producing an artwork			

Program Standards: Primary Level (K-3)
Visual Arts

CKSD #1: The student communicates using the universal language of visual art through the application of the elements and principles of design.

WA EALR 1.1: The student understands different multimedia forms used to produce and present works of art.				
Key Process, Elements: Components, Topics	Essential Process/Focus	Topic of Study/Theme	Suggested Approach/Technique/Media	Evaluative Assessment
III. Applications <ul style="list-style-type: none"> • Variety of media • 2- and 3-dimensional • Multimedia technology 	Color: Use the color wheel to explore color relationships through projects that limit colors used to show complementary or analogous relationship	Curriculum Integration: <ul style="list-style-type: none"> • Community/ Neighborhood • Environment • Geometry • Fantasy • Cultures 	Space: Sculpting, exploring dimension, scale, proportion, depth through color intensity and value <i>[clay, papier-mâché, found objects]</i>	Organizational Skills <ul style="list-style-type: none"> • Uses time responsibly, resulting in the accomplishment of set goals • Follows a set of specific directions
	Space: Overlap lines and shapes to create pictorial depth Use of positive shapes/negative space		Fiber: Weaving, batik <i>[dye, crayons, fabric]</i>	
			Mixed Media: Exploring media combinations <i>[string, paint, found objects]</i> Identifying art presented using a variety of media: animation (cartooning), graphics (maps)	

Program Standards: Primary Level (K-3)
Visual Arts

CKSD #2: The student uses creative cognition skills to interpret and solve problems resulting in a set of production processes and/or product.

WA EALR #1.2: The student arranges art elements to create a composition.				
Key Process, Elements: Components, Topics	Essential Process/Focus	Topic of Study/Theme	Suggested Approach/Technique/Media	Evaluative Assessment
I. Art Production <ul style="list-style-type: none"> • Knowledge Base • Media • Methods/techniques • Tools, materials, equipment • Safety concerns 	Process: <ul style="list-style-type: none"> • Apply knowledge of other artists in creating art • Show media exploration • Use art media, tools and techniques expressively • Demonstrate proper use of equipment and tools 	Production: <ul style="list-style-type: none"> • Observing and tapping the imagination • Artwork and artists using specific media • Exploration of expressive techniques • Modeling of equipment and tool procedure 	Approach: <ul style="list-style-type: none"> • Observation and discussion of artwork examples • Demonstration of media by teacher or guest artist 	Original Idea <ul style="list-style-type: none"> • Develops at least three ideas/approaches to a problem demonstrating divergent thinking and exploration

Program Standards: Primary Level (K-3)
Visual Arts

CKSD #2: The student uses creative cognition skills to interpret and solve problems resulting in a set of production processes and/or product.

WA EALR #1.2: The student organizes arts elements to develop a composition and change the impact of a composition.

WA EALR #1.3: The student uses the tools and materials of the arts to explore arts concepts and skills.

WA EALR #1.3: The student practices techniques specific to each art form.

WA EALR #2.2: The student explores solutions to a given problem using imagination and the creative process.

Key Process, Elements: Components, Topics	Essential Process/Focus	Topic of Study/Theme	Suggested Approach/ Technique/Media	Suggested Approach/ Technique/Media (cont.)
II. Production Process <ul style="list-style-type: none"> • Fieldwork • Thumbnail drawings • Strategies/Techniques, explorations • Final working drawing • Finished project 	Process: <ul style="list-style-type: none"> • Create original art work using available ideas • Perform sequential instructions • Choose elements from those discussed and observed to experience in an art project 	Production Theme: <ul style="list-style-type: none"> • Drawing: imagination and observation • Design: patterns and shape • Painting: color theories • Printmaking: process • Sculpture: relief and 3-dimensional 	Technique/Media: Contour line [<i>marker, pencil, charcoal</i>] Thick and thin line [<i>marker, pencil</i>] Building color through overlapping forms [<i>tissue, oil pastel, crayon, markers</i>] Mixing colors [<i>watercolor, markers, tempera</i>]	Warm and cool colors, flat color applications [<i>markers, paint, oil pastel</i>] Vegetable and sponge printing [<i>ink and tempera</i>] Modeling: surface texture and simple forms [<i>clay and papier-mâché</i>] Pointillistic (dot) painting created with [<i>tempera and q-tip</i>]

Program Standards: Primary Level (K-3)
Visual Arts

CKSD #2: The student uses creative cognition skills to interpret and solve problems resulting in a set of production processes and/or product.

WA EALR #1.5: The student presents artwork for others.				
Key Process, Elements: Components, Topics	Essential Process/Focus	Topic of Study/Theme	Suggested Approach/ Technique/Media	Evaluative Assessment
III. Presentation of Artwork <ul style="list-style-type: none"> • Quality • Creativity 	<ul style="list-style-type: none"> • Make limited choices • Make the judgment that the art project is finished 			Craftsmanship <ul style="list-style-type: none"> • Exhibits care, control and attention to detail • Shows deliberate use of procedures • Produces artwork in the sequence demonstrated

Program Standards: Primary Level (K-3)
Visual Arts

CKSD #2: The student uses creative cognition skills to interpret and solve problems resulting in a set of production processes and/or product.

WA EALR #1.5: The student uses arts vocabulary to describe and analyze artworks.

WA EALR #2.3: The student uses criteria, including these core criteria (use of concepts/vocabulary, composition, technique, craftsmanship) to describe an artwork.

Key Process, Elements: Components, Topics	Essential Process/Focus	Topic of Study/Theme	Suggested Approach/ Technique/Media	Evaluative Assessment
IV. Art Criticism <ul style="list-style-type: none"> • Describe • Analyze • Interpret • Judge 	<ul style="list-style-type: none"> • Value/respect others' work 		<ul style="list-style-type: none"> • Using <i>The Art Critic</i> as a lesson for analyzing, describing, and interpreting specific artwork 	Organizational Skills <ul style="list-style-type: none"> • Follows a set of specific directions • Identifies obvious detail, elements of symbolism in an artwork

**Program Standards: Primary Level (K-3)
Visual Arts**

CKSD #3: The student uses analytical processes to make historical, cultural, intrapersonal, and global connections.

WA EALR #4.4: The student identifies examples of the arts in a variety of contexts within a culture.

WA EALR #4.5: The student develops creative thinking skills.

WA EALR #4.5: The student collaborates to implement a project using defined criteria.

Key Process, Elements: Components, Topics	Essential Process/Focus	Topic of Study/Theme	Suggested Approach/ Technique/Media	Evaluative Assessment
I. Art History <ul style="list-style-type: none"> • Relationships/ Connections/Time • Subjects/Themes • Symbols • Art Schools/ Movements 	<ul style="list-style-type: none"> • Observe and discuss artwork examples that contain symbols and cultural content • Identify and define vocabulary 	<ul style="list-style-type: none"> • Community 	<i>Content would be indigenous to specific culture or environment:</i> <ul style="list-style-type: none"> • Building villages [milk cartons, construction paper, tempera paint] 	Original Idea <ul style="list-style-type: none"> • Develops at least three ideas/approaches to a problem demonstrating divergent thinking and exploration
		<ul style="list-style-type: none"> • Neighborhood 	<ul style="list-style-type: none"> • Drawing neighborhoods out-of-doors [paper and pencil] • Wind chime houses [clay] • Lunch sack homes [paper bags, texture rubbings with crayon, markers] 	

Program Standards: Primary Level (K-3)
Visual Arts

CKSD #3: The student uses analytical processes to make historical, cultural, intrapersonal, and global connections.

WA EALR #4.4: The student identifies examples of the arts in a variety of contexts within a culture.

WA EALR #4.5: The student develops creative thinking skills.

WA EALR #4.5: The student collaborates to implement a project using defined criteria.

Key Process, Elements: Components, Topics	Essential Process/Focus	Topic of Study/Theme	Suggested Approach/ Technique/Media	Evaluative Assessment
II. Cultures/Community <ul style="list-style-type: none"> • Relationships/Connections • Subjects/Themes • Symbols • Cultural style 	<ul style="list-style-type: none"> • Begin to recognize how knowledge assists communication about self and others • Begin to access knowledge that assists in understanding cultural and historical differences 	<ul style="list-style-type: none"> • Environment • Plants • Animals • Marine Science • Insects • Native America • Mexico 	<ul style="list-style-type: none"> • Underwater mural <i>[finger paint, tempera, butcher paper]</i> • Spider cycle book <i>[black line drawings with marker, crayon]</i> • Paper masks • Papier-mâché rattles 	Craftsmanship <ul style="list-style-type: none"> • Exhibits care, control and attention to detail • Shows deliberate use of procedures • Produces artwork in the sequence demonstrated • Demonstrates cultural awareness by identifying the origin of an artwork • Understands that the arts influence culture and are influenced by culture

Program Standards: Primary Level (K-3)
Visual Arts

CKSD #3: The student uses analytical processes to make historical, cultural, intrapersonal, and global connections.

WA EALR #4.1: The student uses art forms to reflect concepts learned in other subjects.

WA EALR #4.2: The student uses arts skills in play and school work to respond to and record his/her world.

Key Process, Elements: Components, Topics	Essential Process/Focus	Topic of Study/Theme	Suggested Approach/ Technique/Media	Evaluative Assessment
III. Process <ul style="list-style-type: none"> • Research • Reflection/Analysis/ Evaluation • Comprehension 	<ul style="list-style-type: none"> • Look at many examples of art from many sources • Compare two works of art 	<ul style="list-style-type: none"> • Exposure to great works of art: <ul style="list-style-type: none"> - Art in the community - Art in our homes - Art in museums 	<ul style="list-style-type: none"> • Field trip to museum • Examples from home 	Organizational Skills <ul style="list-style-type: none"> • Uses time responsibly, resulting in the accomplishment of set goals • Follows a set of specific directions
IV. Life Participation <ul style="list-style-type: none"> • Career • Consumer • Recreation 	<ul style="list-style-type: none"> • Understand the use of art in other areas, fields and cultures 	<ul style="list-style-type: none"> • Dedicating time to sharing and observing each other's artwork 	<ul style="list-style-type: none"> • Bringing guest artists to the classroom 	

Program Standards: Primary Level (K-3)
Visual Arts

CKSD #4: The student recognizes, encourages, and acknowledges creative and artistic voice through aesthetics.

WA EALR #3.2: The student reacts to ideas, feelings, and meanings found in sound, image, action, and movement, *for example, reacts as an audience to a play, concert, billboard, or personal conversation.*

WA EALR #4.3: The student identifies arts elements in the natural and designed world (patterns, colors, sounds, and movement).

Key Process, Elements: Components, Topics	Essential Process/Focus	Topic of Study/Theme	Suggested Approach/ Technique/Media	Evaluative Assessment
I. Aesthetic Characteristics <ul style="list-style-type: none"> • Perception • Appreciation 	<ul style="list-style-type: none"> • Observe reproductions of different artists' work to introduce differences, why, what, who, when • Observe art in nature 	<ul style="list-style-type: none"> • Identifying the elements and principles of design observed in the work of art 		<ul style="list-style-type: none"> • Articulates reactions to artwork • Compares reactions to different artworks

Program Standards: Primary Level (K-3)
Visual Arts

CKSD #4: The student recognizes, encourages, and acknowledges creative and artistic voice through aesthetics.

WA EALR #3.1: The student understands the arts are used for widely different functions: to inform, advertise, convince, express culture, inspire, and for personal expression.

WA EALR #3.2: The student reacts to ideas, feelings, and meanings found in sound, image, actions, and movement, *for example, reacts as an audience to a play, concert, billboard, or personal conversation.*

WA EALR #4.3: The student identifies arts elements in the natural and designed world (patterns, colors, sounds, and movement).

Key Process, Elements: Components, Topics	Essential Process/Focus	Topic of Study/Theme	Suggested Approach/ Technique/Media	Evaluative Assessment
II. Aesthetic Analysis <ul style="list-style-type: none"> • Subject view • What, Where, When, Why, Who • Composition view • Content view 	<ul style="list-style-type: none"> • Identify basic format • Express reactions: <ul style="list-style-type: none"> - Feelings - Sad - Happy 	<ul style="list-style-type: none"> • Horizontal and vertical placement • Use of elements: <ul style="list-style-type: none"> - Line: expressive - Color: emotion - Shapes: pointed or smooth 	<ul style="list-style-type: none"> • Placing subject matter in specific area of composition to create a feeling of isolation or abundance • Body lines: student describing lines and placement with his/her body (<i>motion and position</i>) • Painting/Collage: warm or cool expressions [<i>tempera, tissue paper</i>] • Analogue paintings of emotions: anxiety, sadness, anger [<i>oil pastel</i>] 	<ul style="list-style-type: none"> • Creates artwork to express a specific mood

**Program Standards: Primary Level (K-3)
Visual Arts**

CKSD #4: The student recognizes, encourages, and acknowledges creative and artistic voice through aesthetics.

WA EALR #3.1: The student understands the arts are used for widely different functions: to inform, advertise, convince, express culture, inspire, and for personal expression.

WA EALR #3.2: The student reacts to ideas, feelings, and meanings found in sound, image, actions, and movement, *for example, reacts as an audience to a play, concert, billboard, or personal conversation.*

WA EALR #4.3: The student identifies arts elements in the natural and designed world (patterns, colors, sounds, and movement).

Key Process, Elements: Components, Topics	Essential Process/Focus	Topic of Study/Theme	Suggested Approach/ Technique/Media	Evaluative Assessment
III. Recognizing Artistic Voice <ul style="list-style-type: none"> • In self • In others 	<ul style="list-style-type: none"> • Recognize: <ul style="list-style-type: none"> - Choices - Meaning - Intent 	<ul style="list-style-type: none"> • Encouraging individual solutions for projects and differences within the classroom 	<ul style="list-style-type: none"> • Games: <i>Token and Response</i>, analyzing reproductions • Class critique: students form circle holding their artwork and each student discusses his/her experience, feelings 	<ul style="list-style-type: none"> • Verbalizes opinions on effectiveness of artworks

**Program Standards: Intermediate Level (4-6)
Visual Arts**

CKSD #1: The student communicates using the universal language of visual art through the application of the elements and principles of design.

WA EALR #1.1: The student understands the basic concepts common to art that structure thinking in art.

WA EALR #1.1: The student understands and applies common concepts in art: elements, composition, technique, medium, craftsmanship, function, style, presentation.

Key Process, Elements: Components, Topics	Essential Process/Focus	Topic of Study/Theme	Suggested Approach/ Technique/Media	Evaluative Assessment
I. Elements of Design <ul style="list-style-type: none"> • Line • Shape/Form • Texture • Color/Value • Space 	Process: <ul style="list-style-type: none"> • Observe and discuss how the elements of art occur in the world around us and in works of art • Make choice of elements and their application to the project 	Visual Images: Symbols and representation of objects <ul style="list-style-type: none"> • Original imagery • Landscape • Still life • Abstract compositions • Portraiture 		<ul style="list-style-type: none"> • Demonstrates understanding of concepts using vocabulary of art elements

Program Standards: Intermediate Level (4-6)
Visual Arts

CKSD #1: The student communicates using the universal language of visual art through the application of the elements and principles of design.

WA EALR #1.1: The student understands the basic concepts common to art that structure thinking in art.

WA EALR #1.1: The student understands and applies common concepts in art: elements, composition, technique, medium, craftsmanship, function, style, presentation.

WA EALR #4.5: The student collaborates to plan a project based on individual abilities.

Key Process, Elements: Components, Topics	Essential Process/Focus	Topic of Study/Theme	Suggested Approach/ Technique/Media	Evaluative Assessment
<p>II. Principles of Design</p> <ul style="list-style-type: none"> • Contrast • Movement/Rhythm • Pattern • Emphasis • Balance • Unity 	<p>Process:</p> <ul style="list-style-type: none"> • Take risks by trying new combinations • Collaborate with other students on art projects 	<p>Color Themes:</p> <ul style="list-style-type: none"> • Color wheel relationships: primary/secondary/intermediate • Values: tints/shades • Pattern: repetition • Symmetry: asymmetrical/radial 	<p>Exploring art elements through projects, e.g.:</p> <p>Cultures:</p> <ul style="list-style-type: none"> • Mosaic [<i>cut paper, glue, beans of found object collage</i>] • Papier-mâché [<i>gargoyles, piñatas, torn paper and paste</i>] • Origami [<i>paper</i>] • Batik [<i>crayon, watercolor, paper</i>] • Printing: African cloth [<i>paper, paint, eraser for printing</i>] • Calligraphy [<i>brush, ink</i>] <p>Community:</p> <ul style="list-style-type: none"> • Tessellation [<i>oil pastel, glue, gold spray paint</i>] • Mural [<i>clay tiles, slab, textures</i>] 	<p>Original Idea</p> <ul style="list-style-type: none"> • Develops at least three ideas/approaches to a problem demonstrating divergent thinking and exploration <p>Craftsmanship</p> <ul style="list-style-type: none"> • Exhibits care, control and attention to detail • Shows deliberate use of procedures • Produces artwork in the sequence demonstrated • Demonstrates understanding of principles of design by their selective use in artwork

Program Standards: Intermediate Level (4-6)
Visual Arts

CKSD #1: The student communicates using the universal language of visual art through the application of the elements and principles of design.

WA EALR #1.1: The student understands the basic concepts common to art that structure thinking in art.

WA EALR #1.1: The student understands and applies common concepts in art: elements, composition, technique, medium, craftsmanship, function, style, presentation.

WA EALR #4.5: The student collaborates to plan a project based on individual abilities.

Key Process, Elements: Components, Topics	Essential Process/Focus	Topic of Study/Theme	Suggested Approach/ Technique/Media	Evaluative Assessment
<p>II. Principles of Design (continued)</p> <ul style="list-style-type: none"> • Contrast • Movement/Rhythm • Pattern • Emphasis • Balance • Unity 			<p>Exploring art elements through projects, e.g.:</p> <p>Environment:</p> <ul style="list-style-type: none"> • Dioramas [<i>paper, clay, paint</i>] • Papermaking [<i>recycling used paper, vats, screens</i>] <p>Inventions:</p> <ul style="list-style-type: none"> • Drawing [<i>pencil, charcoal, colored chalk</i>] • Printmaking, bookmaking and editioning of images [<i>plaster plates, printing ink, brayers</i>] 	

Program Standards: Intermediate Level (4-6)
Visual Arts

CKSD #1: The student communicates using the universal language of visual art through the application of the elements and principles of design.

WA EALR #1.1: The student applies different multimedia forms used to produce and present works of art.				
Key Process, Elements: Components, Topics	Essential Process/Focus	Topic of Study/Theme	Suggested Approach/ Technique/Media	Evaluative Assessment
III. Applications <ul style="list-style-type: none"> • Variety of media • 2- and 3-dimensional • Multimedia technology 	Focus: <ul style="list-style-type: none"> • Principles of Design: <ul style="list-style-type: none"> - Vocabulary - Composition - Balance - Dominance (or focal point) - Repetition of forms and pattern to create unity • Representation of real objects • Color theory 	Curriculum Integration: <ul style="list-style-type: none"> • Cultures • Community • Environment • Inventions • Flight • Weather • Perspective • Architecture • Geometry 	Flight: <ul style="list-style-type: none"> • Mobiles [<i>paper, straws, string, paper clips</i>] Weather: <ul style="list-style-type: none"> • 3-D cube weather environment [<i>paper, paint mixing grades and tints, gradations wet into wet</i>] Graphics <ul style="list-style-type: none"> • Graphics Perspective: <ul style="list-style-type: none"> • Landscape painting/ atmospheric perspective [<i>watercolor, paper, pastels</i>] Architecture: <ul style="list-style-type: none"> • Paper construction/bas relief façades [<i>textured papers, tag board, straws</i>] Geometry: <ul style="list-style-type: none"> • Pyramid box [<i>paper, rulers, pencils</i>] • Animation • Claymation 	Organizational Skills <ul style="list-style-type: none"> • Uses time responsibly, resulting in the accomplishment of set goals • Follows a set of specific directions Completion of Project <ul style="list-style-type: none"> • Evaluates completion by making judgments and considering teacher feedback • Demonstrates sensitivity to final format, awareness that the work is ready to be viewed by others • Verbalizes use of specific elements and principles of design in his/her completed project

Program Standards: Intermediate Level (4-6)
Visual Arts

CKSD #2: The student uses creative cognition skills to interpret and solve problems resulting in a set of production processes and/or product.

WA EALR #1.1: The student applies artistic knowledge to create artwork and other work requiring an artistic presentation.				
Key Process, Elements: Components, Topics	Essential Process/Focus	Topic of Study/Theme	Suggested Approach/Technique/Media	Evaluative Assessment
I. Art Production <ul style="list-style-type: none"> • Knowledge base • Media • Methods/Techniques • Tools, materials, equipment • Safety concerns 	Process: <ul style="list-style-type: none"> • Apply knowledge of other artists in creating art • Show media exploration • Use art media, tools and techniques expressively • Demonstrate proper use of equipment and tools 	Production: <ul style="list-style-type: none"> • Observing and tapping the imagination • Artwork and artists using specific media • Exploration of expressive techniques • Modeling of equipment and tool procedure 	Approach: <ul style="list-style-type: none"> • Observation and discussion of artwork examples • Demonstration of media by teacher or guest artist 	Original Idea <ul style="list-style-type: none"> • Develops at least three ideas/approaches to a problem demonstrating divergent thinking and exploration

Program Standards: Intermediate Level (4-6)

Visual Arts

CKSD #2: The student uses creative cognition skills to interpret and solve problems resulting in a set of production processes and/or product.

WA EALR #1.2: The student purposefully organizes arts elements for a specific application.

WA EALR #1.3: The student selects artistic tools and materials to solve a problem.

WA EALR #1.3: The student demonstrates basic techniques in each art form, *for example, is aware of structure, form, and conventions; practices with teacher guidance and direction.*

WA EALR #2.2: The student uses creativity (knowledge, imagination, evaluation) to develop solutions to a problem.

Key Process, Elements: Components, Topics	Essential Process/Focus	Topic of Study/Theme	Suggested Approach/ Technique/Media	Evaluative Assessment
<p>II. Production Process</p> <ul style="list-style-type: none"> • Fieldwork • Thumbnail drawings • Strategies/Techniques, explorations • Final working drawing • Finished project 	<p>Process:</p> <ul style="list-style-type: none"> • Create original artwork using available ideas • Perform sequential instructions • Solve visual problems through choice of elements from those discussed and observed to experience in an art project 	<p>Production Theme:</p> <ul style="list-style-type: none"> • Drawing: <ul style="list-style-type: none"> -Imagination -Observation -Perspective • Design: <ul style="list-style-type: none"> -Patterns -Shape, positive/negative -Spatial relationships, scale • Painting: <ul style="list-style-type: none"> -Color relationships: complements, analogous harmonies -Historical • Printmaking: <ul style="list-style-type: none"> -Process -Combining process • Sculpture: <ul style="list-style-type: none"> -Relief -3-dimensional 	<ul style="list-style-type: none"> • Linear perspective: one- and two-point perspective <i>[markers, pencil, paper]</i> • Designing quilts using painted swatches of different tints and shades <i>[paper and paint]</i> • Flip shapes: positive/negative symmetrical shapes cut from contrasting papers <i>[construction paper, glue, scissors]</i> • Stamps designed from rubber and printed in a repeated pattern <i>[stamp foam, ink and paper]</i> • Space sculpture: slicing, folding and attaching slab form to create abstract form with internal space <i>[clay]</i> • Papier-mâché mask with textures, feathers, materials added to the finished mask form using <i>[paint, papier-mâché and found objects]</i> 	<p>Organizational Skills</p> <ul style="list-style-type: none"> • Uses time responsibly, resulting in the accomplishment of set goals • Follows a set of specific directions <p>Craftsmanship</p> <ul style="list-style-type: none"> • Exhibits care, control and attention to detail • Shows deliberate use of procedures • Produces artwork in the sequence demonstrated

**Program Standards: Intermediate Level (4-6)
Visual Arts**

CKSD #2: The student uses creative cognition skills to interpret and solve problems resulting in a set of production processes and/or product.

WA EALR #1.5: The student presents artwork with confidence and poise in the presence of others.				
Key Process, Elements: Components, Topics	Essential Process/Focus	Topic of Study/Theme	Suggested Approach/ Technique/Media	Evaluative Assessment
III. Presentation of Artwork <ul style="list-style-type: none"> • Quality • Creativity 				Completion of Project <ul style="list-style-type: none"> •Evaluates completion by making judgments and considering teacher feedback •Demonstrates sensitivity to final format, awareness that the work is ready to be viewed by others •Verbalizes use of specific elements and principles of design in his/her completed project

**Program Standards: Intermediate Level (4-6)
Visual Arts**

CKSD #2: The student uses creative cognition skills to interpret and solve problems resulting in a set of production processes and/or product.

WA EALR #1.5: The student uses arts concepts and principles to interpret artworks.

WA EALR #1.5: The student uses arts concepts and principles to evaluate artworks.

WA EALR #2.3: The student examines an artwork using a critique process and analyzes the effectiveness of the work.

Key Process, Elements: Components, Topics	Essential Process/Focus	Topic of Study/Theme	Suggested Approach/ Technique/Media	Evaluative Assessment
IV. Art Criticism <ul style="list-style-type: none"> • Describe • Analyze • Interpret • Judge 	Process: <ul style="list-style-type: none"> • Make expanded choices • Make the judgment that the art project is finished • Value/respect others' work (as well as own work) 	Art Criticism: <ul style="list-style-type: none"> • Process • Writing 	<ul style="list-style-type: none"> • Using <i>The Art Critic</i> and <i>SRA</i> as lessons for describing, analyzing, and interpreting specific artwork • Fine Art prints (posters or postcards) • Finished student artwork 	<ul style="list-style-type: none"> • Completes a written art critique, demonstrating knowledge of methodical art criticism • Identifies and describes objects, details, and elements of design • Analyzes use of principles of design in organization • Identifies symbolism, mood, and intent of an artwork

Program Standards: Intermediate Level (4-6)
Visual Arts

CKSD #3: The student uses analytical processes to make historical, cultural, intrapersonal, and global connections.

WA EALR # 4.4: The student considers how a work of art grew out of its time and place, was shaped by its time and place, and how it may have had an effect on its culture.

Key Process, Elements: Components, Topics	Essential Process/Focus	Topic of Study/Theme	Suggested Approach/ Technique/Media	Evaluative Assessment
<p>I. Art History</p> <ul style="list-style-type: none"> • Relationships/Connections/Time • Subjects/Themes • Symbols • Art Schools/Movements 	<ul style="list-style-type: none"> • Observe and discuss artwork examples that contain symbols and cultural content • Identify and define vocabulary • Observe and discuss examples of art schools, movements (e.g., Renaissance, Impressionism) 	<ul style="list-style-type: none"> • Washington state history • Native America • United States history • Ancient civilizations: <ul style="list-style-type: none"> - Europe - South America - Central America - Africa/Middle East - Asia 	<ul style="list-style-type: none"> • State wind chime: bas relief state form with hanging elements [<i>clay</i>] • Native American masks [<i>papier-mâché</i>] • Pueblo storyteller [<i>clay</i>] • American colonial folk art [<i>quilts, scrimshaw, apple head dolls</i>] • Egyptian pyramid box [<i>paper, glue, rulers, pastels</i>] • Aztec sun god [<i>tempera monoprint, oil pastel, construction paper</i>] • Ting pot: pinch pot form with legs added by scoring and slip application [<i>clay</i>] • Sumi painting [<i>ink, sumi brush, paper</i>] • European cave art 	<p>Original Idea</p> <ul style="list-style-type: none"> • Develops at least three ideas/approaches to a problem demonstrating divergent thinking and exploration • Demonstrates cultural awareness by identifying the origin of an artwork • Understands that the arts influence culture and are influenced by culture

**Program Standards: Intermediate Level (4-6)
Visual Arts**

CKSD #3: The student uses analytical processes to make historical, cultural, intrapersonal, and global connections.

WA EALR # 4.4: The student considers how a work of art grew out of its time and place, was shaped by its time and place, and how it may have had an effect on its culture.

Key Process, Elements: Components, Topics	Essential Process/Focus	Topic of Study/Theme	Suggested Approach/ Technique/Media	Evaluative Assessment
II. Cultures/Community <ul style="list-style-type: none"> • Relationships/Connections • Subjects/Themes • Symbols • Cultural style 	<ul style="list-style-type: none"> • Recognize how knowledge assists communication about self and others • Access knowledge that assists in understanding cultural and historical differences 	<ul style="list-style-type: none"> • Europe: <ul style="list-style-type: none"> - Medieval - Renaissance • Marine Science 	<ul style="list-style-type: none"> • Illuminated letters [<i>paper, pens, gold paint</i>] • Renaissance portrait • Illustration from nature • Tunnel book: marine environment and animals in an open book form [<i>paper, ink pen, colored pencils, chalk</i>] 	Craftsmanship <ul style="list-style-type: none"> • Exhibits care, control and attention to detail • Shows deliberate use of procedures • Produces artwork in the sequence demonstrated

Program Standards: Intermediate Level (4-6)
Visual Arts

CKSD #3: The student uses analytical processes to make historical, cultural, intrapersonal, and global connections.

WA EALR #4.1: The student creates projects or multimedia reports which demonstrate the ability to connect the arts and other subjects.

WA EALR #4.2: The student uses arts skills and vocabulary to analyze and react to his or her ever expanding world.

WA EALR #4.5: The student explores a range of work and careers using arts skills.

Key Process, Elements: Components, Topics	Essential Process/Focus	Topic of Study/Theme	Suggested Approach/ Technique/Media	Evaluative Assessment
III. Process <ul style="list-style-type: none"> • Research • Reflection/Analysis/ Evaluation • Comprehension 	<ul style="list-style-type: none"> • Examine many examples of art from many sources • Compare two works of art 	<ul style="list-style-type: none"> • Exposure to great works of art: <ul style="list-style-type: none"> - In the community - In our homes - In museums 	<ul style="list-style-type: none"> • Field trip to museum • Examples from home • Use of books, magazines, Internet as sources of information on art 	Organizational Skills <ul style="list-style-type: none"> • Uses time responsibly, resulting in the accomplishment of set goals • Follows a set of specific directions • Produces research report on specific art topic

Program Standards: Intermediate Level (4-6)
Visual Arts

CKSD #3: The student uses analytical processes to make historical, cultural, intrapersonal, and global connections.

WA EALR #4.2: The student uses arts skills and vocabulary to analyze and react to his or her ever expanding world.

WA EALR #4.5: The student explores a range of work and careers using arts skills.

Key Process, Elements: Components, Topics	Essential Process/Focus	Topic of Study/Theme	Suggested Approach/ Technique/Media	Evaluative Assessment
IV. Life Participation <ul style="list-style-type: none"> • Career • Consumer • Recreation 	<ul style="list-style-type: none"> • Understand the use of art in other areas, fields and cultures 	<ul style="list-style-type: none"> • Dedicating time to sharing and observing each other's artwork 	<ul style="list-style-type: none"> • Bringing guest artists to the classroom 	<ul style="list-style-type: none"> • Verbalizes awareness of art careers, uses of art in everyday life

Program Standards: Intermediate Level (4-6)
Visual Arts

CKSD #4: The student recognizes, encourages, and acknowledges creative and artistic voice through aesthetics.

WA EALR #3.2: The student analyzes the meaning and personal relevance of a media message.

WA EALR #4.3: The student uses sensory information and aesthetic understanding to examine the natural and designed world.

Key Process, Elements: Components, Topics	Essential Process/Focus	Topic of Study/Theme	Suggested Approach/ Technique/Media	Evaluative Assessment
I. Aesthetic Characteristics <ul style="list-style-type: none"> • Perception • Appreciation 	<ul style="list-style-type: none"> • Identify and articulate thoughts, feelings, ideas when viewing works of art and art in nature: <ul style="list-style-type: none"> - Recognize - Understand - Evaluate - Make judgments • Observe reproductions of different artists' work to introduce differences: why, what, who, when 	<ul style="list-style-type: none"> • Identify the elements and principles of design observed in the work of art 		<ul style="list-style-type: none"> • Articulates reactions to artwork • Compares reactions to different artworks

**Program Standards: Intermediate Level (4-6)
Visual Arts**

CKSD #4: The student recognizes, encourages, and acknowledges creative and artistic voice through aesthetics.

WA EALR #3.1: The student understands the arts are used for widely different functions.

Key Process, Elements: Components, Topics	Essential Process/Focus	Topic of Study/Theme	Suggested Approach/ Technique/Media	Evaluative Assessment
<p>II. Aesthetic Analysis</p> <ul style="list-style-type: none"> • Subject view • What, Where, When, Why, Who • Composition view • Content view 	<ul style="list-style-type: none"> • Recognizing: <ul style="list-style-type: none"> - Choices - Meaning/mood - Intent • Recognizing aesthetic questions: <ul style="list-style-type: none"> - What is art? - What is beauty? 	<ul style="list-style-type: none"> • Horizontal and vertical placement: <ul style="list-style-type: none"> - Paper edge - Point of view - Perspective - Isolation • Use of elements: <ul style="list-style-type: none"> - Line: expressive - Color: emotion - Shapes: pointed or smooth • Use of principles: <ul style="list-style-type: none"> - Rhythm/repetition - Contrast/variety 	<ul style="list-style-type: none"> • Class critique: students display work in classroom or public forum and discuss or write about their observations and feelings about the artwork as a whole and individually • Museum visit: interactive guide highlighting features, directed observations searching for specific characteristics or elements • Drawing that expresses isolation by emphasis and subordination <i>[charcoal]</i> • Analogue paintings of emotions: anxiety, sadness, anger <i>[oil pastel]</i> • Placing subject matter in specific area of composition to create a feeling of isolation or abundance 	<ul style="list-style-type: none"> • Creates artwork to express a specific mood • Expresses observations about the intent or mood of an artwork • Articulates reasons for opinions on aesthetic questions • Creates artwork for a specific function (e.g., advertisement, personal expression)

Program Standards: Intermediate Level (4-6)
Visual Arts

CKSD #4: The student recognizes, encourages, and acknowledges creative and artistic voice through aesthetics.

WA EALR #3.1: The student understands the arts are used for widely different functions.

WA EALR #3.2: The student analyzes the meaning and personal relevance of a media message.

Key Process, Elements: Components, Topics	Essential Process/Focus	Topic of Study/Theme	Suggested Approach/ Technique/Media	Evaluative Assessment
III. Recognizing Artistic Voice <ul style="list-style-type: none"> • In self • In others 	<ul style="list-style-type: none"> • Understand meanings can be different/personal 	<ul style="list-style-type: none"> • Encouraging individual solutions for projects and differences within the classroom 	<ul style="list-style-type: none"> • Games: <i>Token and Response</i>, analyzing reproductions 	<ul style="list-style-type: none"> • Uses art criteria to consider the effectiveness of personal work and that of others

**Program Standards: Grade 7
Visual Arts (9-Week Exploratory Course)**

CKSD #1: The student communicates using the universal language of visual art through the application of the elements and principles of design.

Key Process, Elements: Components, Topics	Essential Process	Topic of Study Focus/ Theme	Techniques/Media	Evaluative Assessment
I. Elements of Design <ul style="list-style-type: none"> • Space • Line • Shape/Form • Texture • Color/Value 	<ul style="list-style-type: none"> • Discussion • Observation • Composition • Analysis 	<ul style="list-style-type: none"> • Visual image • Relationships • Techniques • Portraiture • Environment • Color Wheel/Values • Cultures • 2D--3D (integration) • Symbols 	<ul style="list-style-type: none"> • Design (positive/negative) • Contour drawing • Perspective drawing • Clay mask (portraiture) • Glaze • Monochromatic/ analogous tempera painting • Visual technology 	<p style="text-align: center;">Rubric</p> <ul style="list-style-type: none"> • States/defines/ paraphrases original meanings of Elements and Principles of Design • Recognizes Elements and Principles of Design in artworks (interprets and applies) • Design quality, presentation, craftsmanship, creativity, and originality • Starts and finishes project within definite time limits

**Program Standards: Grade 7
Visual Arts (9-Week Exploratory Course)**

CKSD #1: The student communicates using the universal language of visual art through the application of the elements and principles of design.

Key Process, Elements: Components, Topics	Essential Process	Topic of Study Focus/ Theme	Techniques/Media	Evaluative Assessment
II. Principles of Design <ul style="list-style-type: none"> • Contrast • Movement/Rhythm • Pattern • Emphasis • Balance • Unity 	<ul style="list-style-type: none"> • Discussion • Observation • Composition • Analysis 	<ul style="list-style-type: none"> • Communication: <ul style="list-style-type: none"> -Newspaper/magazines - Paintings - Drawings - Sculpture 	<ul style="list-style-type: none"> • Review principles found in illustrative examples 	<p style="text-align: center;">Rubric</p> <ul style="list-style-type: none"> • States/defines/paraphrases original meanings of Elements and Principles of Design • Recognizes Elements and Principles of Design in art works (interprets and applies) • Design quality, presentation, craftsmanship, creativity, and originality • Starts and finishes project within definite time limits
III. Applications <ul style="list-style-type: none"> • Variety of media • 2/3-dimensional, but not limited to • Multimedia technology <ul style="list-style-type: none"> - Tool for presenting information 	<ul style="list-style-type: none"> • Individual/team • Collaborative • Choice • Risk-taking • Tool for presenting information 	<ul style="list-style-type: none"> • Technical means • Media • Techniques/Style 	<ul style="list-style-type: none"> • Pen, pencil (color/drawing), brush, markers • Tempera, watercolors • Scissors, ruler, glue, clay tools • Paper, clay 	

**Program Standards: Grade 7
Visual Arts (9-Week Exploratory Course)**

CKSD #2: The student uses creative cognition skills to interpret and solve problems resulting in a set of production processes and/or product.

Key Process, Elements: Components, Topics	Essential Process	Topic of Study Focus/ Theme	Techniques/Media	Evaluative Assessment
<p>I. Art Production</p> <ul style="list-style-type: none"> • Basic knowledge • Media • Methods/Techniques • Tools, materials, equipment • Health/Safety concerns 	<ul style="list-style-type: none"> • Elements of Design • Selection of media/materials appropriate to activity • Use and care of equipment and materials • Health and safety procedures 	<ul style="list-style-type: none"> • Composition • Color theory <ul style="list-style-type: none"> - Tempera - Glaze - Watercolor - Proportion • Clay/Tools/Kiln • Lead/Silicosis • Drawing 	<ul style="list-style-type: none"> • Demonstrate appropriate use/care of equipment • Apply health and safety procedures • Drawing techniques • Media appropriate to problem to be solved 	<p style="text-align: center;">Rubric</p> <ul style="list-style-type: none"> • Applies Elements and Principles of Design knowledge into own artwork • Understands media/ techniques, is in control of medium, selects appropriately • Knows tools and equipment, cares for them appropriately • Knows health and safety procedures

**Program Standards: Grade 7
Visual Arts (9-Week Exploratory Course)**

CKSD #2: The student uses creative cognition skills to interpret and solve problems resulting in a set of production processes and/or product.

Key Process, Elements: Components, Topics	Essential Process	Topic of Study Focus/ Theme	Techniques/Media	Evaluative Assessment
II. Production Process <ul style="list-style-type: none"> • Field work • Thumbnail drawings • Strategies/ Techniques, explorations • Finished project 	<ul style="list-style-type: none"> • Sketchbook/notebook or journal • Research • Organization • Quality • Choices (decisions) • Problem solving • Expression (self or individual) 	<ul style="list-style-type: none"> • Culture • Environment 	<ul style="list-style-type: none"> • Sketchbook/notebook or journal • Create a new product by rearranging its parts (creative project/ problem solving) 	<p style="text-align: center;">Rubric</p> <ul style="list-style-type: none"> • Research • Understands/ demonstrates artistic problem-solving process (from research, design, to quality finished project/presentation) • Demonstrates time management and organizational skills

**Program Standards: Grade 7
Visual Arts (9-Week Exploratory Course)**

CKSD #2: The student uses creative cognition skills to interpret and solve problems resulting in a set of production processes and/or product.

Key Process, Elements: Components, Topics	Essential Process	Topic of Study Focus/ Theme	Techniques/Media	Evaluative Assessment
III. Presentation of Artwork <ul style="list-style-type: none"> • Quality • Creativity 	<ul style="list-style-type: none"> • Choices (decisions) • Problem solving 	<ul style="list-style-type: none"> • Idea to final product 	<ul style="list-style-type: none"> • Saleable and exhibition quality 	<p style="text-align: center;">Rubric</p> <ul style="list-style-type: none"> • Presentation holds viewer attention, draws viewer in; powerful, uniqueness, originality, compelling • Communicates
IV. Art Criticism <ul style="list-style-type: none"> • Describe • Analyze • Interpret • Judge 	<ul style="list-style-type: none"> • Value individual's own work • Value others' work • Discussion and observation 	<ul style="list-style-type: none"> • Critique works of art with a set of criteria 	<ul style="list-style-type: none"> • Use critique process 	<ul style="list-style-type: none"> • Knows/understands/ applies visual language/ vocabulary • Objectively critiques works of art to a set of criteria

**Program Standards: Grade 7
Visual Arts (9-Week Exploratory Course)**

CKSD #3: The student uses analytical processes to make historical, cultural, intrapersonal, and global connections.

Key Process, Elements: Components, Topics	Essential Process	Topic of Study Focus/ Theme	Techniques/Media	Evaluative Assessment
I. Art History <ul style="list-style-type: none"> • Relationships/ Connections/Time • Subjects/Themes • Symbols • Art Schools/ Movements 	<ul style="list-style-type: none"> • Research • Influence over life • Symbols/culture • Knowledge assists communication • Uses of light 	<ul style="list-style-type: none"> • The Masters • American artists • World cultures, past and present • Children’s drawing/ symbols • Masks/portraiture (society/culture) • Patterns • Environment 	<ul style="list-style-type: none"> • 2-D and 3-D work • Proper tools to accomplish task • Visual technology • Characterize • Research paper/product 	Rubric <ul style="list-style-type: none"> • Able to make connections between past and present art production • Understands role between art and community/culture and society’s role in art
II. Cultures/Community <ul style="list-style-type: none"> • Relationships/ Connections • Subjects/Themes • Symbols • Cultural style 	<ul style="list-style-type: none"> • Apply skills to other subject areas/life • Structure of intellect (Bloom’s Taxonomy, Krathwohid Taxonomy, Gardner, etc.) • Visual technology 			<ul style="list-style-type: none"> • Understands and is able to express his/her role in culture and community • How culture influences art

**Program Standards: Grade 7
Visual Arts (9-Week Exploratory Course)**

CKSD #3: The student uses analytical processes to make historical, cultural, intrapersonal, and global connections.

Key Process, Elements: Components, Topics	Essential Process	Topic of Study Focus/ Theme	Techniques/Media	Evaluative Assessment
III. Process <ul style="list-style-type: none"> • Research • Reflection/Analysis/ Evaluation • Comprehension 	<ul style="list-style-type: none"> • Become visually literate • Use of visual arts in other fields 	<ul style="list-style-type: none"> • Notebook/sketchbook • Library • Internet • Visual technology 	<ul style="list-style-type: none"> • 2-D and 3-D work • Proper tools to accomplish task • Visual technology • Characterize • Research paper/product 	<p style="text-align: center;">Rubric</p> <ul style="list-style-type: none"> • Researches and incorporates into own work
IV. Life Participation <ul style="list-style-type: none"> • Career • Consumer • Recreation 	<ul style="list-style-type: none"> • Discussion • Observation 	<ul style="list-style-type: none"> • Careers • Hobbies • Leisure activities 	<ul style="list-style-type: none"> • Social activities • Visiting museums or galleries • Designing for competition • Activities and exhibits 	<ul style="list-style-type: none"> • Demonstrates knowledge of various art careers and leisure activities • Able to make sound choices as consumer of art

**Program Standards: Grade 7
Visual Arts (9-Week Exploratory Course)**

CKSD #4: The student recognizes, encourages, and acknowledges creative and artistic voice through aesthetics.

Key Process, Elements: Components, Topics	Essential Process	Topic of Study Focus/ Theme	Techniques/Media	Evaluative Assessment
I. Aesthetic Characteristics <ul style="list-style-type: none"> • Perception • Appreciation 	<ul style="list-style-type: none"> • Begin to understand the work, artist, and why or what • Personal reactions and feelings • Recognize styles from around the world • Purpose of visual art • Use external criteria 	<ul style="list-style-type: none"> • Identify/articulate • Critique/judge • Form intellectual opinion 	<ul style="list-style-type: none"> • Drawing • Notebook/sketchbook • Various media 	<p style="text-align: center;">Rubric</p> <ul style="list-style-type: none"> • Explains reactions and feelings through artistic terms

**Program Standards: Grade 7
Visual Arts (9-Week Exploratory Course)**

CKSD #4: The student recognizes, encourages, and acknowledges creative and artistic voice through aesthetics.

Key Process, Elements: Components, Topics	Essential Process	Topic of Study Focus/ Theme	Techniques/Media	Evaluative Assessment
II. Aesthetic Analysis <ul style="list-style-type: none"> • Subject view <ul style="list-style-type: none"> - Who - What - When - Why - Where - How • Composition view • Content view 	<ul style="list-style-type: none"> • Techniques 	<ul style="list-style-type: none"> • Eye movement • Overlap • Aerial perspective 		<p style="text-align: center;">Rubric</p> <ul style="list-style-type: none"> • Knows and demonstrates steps in critiquing and analyzing art
III. Recognizing Artistic Voice <ul style="list-style-type: none"> • In self • In others 	<ul style="list-style-type: none"> • Recognize intent and/or meaning • Decision/choice 	<ul style="list-style-type: none"> • Thoughts, feelings, ideas • Expression • Evaluation • Refining • Articulating 		<ul style="list-style-type: none"> • Recognizes artistic voice in self and in others

Program Standards: Grades 8/9
Visual Arts (2-Dimensional: Drawing/Painting/Design/Lettering)

CKSD #1: The student communicates using the universal language of visual art through the application of the elements and principles of design.

Key Process, Elements: Components, Topics	Essential Process	Topic of Study Focus/ Theme	Techniques/Media	Evaluative Assessment
<p>I. Elements of Design</p> <ul style="list-style-type: none"> • Space • Line • Shape/Form • Texture • Color/Value <hr/> <p>II. Principles of Design</p> <ul style="list-style-type: none"> • Contrast • Movement/Rhythm • Pattern • Emphasis • Balance • Unity 	<ul style="list-style-type: none"> • Discussion • Observation • Composition • Analysis 	<ul style="list-style-type: none"> • Visual image • Symbolism • Relationships • Techniques • Technical means • Color theory • Cultures • Vocabulary • 2-D/3-D (integration) 	<ul style="list-style-type: none"> • Design • Contour drawing • Perspective drawing • Painting • Portraiture • Review principles found in final work 	<p style="text-align: center;">Rubric</p> <ul style="list-style-type: none"> • States/defines/paraphrases original meanings of Elements and Principles of Design • Recognizes, interprets, and applies Elements and Principles of Design • Design quality, presentation, craftsmanship, creativity • Starts and finishes projects within definite time limits • Final project • Is able to create a project plan • Demonstrates control of various media • Use of technology

Program Standards: Grades 8/9
Visual Arts (2-Dimensional: Drawing/Painting/Design/Lettering)

CKSD #1: The student communicates using the universal language of visual art through the application of the elements and principles of design.

Key Process, Elements: Components, Topics	Essential Process	Topic of Study Focus/ Theme	Techniques/Media	Evaluative Assessment
<p>III. Applications</p> <ul style="list-style-type: none"> • Variety of media • 2/3-dimensional, but not limited to • Multimedia technology <ul style="list-style-type: none"> - Tool for presenting information 	<ul style="list-style-type: none"> • Individual/team • Collaborative • Choice • Risk-taking • Tool for presenting information 	<ul style="list-style-type: none"> • Technical means • Media • Techniques/Style 	<ul style="list-style-type: none"> • Painting (media) <ul style="list-style-type: none"> - Acrylics - Tempera - Watercolor - Oils • Pen/pencil/charcoal, etc. <ul style="list-style-type: none"> - Paper - Clay • India Ink etchings • Black/white photography • Visual technology 	<p style="text-align: center;">Rubric</p> <ul style="list-style-type: none"> • States/defines/paraphrases original meanings of Elements and Principles of Design • Recognizes, interprets, and applies Elements and Principles of Design • Design quality, presentation, craftsmanship, creativity • Starts and finishes projects within definite time limits • Final project • Is able to create a project plan • Demonstrates control of various media • Use of technology

Program Standards: Grades 8/9
Visual Arts (2-Dimensional: Drawing/Painting/Design/Lettering)

CKSD #2: The student uses creative cognition skills to interpret and solve problems resulting in a set of production processes and/or product.

Key Process, Elements: Components, Topics	Essential Process	Topic of Study Focus/ Theme	Techniques/Media	Evaluative Assessment
I. Art Production <ul style="list-style-type: none"> • Knowledge base • Media • Methods/Techniques • Tools, materials, equipment • Health/Safety concerns 	<ul style="list-style-type: none"> • Elements of Design • Media materials, equipment appropriate to activity • Use and care of equipment and materials 	<ul style="list-style-type: none"> • Design techniques • Media characteristics/ techniques • Tools and their uses 	<ul style="list-style-type: none"> • Demonstrate appropriate use/care of equipment/ media 	<p style="text-align: center;">Rubric</p> <ul style="list-style-type: none"> • Applies Elements and Principles of Design knowledge into own artwork • Understands media, is in control of medium, selects appropriate medium • Knows tools/equipment, cares for them appropriately • Knows safety procedures and health concerns

Program Standards: Grades 8/9
Visual Arts (2-Dimensional: Drawing/Painting/Design/Lettering)

CKSD #2: The student uses creative cognition skills to interpret and solve problems resulting in a set of production processes and/or product.

Key Process, Elements: Components, Topics	Essential Process	Topic of Study Focus/ Theme	Techniques/Media	Evaluative Assessment
II. Production Process <ul style="list-style-type: none"> • Field work • Thumbnail drawings • Strategies/ Techniques, explorations • Finished project 	<ul style="list-style-type: none"> • Know health and safety procedures • Sketchbook/notebook or journal • Organization • Research • Expression (self or individual) 	<ul style="list-style-type: none"> • Sketchbook/notebook • Idea to final product 	<ul style="list-style-type: none"> • Sketchbook/notebook/ brainstorming • Create a new product by rearranging its parts (creative project/ problem solving) 	<p style="text-align: center;">Rubric</p> <ul style="list-style-type: none"> • Research • Understands and demonstrates artistic problem-solving process from research, design to finished project
III. Presentation of Artwork <ul style="list-style-type: none"> • Quality • Creativity 	<ul style="list-style-type: none"> • Choices (decisions) • Problem solving 	<ul style="list-style-type: none"> • Craftsmanship • Use creative process 	<ul style="list-style-type: none"> • Matting and framing techniques • Saleable and exhibition quality 	<p style="text-align: center;">Rubric</p> <ul style="list-style-type: none"> • Presentation holds viewer attention, draws viewer in; powerful, uniqueness (originality)
IV. Art Criticism <ul style="list-style-type: none"> • Describe • Analyze • Interpret • Judge 	<ul style="list-style-type: none"> • Value individual's own work • Value others' work • Discussion and observation 	<ul style="list-style-type: none"> • Critiquing process 	<ul style="list-style-type: none"> • Actual critiquing 	<ul style="list-style-type: none"> • Knows/understands/ applies visual language/ vocabulary • Objectively critiques works of art to a set of criteria

Program Standards: Grades 8/9
Visual Arts (2-Dimensional: Drawing/Painting/Design/Lettering)

CKSD #3: The student uses analytical processes to make historical, cultural, intrapersonal, and global connections.

Key Process, Elements: Components, Topics	Essential Process	Topic of Study Focus/ Theme	Techniques/Media	Evaluative Assessment
I. Art History <ul style="list-style-type: none"> • Relationships/ Connections/Time • Subjects/Themes • Symbols • Art Schools/ Movements 	<ul style="list-style-type: none"> • Research • Knowledge assists communication • Discussion • Composition/writing influence 	<ul style="list-style-type: none"> • The Masters • American artists • World cultures, past and present • Eras and style • Environment • Patterns • Influence 	<ul style="list-style-type: none"> • Study media and tool usage • Experience through application of known medias and tools • Apply skills to other subject areas/life 	<p style="text-align: center;">Rubric</p> <ul style="list-style-type: none"> • Able to make connections between past and present art production • Understands role between art and community/culture and society's role in art • Demonstrates knowledge of art schools/movements and time periods • Is able to explain the role of art in culture and community • Describes how cultural influences affect art • Demonstrates visual literacy
II. Cultures/Community <ul style="list-style-type: none"> • Relationships/ Connections • Subjects/Themes • Symbols • Cultural style 	<ul style="list-style-type: none"> • Discuss connections to other subjects/life • Structure of intellect (Bloom's Taxonomy, Krathwohid Taxonomy, Gardner, etc.) • Visual technology 			
III. Process <ul style="list-style-type: none"> • Research • Reflection/Analysis/ Evaluation • Comprehension 	<ul style="list-style-type: none"> • Become visually literate • Use of visual arts in other fields 			

Program Standards: Grades 8/9
Visual Arts (2-Dimensional: Drawing/Painting/Design/Lettering)

CKSD #3: The student uses analytical processes to make historical, cultural, intrapersonal, and global connections.

Key Process, Elements: Components, Topics	Essential Process	Topic of Study Focus/ Theme	Techniques/Media	Evaluative Assessment
IV. Life Participation <ul style="list-style-type: none"> • Career • Consumer • Recreation • Judge 	<ul style="list-style-type: none"> • Discussion • Observation 	<ul style="list-style-type: none"> • Use of visual arts in other fields • Technology and art • Advertising • Graphics design • Drafting • Leisure activities • Careers 	<ul style="list-style-type: none"> • Social activities • Designing for competition 	<p style="text-align: center;">Rubric</p> <ul style="list-style-type: none"> • Demonstrates knowledge of various art careers and leisure activities • Able to make sound choices as consumer of art

Program Standards: Grades 8/9
Visual Arts (2-Dimensional: Drawing/Painting/Design/Lettering)

CKSD #4: The student recognizes, encourages, and acknowledges creative and artistic voice through aesthetics.

Key Process, Elements: Components, Topics	Essential Process	Topic of Study Focus/ Theme	Techniques/Media	Evaluative Assessment
<p>I. Aesthetic Characteristics</p> <ul style="list-style-type: none"> • Perception • Appreciation <hr/> <p>II. Aesthetic Analysis</p> <ul style="list-style-type: none"> • Subject view <ul style="list-style-type: none"> - Who - What - When - Why - Where - How • Composition view • Content view 	<ul style="list-style-type: none"> • Identify, articulate, and affirm personal reactions and feelings when viewing art • Recognize and identify a wide range of media techniques in art • Understand how art serves many different purposes and functions • Begin to appreciate and judge one's own art and that of others according to consistent external criteria • Recognize and utilize many diverse types of artistic expression 	<ul style="list-style-type: none"> • Identify/articulate using senses • Critique/judge • Form intellectual opinion • Purpose of art • Visual composition • Techniques 	<ul style="list-style-type: none"> • Sketchbook/notebook • Visual technology • Various media used in 2-dimensional or 3-dimensional works 	<p style="text-align: center;">Rubric</p> <ul style="list-style-type: none"> • Explains reactions and feelings through artistic terms • Recognizes, acknowledges, and is able to use diversity in artistic expression • Knows and demonstrates steps in critiquing and analyzing art • Explains why presentation holds viewer's attention, draws viewer in; powerful/ uniqueness/originality/ compelling • Communicates • Knows/understands/ applies visual language/ vocabulary • Objectively critiques works of art to a set of criteria

Program Standards: Grades 8/9
Visual Arts (2-Dimensional: Drawing/Painting/Design/Lettering)

CKSD #4: The student recognizes, encourages, and acknowledges creative and artistic voice through aesthetics.

Key Process, Elements: Components, Topics	Essential Process	Topic of Study Focus/ Theme	Techniques/Media	Evaluative Assessment
III. Recognizing Artistic Voice <ul style="list-style-type: none"> • In self • In others 	<ul style="list-style-type: none"> • Recognize intent and/or meaning • Decision/choice 	<ul style="list-style-type: none"> • Thoughts, feelings, ideas • Expression • Evaluation • Refinement • Articulation 		<p style="text-align: center;">Rubric</p> <ul style="list-style-type: none"> • Recognizes artistic voice in self and in others

Program Standards: Grades 8/9
Visual Arts (3-Dimensional: Crafts/Pottery/Jewelry/Sculpture)

CKSD #1: The student communicates using the universal language of visual art through the application of the elements and principles of design.

Key Process, Elements: Components, Topics	Essential Process	Topic of Study Focus/ Theme	Techniques/Media	Evaluative Assessment
I. Elements of Design <ul style="list-style-type: none"> • Space • Line • Shape/Form • Texture • Color/Value 	<ul style="list-style-type: none"> • Discussion • Observation • Analysis • Synthesis • Using 	<ul style="list-style-type: none"> • History of sculpture and architecture • Visual image • Sculpture • Relationships - combination of design principles • Design composition • Techniques • Mood • Surface 	<ul style="list-style-type: none"> • Visual technology 	<p style="text-align: center;">Rubric</p> <ul style="list-style-type: none"> • States, defines, and paraphrases meanings of Elements and Principles of Design • Recognizes, interprets, and applies Elements and Principles of Design • Design quality, presentation, craftsmanship, creativity, and originality • Final project
II. Principles of Design <ul style="list-style-type: none"> • Contrast • Movement/Rhythm • Pattern • Emphasis • Balance • Unity 				

Program Standards: Grades 8/9
Visual Arts (3-Dimensional: Crafts/Pottery/Jewelry/Sculpture)

CKSD #1: The student communicates using the universal language of visual art through the application of the elements and principles of design.

Key Process, Elements: Components, Topics	Essential Process	Topic of Study Focus/ Theme	Techniques/Media	Evaluative Assessment
III. Applications <ul style="list-style-type: none"> • Variety of media • 2/3-dimensional, but not limited to • Multimedia technology - Tool for presenting information 	<ul style="list-style-type: none"> • Individual/team • Collaborative • Choices • Risk-taking • Tool for presenting information 	<ul style="list-style-type: none"> • Media • Techniques/Style • Technical means 	<ul style="list-style-type: none"> • Clay • Plaster • Wire • Wood • Metal • Paper • Found objects • Fabric • Jewelry • Other 	<p style="text-align: center;">Rubric</p> <ul style="list-style-type: none"> • Starts and finishes projects within definite time limits • Is able to create a project plan • Demonstrates control of various media • Use of technology

Program Standards: Grades 8/9
Visual Arts (3-Dimensional: Crafts/Pottery/Jewelry/Sculpture)

CKSD #2: The student uses creative cognition skills to interpret and solve problems resulting in a set of production processes and/or product.

Key Process, Elements: Components, Topics	Essential Process	Topic of Study Focus/ Theme	Techniques/Media	Evaluative Assessment
I. Art Production <ul style="list-style-type: none"> • Basic knowledge • Media • Methods/Techniques • Tools, materials, equipment • Health/Safety concerns 	<ul style="list-style-type: none"> • Elements and Principles of Design • Selection of media, materials, equipment appropriate to activity • Use and care of equipment and materials • Health/safety procedures 	<ul style="list-style-type: none"> • Techniques • Area - size • Media, such as: <ul style="list-style-type: none"> - Clay - Plaster • Free standing (balance principle) • Lead/silicosis • Kiln 	<ul style="list-style-type: none"> • Use of an armature • Slab • Coil • Sculpture • Pinch pot • Relief • Design • Wheel, throwing • Hand built • Molds 	<p style="text-align: center;">Rubric</p> <ul style="list-style-type: none"> • Applies Elements and Principles of Design knowledge into own artwork • Understands media/ techniques, is in control of medium, selects appropriately • Knows tools and equipment, cares for them appropriately • Knows safety and health procedures

Program Standards: Grades 8/9
Visual Arts (3-Dimensional: Crafts/Pottery/Jewelry/Sculpture)

CKSD #2: The student uses creative cognition skills to interpret and solve problems resulting in a set of production processes and/or product.

Key Process, Elements: Components, Topics	Essential Process	Topic of Study Focus/ Theme	Techniques/Media	Evaluative Assessment
II. Production Process <ul style="list-style-type: none"> • Field work • Thumbnail drawings • Strategies/ Techniques, explorations • Finished project 	<ul style="list-style-type: none"> • Draw a plan showing project from many viewpoints • Sketchbook/notebook or journal • Research • Organization • Quality • Choices (decisions) • Problem solving • Expression (self or individual) 	<ul style="list-style-type: none"> • Choose appropriate media • Initiate and complete project 	<ul style="list-style-type: none"> • Brainstorm/sketch • Collect appropriate materials 	<p style="text-align: center;">Rubric</p> <ul style="list-style-type: none"> • Research • Understands/ demonstrates artistic problem-solving process from research design to finished project/ presentation • Demonstrates time management and organizational skills

Program Standards: Grades 8/9
Visual Arts (3-Dimensional: Crafts/Pottery/Jewelry/Sculpture)

CKSD #2: The student uses creative cognition skills to interpret and solve problems resulting in a set of production processes and/or product.

Key Process, Elements: Components, Topics	Essential Process	Topic of Study Focus/ Theme	Techniques/Media	Evaluative Assessment
III. Presentation of Artwork <ul style="list-style-type: none"> • Quality • Creativity 	<ul style="list-style-type: none"> • Choices (decisions) • Problem solving 	<ul style="list-style-type: none"> • Influence - cultural, environmental • Quality • Purpose - functional, nonfunctional (interaction with) 	<ul style="list-style-type: none"> • Presentation appropriate to media/artwork • Originality 	<p style="text-align: center;">Rubric</p> <ul style="list-style-type: none"> • Presentation holds viewer attention, draws viewer in; powerful, uniqueness, originality, compelling
IV. Art Criticism <ul style="list-style-type: none"> • Describe • Analyze • Interpret • Judge 	<ul style="list-style-type: none"> • Value individual's own work • Value others' work • Discussion and observation 	<ul style="list-style-type: none"> • Objectively critique works of art to a set of criteria • Criteria for evaluation 	<ul style="list-style-type: none"> • Slides, computer, actual work • Setting/environmental placement of art 	<ul style="list-style-type: none"> • Knows, understands, and applies visual language/vocabulary • Objectively critiques works of art to a set of criteria

Program Standards: Grades 8/9
Visual Arts (3-Dimensional: Crafts/Pottery/Jewelry/Sculpture)

CKSD #3: The student uses analytical processes to make historical, cultural, intrapersonal, and global connections.

Key Process, Elements: Components, Topics	Essential Process	Topic of Study Focus/ Theme	Techniques/Media	Evaluative Assessment
I. Art History <ul style="list-style-type: none"> • Relationships/ Connections/Time • Subjects/themes • Symbols • Art Schools/ Movements 	<ul style="list-style-type: none"> • Research • Discussion 	<ul style="list-style-type: none"> • Functional pottery versus decorative pottery • Understand major historical art movements • Major artists • Historical influences • Usage of time period 	<ul style="list-style-type: none"> • Potter's wheel • Hand-built construction • Mold usage 	<p style="text-align: center;">Rubric</p> <ul style="list-style-type: none"> • Is able to make connections between past and present art production • Understands role between art and community/culture and society's role in art
II. Cultures/Community <ul style="list-style-type: none"> • Relationships/ Connections • Subjects/Themes • Symbols • Cultural style 	<ul style="list-style-type: none"> • Understand how pottery has evolved throughout history • Analyze 	<ul style="list-style-type: none"> • Societal • Green ware • Bisque ware • Glaze ware • Staining/painting 	<ul style="list-style-type: none"> • Earthenware - low/high fire • Stoneware • Porcelain • Finishing 	<ul style="list-style-type: none"> • Understands and is able to express his/her role in culture and community • How culture influences art

Program Standards: Grades 8/9
Visual Arts (3-Dimensional: Crafts/Pottery/Jewelry/Sculpture)

CKSD #3: The student uses analytical processes to make historical, cultural, intrapersonal, and global connections.

Key Process, Elements: Components, Topics	Essential Process	Topic of Study Focus/ Theme	Techniques/Media	Evaluative Assessment
III. Process <ul style="list-style-type: none"> • Research • Reflection/Analysis/ Evaluation • Comprehension 	<ul style="list-style-type: none"> • Access information about historical and cultural trends in art 	<ul style="list-style-type: none"> • Historical and cultural trends in art 	<ul style="list-style-type: none"> • Access information about historical and cultural trends in art • Technology/resources 	<p style="text-align: center;">Rubric</p> <ul style="list-style-type: none"> • Researches and incorporates into own work
IV. Life Participation <ul style="list-style-type: none"> • Career • Consumer • Recreation • Cultural style 	<ul style="list-style-type: none"> • Understand how art can influence community, jobs, living quality, leisure time, daily life, and beauty • Discussion • Observation 	<ul style="list-style-type: none"> • Consumer • Designer • Pleasure 	<ul style="list-style-type: none"> • Activities and exhibits • Design for competitions • Viewer/observer 	<ul style="list-style-type: none"> • Demonstrates knowledge of various art careers and leisure activities • Is able to make sound choices as consumer of art

Program Standards: Grades 8/9
Visual Arts (3-Dimensional: Crafts/Pottery/Jewelry/Sculpture)

CKSD #4: The student recognizes, encourages, and acknowledges creative and artistic voice through aesthetics.

Key Process, Elements: Components, Topics	Essential Process	Topic of Study Focus/ Theme	Techniques/Media	Evaluative Assessment
<p>I. Aesthetic Characteristics</p> <ul style="list-style-type: none"> • Perception • Appreciation <hr/> <p>II. Aesthetic Analysis</p> <ul style="list-style-type: none"> • Subject view <ul style="list-style-type: none"> - Who - What - When - Why - Where - How • Composition view • Content view 	<ul style="list-style-type: none"> • Identify, articulate, and affirm personal reactions and feelings when viewing art • Recognize and identify a wide range of media techniques in art • Understand how art serves many different purposes and functions • Begin to appreciate and judge one's own art and that of others according to consistent external criteria • Recognize and utilize many diverse types of artistic expression 	<ul style="list-style-type: none"> • Perception uses all senses <ul style="list-style-type: none"> - Emotions - Observation • 3-dimensional pieces 	<ul style="list-style-type: none"> • Sculpture viewed in "The Round" • Textures and patterns explored in clay, plaster, wood, etc. 	<p style="text-align: center;">Rubric</p> <ul style="list-style-type: none"> • Explains reactions and feelings through artistic terms • Recognizes, acknowledges, and is able to use diversity in artistic expression • Knows and demonstrates steps in critiquing and analyzing art • Explains why presentation holds viewer's attention, draws viewer in; powerful, uniqueness, originality, compelling • Communicates • Knows/understands/ applies visual language/ vocabulary • Objectively critiques works of art to a set of criteria

Program Standards: Grades 8/9
Visual Arts (3-Dimensional: Crafts/Pottery/Jewelry/Sculpture)

CKSD #4: The student recognizes, encourages, and acknowledges creative and artistic voice through aesthetics.

Key Process, Elements: Components, Topics	Essential Process	Topic of Study Focus/ Theme	Techniques/Media	Evaluative Assessment
III. Recognizing Artistic Voice <ul style="list-style-type: none"> • In self • In others 	<ul style="list-style-type: none"> • Recognize intent and/or meaning • Decision/choice 	<ul style="list-style-type: none"> • Thoughts/feelings/ideas • Expression • Evaluation • Refining • Articulating 		<p style="text-align: center;">Rubric</p> <ul style="list-style-type: none"> • Recognizes artistic voice in self and in others

Washington State Essential Academic Learning Requirements For Visual Arts

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