

Vision Statement

Enriching the lives of all students through art is the goal of the Pond Cove School Visual Arts program. To achieve this goal the program works to provide all students with knowledge of the basic art fundamentals while also instilling an appreciation of art within them. These skills will lead the students toward better self expression and the ability to better identify art in their world. Art is also a valuable learning tool that reinforces the other disciplines. As students become educated in the arts, their minds, lives, and talents will begin to flourish in every aspect of their lives.

The Pond Cove School Art curriculum adheres to the Maine State Learning Standards. For more information on the Maine State Learning Standards go to www.maine.gov/education

Standard A: Visual Arts Literacy has three Performance Indicators that teach students that artists and their artwork can have many purposes. The Elements of Art and Principles of Design are just as important as the media, tools, techniques, and processes.

Standard B is Creation, Performance and Expression. As in Standard A Dance, Music, Theatre and Visual Arts are divided. This distinguishes what is important for each discipline of the Arts for Creation, Performance and Expression.

Standards C, D, and E describe the Standards and Performance Indicators that are applicable for all 4 disciplines of the Arts. The Content Panel determined that there are enough similarities between and among the 4 to present them this way. In Standard C students approach artistic problem-solving using multiple solutions and the creative process. In Standard D students describe, analyze, interpret, and evaluate dance, music, theatre, and visual arts. In Standard E students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

Visual Art
Grade 1-3

Curriculum Map

	Priority Learning Goals	Secondary Learning Goals	Instructional Strategies/ Pedagogy	Formative/Summative Assessments (Assignments, Projects, Performances)	MLR's
Grade 1	<p>Students identify expected behaviors that impact the quality of their art and participation in the arts.</p> <p>Students will create art using basic media to communicate feelings and ideas.</p> <p>Students will identify and demonstrate creative problem solving skills.</p> <p>Students will use visual elements such as lines, colors, shapes, etc. to produce original artwork.</p> <p>Demonstrate the ability to use basic media, tools and processes to make 3D art</p> <p>Students describe the role of art in their environments (home, neighborhood) with examples chosen from architecture, clothing and other forms in everyday life.</p>	<p>Students will demonstrate proper use and care of materials.</p> <p>Students will demonstrate safe practices in the art room.</p> <p>Students will create art using a variety of media including watercolor, clay, paint, crayons, pastels and collage.</p> <p>Students will create neighborhood collages, snow person paintings, and watercolor self-portraits.</p> <p>Students will create art using scissors, clay tools, paintbrushes, collage materials.</p> <p>Students will create paintings depicting a dream or a memory.</p> <p>Students will create line watercolor resist paintings as they listen to various genres of music.</p>	<p>Inquiry Based Learning Students are actively engaged in activities in small groups on the floor or at tables. Observation and discussion is occurring on a regular basis. There is plenty of exploration and inquiry. Typical questions are "I wonder what would happen if I do this?"</p> <p>Learning Styles Students learn in different ways. Some are visual learners, some are auditory, others are kinesthetic. Lessons are designed to address all learning styles.</p> <p>Bloom's Taxonomy Benjamin Bloom categorizes levels of learning. Lower methods are called knowledge and comprehension. Higher methods are called synthesis and evaluation. These methods are used to formulate questions that enable students to increase critical thinking skills, retain and learn information better.</p>	<p>Observation Formative Assessment Performance based Rubrics Pair/Group Share Self assessment Art project Critique Teacher log Checklists Demonstrations Movement games</p>	<p>E5 A2 B1 B2 B3 B4 D1 C1 A1 E4 D1 A3 E1</p>

Create art based on and inspired by a variety of styles and art forms throughout art history.

Students will make connections between the visual arts and other content areas.

Students will create artworks inspired by Impressionism, Monet, van Gogh, Chagall, Ringgold

Students will create at least one writing sample to describe their art work.

Students will listen to and discuss the works of several writers and illustrators.

Eric Carle, Faith Ringgold, Lois Ehlert, Audrey Penn

Students will create art work inspired by music from around the world.

Students will apply science to create clay work and mix paint.

Students will use movement to describe visual elements.

Students will demonstrate proper use and care of

<p>Students identify expected behaviors that impact the quality of their art and participation in the arts.</p>	<p>materials. Students will demonstrate safe practices in the art room.</p>	<p>E5</p>
<p>Students will create art using a variety of media.</p>	<p>Students will create art using a variety of different media including crayon resist, Styrofoam printing, wooden sculpture, watercolor, collage, painting and clay.</p>	<p>A2</p>
<p>Students will use visual elements such as lines, colors, shapes, etc. to produce original artwork.</p>	<p>Students will create paintings using warm and cool colors. They will then weave the cool painting into the warm painting.</p>	<p>B1</p>
<p>Students will identify and demonstrate creative problem solving skills.</p>	<p>Students will create Styrofoam prints. Students will create cut paper collages. Students will create 3D sculptures.</p>	<p>B2</p>
<p>Students will use familiar media in new ways and apply techniques that combine media.</p>	<p>Students will create positive negative abstract collages in the manner of Henri Matisse's paper cut -outs.</p>	<p>B3</p>
<p>Students will be introduced to new media.</p> <p>Students will create art through activities such as drawing, painting, collage, printmaking, weaving, sculpture and other three dimensional artwork.</p> <p>Students will apply a variety of styles and types of art forms.</p>	<p>Students will create large flower paintings inspired by Georgia</p>	<p>B4 D1 C1</p>

<p>Students will perceive and respond to works of art understanding that art can communicate feelings and ideas</p> <p>Students will develop perceptual skills and a meaningful art vocabulary through physical movement, visual searches and game-like activities.</p> <p>Students will describe the role of art in everyday life, in their community and the world that surrounds them.</p> <p>Students will explain how observations of the environment have inspired adult artists and can provide inspiration for their own art.</p> <p>Students will investigate the function of art in different cultures and time periods.</p> <p>Students will make connections between the visual arts and other content areas.</p>	<p>O'Keefe.</p> <p>Students will be introduced to art vocabulary and demonstrate understanding through discussions, peer share and self-assessments. (pattern, geometric vs. organic shapes Positive and neg. space, foreground, middle-ground, background.)</p> <p>Students will discuss and respond to the paintings of a variety of artist such as Georgia O'Keefe, Henri Matisse and Henri Rousseau.</p> <p>Students will create paintings inspired by historic and cultural influences.</p>		<p>A1</p> <p>E4</p> <p>D1</p> <p>A3</p> <p>E1</p>
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<p>Students identify expected behaviors that impact the quality of their art and participation in the arts.</p> <p>Identify and describe the elements of art (line, shape, color, texture, form, space and value) in their own work and the work of others.</p> <p>Students describe and apply steps of creative problem solving.</p> <p>Students will perceive and describe subtle visual qualities such as lines, colors, shapes, textures and patterns within the natural and constructed environment.</p> <p>Create art by using greater flexibility in materials and trying different ways of solving problems. (clay, color pencil, paint, pastels.</p> <p>Students will create art using basic media to communicate feelings and ideas.</p> <p>Students understand and describe the role of art in everyday life, in the world</p>	<p>Students will demonstrate proper use and care of materials.</p> <p>Students will demonstrate safe practices in the art room.</p> <p>Students will create a under the sea painting using texture plates and line. Students will then describe their work to the class using the elements of art vocabulary.</p> <p>Students will create name designs that describe their personalities.</p> <p>Students will create warm/cool pastel leaf studies using texture, and color blending.</p> <p>Students will create self portraits which depict mood and use proper proportions of the face.</p> <p>Students will use blending and value to create a work of art.</p> <p>Students will explore the art of Ancient Egypt and Mexico.</p>	<p>E5</p> <p>A2</p> <p>B1</p> <p>B2</p> <p>B3</p> <p>B4</p> <p>D1</p> <p>C1</p>
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<p>and throughout history.</p> <p>Students will create art using a variety of media.</p> <p>Create three dimensional art.</p> <p>Perceive and respond to works of art.</p> <p>Describe the functions, cultural origin and relative age of selected works of art.</p> <p>Develop an understanding of the role of art in everyday life.</p> <p>Students will make connections between the visual arts and other content areas.</p>	<p>Students will create a clay project using slipping, scoring and glazing techniques.</p>	<p>A1 E4</p> <p>D1</p> <p>A3</p> <p>E1</p>
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	<p>Students identify expected behaviors that impact the quality of their art and participation in the arts.</p> <p>Identify and describe the elements of art and how their applications can influence a work of art.</p> <p>Students describe and apply steps of creative problem solving.</p> <p>Students will be familiar with the principles of design.</p> <p>Create art by using a wide range of media including cut paper, collage, clay printmaking materials and multi media.</p>	<p>Students will demonstrate proper use and care of materials.</p> <p>Students will demonstrate safe practices in the art room.</p> <p>Students will create a color wheel.</p> <p>Students will mix and apply tints and shades to create color values.</p> <p>Students will fill in a value scale.</p> <p>Students will use color to create mood or emotion.</p>			<p>E5 A2 B1 B2</p> <p>B3 B4</p> <p>D1 C1</p>

<p>Develop new ways to apply skills and concepts introduced in grades 1, 2, and 3 to create more complex works of art.</p> <p>Use problem solving strategies that promote originality.</p> <p>Use design concepts for specific purposes such as color to express a mood, diagonal lines. to portray action and repetition to create visual rhythms.</p> <p>Perceive and respond to works of art.</p> <p>Apply art terms to describe and contrast visual qualities.</p> <p>Analyze the functions, cultural origin and relative age of selected works of art.</p> <p>Students understand and describe the role of art in everyday life, in the world and throughout history.</p> <p>Students will make connections between the visual arts and other content areas.</p>	<p>Students will understand the symbolic and emotional elements of color in art and design.</p> <p>Students will create a clay project using slipping, scoring and glazing techniques.</p> <p>Students will identify radial designs in nature and in manmade objects.</p> <p>Students will create a radial design using symbolism to represent a character trait.</p> <p>Participate in a interdisciplinary performance</p> <p>Work in groups to: identify , interpret , analyze, and judge a piece of art work</p>	<p>A1 E4</p> <p>D1</p> <p>A3</p> <p>E1</p>
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Differentiated Instruction -The goal of the Pond Cove Art curriculum is to provide all students with an appropriately differentiated curriculum that challenges them at their individual artistic level. Differentiated instruction is offered as a blend of more complex and conceptually based content, approached through more rigorous thinking, questioning, research and inquiry strategies. The curriculum is modified in pace, depth and evaluation to enable students to recognize and aspire to their highest intellectual potential.

Specifically, students at the 1-2 level (The K students don't come to Art classes) are given opportunities to go deeper, broader or beyond the lesson being taught. Lessons allow for students to work to their full potential. For example, in a recent lesson students looked at the work of Georgia O'Keefe and the work of Claude Monet. Students were asked to compare and contrast the two paintings. Gifted students were asked questions which required them to use higher cognitive skills.

As students painted they mixed primary colors to create secondary colors. Gifted students were encouraged to create tertiary colors, tints and tones.

Open-ended projects: Projects which allow students to create their own options and that encourage problem solving, higher level and/or creative thinking.

Resources:

Maine State Learning Results

MAEA Visual Arts Curriculum Framework

Topics or Unit Descriptions and Timeframes:

Elements of Art and Design

Craftsmanship

2D design

3D design

Cape Elizabeth Schools K-12 Curriculum Template

Grade Level / Course: First Grade

Content Area: Elementary Art

Brief Course Description:

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Standard A: Visual Arts Literacy has three Performance Indicators that teach students that artists and their artwork can have many purposes. The Elements of Art and Principles of Design are just as important as the media, tools, techniques, and processes.

Standard B: is Creation, Performance and Expression. As in Standard A Dance, Music, Theatre and Visual Arts are divided. This distinguishes what is important for each discipline of the Arts for Creation, Performance and Expression.

Standards C, D, and E: describe the Standards and Performance Indicators that are applicable for all 4 disciplines of the Arts. The Content Panel determined that there are enough similarities between and among the 4 to present them this way. In Standard C students' approach artistic problem solving using multiple solutions and the creative process. In Standard D students describe, analyze, interpret, and evaluate dance, music, theatre, and visual arts. In Standard E students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal setting, and to interpersonal interaction.

Priority/Mastery Knowledge & Skills	Assessment	MLR
Be familiar with elements and of art	Observation Formative Assessment Performance based Rubrics	A2
Be familiar with art media and tools	Observation Formative Assessment Performance based Rubrics	A3
Demonstrate the ability to use basic media, tools, and processes to create works of art.	Observation Formative Assessment Performance based Rubrics	B1
Students observe, listen to and ask questions about art	Observation Formative Assessment Performance based Rubrics	D1
Students identify and demonstrate positive interpersonal skills that impact the quality of their art and participation in the arts	Observation Formative Assessment Performance based Rubrics	E5
Second Tier Priority / Exposure Knowledge & Skills	Assessment	MLR
Students will explore art of different times, places and cultural traditions	Observation Formative Assessment Performance based Rubrics	A1
Students will explore art media and tools for a variety of art forms	Observation Formative Assessment Performance based Rubrics	A3

Students use Elements of Art to create original art works including paintings, 3D work, drawings from imagination and real life.	Observation Formative Assessment Performance based Rubrics	B2
Students create art works that communicate ideas and feelings and demonstrate skill in the use of media, tools and techniques and processes.	Observation Formative Assessment Performance based Rubrics	B3
Students apply creative problem-solving skills to their art work	Observation Formative Assessment Performance based Rubrics	C1
Students demonstrate choices that will lead to success in the arts such as effort and cooperation	Observation Formative Assessment Performance based Rubrics	E3

Instructional Strategies:

Inquiry Based Learning Students are actively engaged in activities in small groups on the floor or at tables. Observation and discussion is occurring on a regular basis. There is plenty of exploration and inquiry. Typical questions are "I wonder what would happen if I do this?"

Learning Styles Students learn in different ways. Some are visual learners, some are auditory, and others are kinesthetic. Lessons are designed to address all learning styles. Howard Gardner says all people excel in certain areas or intelligences. Some have linguistic intelligence; some have musical, logical, spatial, kinesthetic, personal and intrapersonal.

Bloom's Taxonomy Benjamin Bloom categorizes levels of learning. Lower methods are called knowledge and comprehension. Higher methods are called synthesis and evaluation. These methods are used to formulate questions that enable students to increase critical thinking skills, retain and learn information better.

Resources:

Maine State Learning Results

Story Books

Art reproductions

Art materials

Topics or Unit Descriptions and Timeframes:

Elements of Art and Design

Craftsmanship

2D design

3D design

Cape Elizabeth Schools K-12 Curriculum Template

Grade Level / Course: Second Grade

Content Area: Elementary Art

Brief Course Description:

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Priority/Mastery Knowledge & Skills	Assessment	MLR
Be familiar with elements and of art	Observation Formative Assessment Performance based Rubrics	A2
Name art media and tools	Observation Formative Assessment Performance based Rubrics	A3
Demonstrate the ability to use basic media, tools, and processes to create works of art.	Observation Formative Assessment Performance based Rubrics	B1
Students observe, listen to, describe and ask questions about art	Observation Formative Assessment Performance based Rubrics	D1
Students identify connections between and among the arts and other disciplines	Observation Formative Assessment Performance based Rubrics	E2
Students identify and demonstrate positive interpersonal skills that impact the quality of their art and participation in the arts	Observation Formative Assessment Performance based Rubrics	E5
Second Tier Priority / Exposure Knowledge & Skills	Assessment	MLR
Students will recognize art of different times, places and cultural traditions	Observation Formative Assessment Performance based Rubrics	A1

Describe art media and tools for multiple art forms	Observation Formative Assessment Performance based Rubrics	A3
Students use Elements of Art to create original art works including paintings, 3D work, drawings from imagination and real life.	Observation Formative Assessment Performance based Rubrics	B2
Students create art works that communicate ideas and feelings and demonstrate skill in the use of media, tools and techniques and processes.	Observation Formative Assessment Performance based Rubrics	B3
Students apply creative problem-solving skills to their art work	Observation Formative Assessment Performance based Rubrics	C1
Students understand that there are shared characteristics among the arts and other disciplines	Observation Formative Assessment Performance based Rubrics	E2
Students demonstrate choices that will lead to success in the arts such as effort and cooperation	Observation Formative Assessment Performance based Rubrics	E3

Instructional Strategies:

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Resources:

Maine State Learning Results

Story Books

Art reproductions

Art materials

Topics or Unit Descriptions and Timeframes:

Elements of Art and Design

Craftsmanship

2D design

3D design

**Cape Elizabeth Schools
K-12 Curriculum Template**

Grade Level / Course: Third Grade

Content Area: Elementary Art

Brief Course Description:

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Priority/Mastery Knowledge & Skills	Assessment	MLR
Name and identify elements and of art	Observation Formative Assessment Performance based Rubrics	A2
Name art media and tools	Observation Formative Assessment Performance based Rubrics	A3
Demonstrate the ability to use a variety of media, tools, and processes to create works of art.	Observation Formative Assessment Performance based Rubrics	B1
Students observe, listen to, describe and ask questions about art	Observation Formative Assessment Performance based Rubrics	D1
Students identify connections between and among the arts and other disciplines	Observation Formative Assessment Performance based Rubrics	E2
Students identify and demonstrate positive interpersonal skills that impact the quality of their art and participation in the arts	Observation Formative Assessment Performance based Rubrics	E5
Second Tier Priority / Exposure Knowledge & Skills	Assessment	MLR
Students will be able to identify art of different times, places and cultural traditions	Observation Formative Assessment Performance based Rubrics	A1

Describe art media and tools for multiple art forms	Observation Formative Assessment Performance based Rubrics	A3
Students use Elements of Art to create original art works including paintings, 3D work, drawings from imagination and real life.	Observation Formative Assessment Performance based Rubrics	B2
Students create art works that communicate ideas and feelings and demonstrate skill in the use of media, tools and techniques and processes.	Observation Formative Assessment Performance based Rubrics	B3
Students apply creative problem-solving skills to their art work	Observation Formative Assessment Performance based Rubrics	C1
Students describe characteristics shared between and among the arts and other disciplines	Observation Formative Assessment Performance based Rubrics	E2
Students identify and demonstrate choices that will lead to success in the arts including time management and cooperation	Observation Formative Assessment Performance based Rubrics	E3

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Maine State Learning Results

Story Books

Art reproductions

Art materials

Topics or Unit Descriptions and Timeframes:

Elements of Art and Design

Craftsmanship

2D design

3D design

Cape Elizabeth Schools K-12 Curriculum Template

Grade Level / Course: Fourth Grade

Content Area: Elementary Art

Brief Course Description:

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Priority/Mastery Knowledge & Skills	Assessment	MLR
Identify, describe and name elements and of art	Observation Formative Assessment Performance based Rubrics	A2
Name art media and tools and techniques	Observation Formative Assessment Performance based Rubrics	A3
Demonstrate the ability to use a variety of media, tools, and processes to create works of art.	Observation Formative Assessment Performance based Rubrics	B1
Students observe, listen to, describe and ask questions about art using elements of art vocabulary	Observation Formative Assessment Performance based Rubrics	D1
Students identify connections between and among the arts and other disciplines	Observation Formative Assessment Performance based Rubrics	E2
Students identify and use positive interpersonal skills that impact the quality of their art and participation in the arts	Observation Formative Assessment Performance based Rubrics	E5
Second Tier Priority / Exposure Knowledge & Skills	Assessment	MLR
Students will be able to name and identify art of different times, places and cultural traditions	Observation Formative Assessment Performance based Rubrics	A1

Describe art media and tools for multiple art forms	Observation Formative Assessment Performance based Rubrics	A3
Students use Elements of Art to create original art works including paintings, 3D work, drawings from imagination and real life.	Observation Formative Assessment Performance based Rubrics	B2
Students create art works that communicate ideas and specific feelings and demonstrate skill in the use of media, tools and techniques and processes.	Observation Formative Assessment Performance based Rubrics	B3
Students describe and apply creative problem-solving skills	Observation Formative Assessment Performance based Rubrics	C1
Students identify and demonstrate choices that will lead to success in the arts including time management and cooperation	Observation Formative Assessment Performance based Rubrics	E3

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Maine State Learning Results

Story Books

Art reproductions

Art materials

Topics or Unit Descriptions and Timeframes:

Elements of Art and Design

Craftsmanship

2D design

3D design

First Grade Self-Assessment, Wild Slabs Project

Student Name:

Teacher Name:

Date:

I used whole-body listening when the story was read:



I drew a Wild Thing that filled my whole paper:



I drew features and texture on my clay Wild Thing:



I did my best job painting:



I followed directions well:



Black Glue Resist Birds

Teacher Name: _____

Date: _____

Student Name: _____

CATEGORY	4	3	2	1	Score
Color Choices	Choice and application of color shows a clear understanding of the discussion about colors and how they make us feel.	Colors are appropriate for the idea being expressed.	Colors are not appropriate for the idea being expressed.	Student needs to work on comprehension of discussion and using that knowledge in his/her work.	
Painting skill/glue application	Application of paint and glue is preplanned and done in a very logical manner. Colors remain sharp and within boundaries.	Paint and glue are applied in a careful, logical manner.	Painting skill and control with the glue is somewhat lacking. A few drips, ragged edges and failure of certain areas being filled in.	Student needs to work on controlling paint and glue. Muddy colors, ragged edges or blobs are evident throughout the painting.	
Drawing	Drawing is expressive and detailed. Shapes and/or texture are used to add interest to the painting. Student has great control and is able to experiment a little.	Drawing is expressive and somewhat detailed. Little use has been made of pattern or texture. Student has basics, but had not "branched" out.	Drawing has few details. It is primarily representational with very little use of pattern or texture. Student needs to improve control.	The drawing lacks almost all detail OR it is unclear what the drawing is intended to be. Student needs to work on control.	
Time/Effort	Class time was used wisely. Much time and effort went into the planning and design of the project.	Class time was used wisely.	Class time was not always used wisely, but student completed the work.	Class time was not used wisely and the student did not complete the work in class.	

Third Grade Self-Assessment, Clay Caricature Fish Project

Teacher:

Student's Name:

Date:

Why do we scratch and attach (score and slip) before we can add pieces to our projects?

What is the kiln?

What is slip made from?

What is a caricature?

Did you do your best work? Please explain:

Name _____ Teacher _____

Please draw a line from the word to the correct definition of the word.

kiln

a brown substance that comes from the earth and is used to create sculpture and pottery.

slip

oven for clay

terra cotta

a word used to describe cooking clay

fire

a type of clay

wedge

a mixture of water and clay used, like glue, to attach two pieces of clay

clay

kneading clay to force out the air bubbles

scratch and attach

a process to attach two pieces of clay

Did you work hard and do your best work? Give yourself a 1, 2 or 3.

Best effort= 1

Pretty good =2

I could have worked harder = 3

Did you clean up after yourself? (1, 2 or 3)

Did you work cooperatively and quietly? (1, 2 or 3)

Comments?

**Marguerite Lawler-Rohner
Cape Elizabeth Middle School
Curriculum Template, Grades 5-8**



At the middle school level students develop their understandings of the foundations of art through variety of units that teach the key concepts. The progression of learning is in evidence with the depth of investigation and student comprehension of art foundations.

Grade 5 -Students meet three days out of a six-day rotation for one trimester during the school year.	Grade 6- Students meet three days out of a six-day rotation for one trimester during the school year.	Grade 7- Students meet three days out of a six-day rotation for one trimester during the school year.	Grade 8- Students meet three days out of a six-day rotation for one trimester during the school year.
Students will	Students will	Students will	Students will
<ul style="list-style-type: none"> * Learn appropriate use of art media tools in a safe manner including set-up and clean-up. * Create art with a variety of media and tools. * Be introduced to a variety of art processes in sequential steps. 	<ul style="list-style-type: none"> * Practice appropriate use of art media tools. * Create art with a variety of media and tools. * Practice a variety of art processes in sequential steps. 	<ul style="list-style-type: none"> * Practice appropriate use of art Media tools. * Create art with a variety of media and tools. * Practice a variety of art processes in sequential steps. 	<ul style="list-style-type: none"> * Practice appropriate use of art Media tools. * Create art with a variety of media and tools. * Practice a variety of art processes in sequential steps
<ul style="list-style-type: none"> * Combine visual literacy with the written word in the development of ideas. * Develop visual brainstorming skills in the practice of the creative process. * Creatively problem-solve ideas through self-editing and group critiques. * Use technology as a fine art tool and resource. 	<ul style="list-style-type: none"> * Combine visual literacy with the written word in the development of ideas. * Research artists and art movements in context to classroom learning. * Use technology as a fine art tool and resource. * Creatively problem-solve ideas through self-editing and group critiques. 	<ul style="list-style-type: none"> * Combine visual literacy with the written word in the development of ideas. * Research artists and art movements in context to classroom learning. * Creatively problem-solve ideas through self-editing and group critiques. * Use technology as a fine art tool and resource. 	<ul style="list-style-type: none"> * Combine visual literacy with the written word in the development of ideas. * Research artists and art movements in context to classroom learning. * Creatively problem-solve ideas through self-editing and group critiques. * Use technology as a fine art tool and resource.
<ul style="list-style-type: none"> * Learn about the purposes of art in relationship to culture, function, self-expression and communication of beliefs. * Investigate art from different times and cultures. * Analyze artworks in context to the elements and principles of design. * Practice page design in composition with awareness to organization. 	<ul style="list-style-type: none"> * Learn to write about art in relationship to key concepts covered in class. * Learn about the purposes of making art in relationship to culture, function, self-expression and communication of beliefs. * Investigate art from different times and cultures. * Analyze artworks in context to the elements and principles of design. 	<ul style="list-style-type: none"> * Learn about the purposes of making art in relationship to culture, function, self-expression and communication of beliefs. * Investigate art from different times and cultures. * Write about art in context to its function and meaning with. * Analyze artworks in context to the elements and principles of design. 	<ul style="list-style-type: none"> * Learn about the purposes of making art in relationship to culture, function, self-expression and communication of beliefs. * Investigate art from different times and cultures. * Analyze artworks in context to the elements and principles of design. * Practice page design in composition with awareness to organization.
<ul style="list-style-type: none"> * Practice the elements and principles of design in 2D and 3D * Practice the features of composition and practice the concepts. 	<ul style="list-style-type: none"> * Practice the elements and principles of design in 2D and 3D * Practice the features of composition and practice the concepts. 	<ul style="list-style-type: none"> * Practice the elements and principles of design in 2D and 3D * Explore the features of composition in abstract, on-objective and realistic art. 	<ul style="list-style-type: none"> * Practice the elements and principles of design in 2D and 3D * Explore the features of composition in abstract, on-objective and realistic art Practice the features of composition.

<ul style="list-style-type: none"> *Reflect on learning experiences in the classroom. *Self-assess art performance in the classroom. 	<ul style="list-style-type: none"> *Reflect on learning experiences in the classroom. *Self-assess art performance in the classroom. 	<ul style="list-style-type: none"> *Reflect on learning experiences in the classroom. *Self-assess art performance in the classroom. 	<ul style="list-style-type: none"> *Reflect on learning experiences in the classroom. *Self-assess art performance in the classroom.
<ul style="list-style-type: none"> *Select individual artwork and prepare for exhibition. 	<ul style="list-style-type: none"> *Select individual artwork and prepare for exhibition. 	<ul style="list-style-type: none"> *Select individual artwork and prepare for exhibition. 	<ul style="list-style-type: none"> *Select individual artwork and prepare for exhibition.
<ul style="list-style-type: none"> *Learn about the function of art in everyday life. *Be introduced to careers in art. *Create artworks from observation and imagination. *Maintain a sketchbook *Practice appropriate participation and cooperation in the art room. 	<ul style="list-style-type: none"> *Describe and apply steps of creative problem solving in 2D and 3D. *Describe and compare art forms in context to art processes, function, and purpose. *Examine the function of art in everyday life. *Investigate careers in art. *Create artworks from observation and imagination choosing appropriate media. *Maintain a sketchbook that reflects the elements and principles of design in image and word. *Practice appropriate participation and cooperation in the art room. *Practice safe behavior in the art room. 	<ul style="list-style-type: none"> *Apply steps of creative problem solving in 2D and 3D. *Compare art forms in context to art processes, function, and purpose. *Learn about the function of art in everyday life. *Be introduced to careers in art. *Create artworks from observation and imagination. *Maintain a sketchbook that reflects the elements and principles of design. *Practice appropriate participation and cooperation in the art room. *Practice safe behavior in the art room. 	<ul style="list-style-type: none"> *Describe and apply steps of creative problem solving in 2D and 3D. *Describe and compare art forms in context to art processes, function, and purpose. *Awareness of the function of art in everyday life. *Investigate careers in art. *Create artworks from observation and imagination following classroom criteria. *Maintain a sketchbook that reflects the elements and principles of design in image and word. *Practice appropriate participation and cooperation in the art room. *Practice safe behavior in the art room.

Alignment to the Maine Learning Results in Visual Arts:

- A. Disciplinary Literacy**
Students exhibit literacy in an art discipline by understanding and demonstrating concepts, skills, terminology, and processes.
- B. Creation, performance, and Expression**
Students create, express, and communicate through art discipline.
- C. Creative Problem Solving**
Students approach artistic problem solving using multiple solutions and the creative process.
- D. Aesthetics and Criticism**
Students describe, analyze, interpret, and evaluate art.
Devisal and Performing Art Connections
Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

Alignment to the National Standards in Visual Arts:

- 1. Content Standard: Understanding and applying media, techniques, and processes**
Achievement Standard:
Students a. select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices b. intentionally take advantage of the qualities and characteristics of *art media, techniques, and processes to enhance communication of their experiences and ideas
- 2. Content Standard: Using knowledge of *structures and functions**
Achievement Standard:

Students a. generalize about the effects of visual structures and functions and reflect upon these effects in their own work b. employ organizational structures and analyze what makes them effective or not effective in the communication of ideas c. select and use the qualities of structures and functions of art to improve communication of their ideas

3. Content Standard: Choosing and evaluating a range of subject matter, symbols, and ideas

Achievement Standard:

Students a. integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks b. use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

4. Content Standard: Understanding the visual arts in relation to history and cultures

Achievement Standard:

Students a. know and compare the characteristics of artworks in various eras and cultures b. describe and place a variety of art objects in historical and cultural contexts c. analyze, describe, and demonstrate how factors of time and place (such as climate, resources,

ideas, and technology) influence visual characteristics that give meaning and value to a work of art

5. Content Standard: Reflecting upon and *assessing the characteristics and merits of their work and the work of others

Achievement Standard:

Students a. compare multiple purposes for creating works of art b. analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry c. describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures 6. Content Standard: Making connections between visual arts and other disciplines

Achievement Standard:

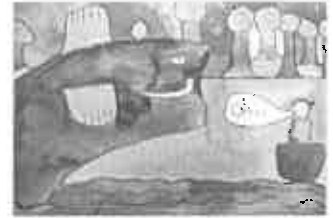
Students a. compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context

Alignment to Partnership of 21st Century Skills in Visual Arts:

The Partnership for 21st Century Skills maps demonstrate how the three Rs and four Cs (critical thinking and problem solving, communication, collaboration and creativity and innovation) can be fused within the curriculum.

The skills areas are: Critical Thinking and Problem Solving; Communication; Collaboration; Creativity; Innovation; Information Literacy; Media Literacy; Information, Communication, and Technology Literacy; Flexibility and Adaptability; Initiative and Self-direction; Social and Cross-cultural Skills; Productivity and Accountability; Leadership and Responsibility.

Cape Elizabeth Schools
K-12 Curriculum Template



Grade Level / Course: 5
Content Area: Visual Arts

Overarching Goal:

To teach how art links students to human experience across cultures, times, and places.

In 5th grade students have art for three days out of the six- day rotation for one trimester during the school year. The key learning concepts are organized and taught sequentially. Instruction is differentiated with a variety of teaching strategies to address the different learning styles, emotional intelligences and developmental ranges of this age group. Helping students make connections between what they already know and new knowledge enhances positive learning experiences.

Brief Course Description:

In fifth grade students deepen their knowledge base of the elements and principles of design in both the study of art and practice of different art processes. Students learn how to apply visual brainstorming and the written word in the development of individual art works from beginning to completion. Students explore and develop thinking skills in both two-dimensional and three-dimensional projects that reflect a variety of art styles from different cultures and time periods. Through creative play in open studio students experiment and learn the versatility of different art methods and materials. Students practice their perceptual skills in the study of the purposes of art, aesthetics, and art criticism in art history and their own work. Technology is integrated into the classroom learning when appropriate. Students learn proper care of materials and safe practices in the art room.

Alignment to the Maine Learning Results:

A:Disciplinary Literacy

Students exhibit literacy in an art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

B. Creation, Performance, and Expression

Students create, express, and communicate through the art discipline.

C. Creative Problem Solving

Students approach artistic problem solving using multiple solutions and the creative process.

D. Aesthetics and Criticism

Students describe, analyze, interpret, and evaluate art.

E. Visual and Performing Art Connections

Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

Link to District & School Expectations:

Reading:

Writing: x

Research:

Presentation: x

Organization/Study Skills: x

Priority / Mastery Knowledge & Skills	Assessment	MLR
Practice of elements and principles of art and design: line, shape, form, space, texture, value and color in 2D from preliminary sketches to completion. Practice of using a sketchbook journal for ideas and problem solving.	recorded observations, Criteria-checklists, self-reflection, and formative assessments.	A2, B3
Practice page design in composition with awareness to organization. Introduction to the spatial design, students learn the function of background, middle-ground, and foreground in the picture plane.	recorded observations, criteria-checklists, self-reflection, and formative assessments.	A2
Effective choices in the use of a variety of materials, techniques and art processes for the design and creation of visual works. Students learn about methods and materials through demonstrations, experimentation and practice.	recorded observations, criteria-checklists, self-reflection, and formative assessments.	D1, E1, E2
Students learn about the purposes of art in relationship to culture, function, self-expression and communication of beliefs. Investigate art from different times and cultures.	recorded observations, criteria-checklists, self-reflection, and formative assessments.	D1, E1, E2

Second Tier Priority / Exposure Knowledge & Skills		MLR
Creative problem-solving	Thumbnail sketches, art history research	C1, B3, B2
Articulation of critical thinking	Reflective writing	C1
Goal-setting	Formative assessment	E3
Integration of visual and verbal literacy	Art product	E2, D1
Safe practices in the art room, understanding care and clean up of artwork and tools.	Formative assessment	E5
Positive interpersonal skills for participation including group work and critiques	Formative assessment	E5
Preparation and exhibition of art	Exhibition	B4

Instructional Strategies:

- Flexible grouping/differentiated instruction
- Teaching students to set goals and to take responsibility of their own learning and assessment.
- Teaching to different modalities
- One to one interaction with teacher
- The inclusion of Studio Learning of to plan curriculum and classroom lessons and activities.
- Hands on activities designed to provide opportunities for application of the basic skills and higher order thinking skills to real life situations.
- Visiting Artists from the community come in and share their art career and experiences with students.
- Assessments-both formative and summative

Students provide evidence of learning through their art products, reflective writing about what they learned and created, group sharing and one to one conversations with the art teacher.

Resources:

Maine Learning Results in the Visual Arts, National Standards in the Visual Arts, National Board Standards in Art for the Early Adolescent and Secondary Art.

Unit Descriptions and Timeframes:

Timeframe- trimester approximately 26 days

Art is used a vehicle by which students explore and understand the commonality of the visual language in many different communities of the world past and present. Studying art provides opportunities for students to think of their own lives, values, and cultures, as well as defining what they think art is. In the study of Art of Eastern Traditions students make authentic connections in the arts and other disciplines. These connections reinforce the understanding of art as a common language. The thinking skills developed through the study and creation of art contribute to the neural connections that enhance learning in mathematics, reading, writing and general language development

Paste paper/Bookmaking- students create papers that are then used to construct individual sketchbooks for visual brainstorming

- The use of line through paint application and found objects.
- Creative play through patterning and page design
- Measurement and ruler skills
- pamphlet and lotus book construction

Kamishibai- Japanese storyboards /visual literacy integrated with the written word. Students explore Japanese storytelling through kamishibai learning about the people and their culture including art processes.

Visual brainstorming through idea development exploration of the process with thumbnail sketches.

- The use of line through pencil pressure and mark organization
- Visual brainstorming through idea development exploration of the process with thumbnail sketches.
- Creating composition that enhances the written word through the elements and principles of art.
- Creative play with chopstick and ink and watercolor layering with the emphasis on mark-making and color mixing.
- Combining images with creative writing, giving new meaning to storyboards.
- Group critique and reflective writing

Clay- Working in this medium provides students opportunities to use their hands in different ways to create form.

- Review of wedging, scoring and slipping, pinch pot.
- Creative play for experimentation of clay techniques.
- Formal study focuses on additive construction.
- Under painting application and overgraze-methods and materials instruction.
- Exhibition and group critique
- Reflective writing
-

Printmaking- the use of a variety of tools additive and subtractive to create multiple prints.

- Visual brainstorming to explore a variety of ideas.
- Methods and materials of printmaking processes
- Creative play for experimentation with color mixing
- Color theory exercises-monochromatic, complimentary, and analogous colors
- Group critique and reflective writing, preparation for exhibition

Open Studio- students learn about methods and materials of art-making

- Visual brainstorming to explore a variety of ideas.
- Practice and experimentation
- Reflective writing and group sharing

**Cape Elizabeth Schools
K-12 Curriculum Template**



Grade Level / Course: 6
Content Area: Visual Arts

Overarching Goal: To teach how art links students to human experience across cultures, times, and places.

In 6th grade students have art for three days out of the six- day rotation for one trimester during the school year. The key learning concepts are organized and taught sequentially. Instruction is differentiated with a variety of teaching strategies to address the different learning styles, emotional intelligences and developmental ranges of this age group. Helping students make connections between what they already know and new knowledge enhances positive learning experiences.

Brief Course Description:

In sixth grade students demonstrate their knowledge of the elements and principles of design in both the study of art and practice of different art processes. In the study of Art in Western Traditions, students make authentic connections in the arts and other disciplines. Students compare the characteristics of art in context to the time period and culture it originated from and the multiple purposes for creating works of art. Students demonstrate visual brainstorming combined with the written word in the development of individual art works from beginning to completion. Students develop their perceptual skills in the study of the purposes of art, aesthetics, and art criticism in art history and their own work. Students learn proper care of materials and safe practices in the art room along with the interpersonal skill required for full participation in the arts individually and collaboratively.

Link to District & School Expectations:

- Reading:** X
- Writing:** x
- Research:**
- Presentation:** x
- Organization/Study Skills:** x

Priority / Mastery Knowledge & Skills	Assessment	MLR
Effective use of elements and principles of art and design: line, shape, form, space, texture, value and color in 2D from preliminary sketches to completion. Maintenance of a sketchbook journal for ideas and problem solving.	Observations, self-reflection, and formative assessments. Completed art work	A2, A3, B2, B3
Understanding that visual brainstorming is crucial to the development of creative ideas	Evidence in sketching of ideas.	A2, B3, B2, E1

Effective choices in the use of a variety of materials, techniques and art processes for the design and creation of visual works.	Formative assessments.	D1, E1, E2, A3
Appreciation of aesthetics and functions of art from different times and cultures and the ability to compare the sameness and differences in specific pieces.	Recorded observations, Formative assessments.	D1, E1, E2, A1

Second Tier Priority / Exposure Knowledge & Skills		MLR
Creative problem-solving	Thumbnail sketches, art history research	C1, B3, B2
Articulation of critical thinking	Reflective writing	C1
Goal-setting	Formative assessment	E3
Integration of visual and verbal literacy	Art product	E2, D1
Safe practices in the art room, understanding care and clean up of artwork and tools.	Formative assessment	E5
Positive interpersonal skills for participation including group work and critiques	Formative assessment	E5
Preparation and exhibition of art	Exhibition	B4

Instructional Strategies:

- Flexible grouping/differentiated instruction to meet the needs of all learners.
- Teaching students to set goals and to take responsibility of their own learning and assessment.
- Teaching to different modalities, adaptations of teaching approaches to fit the development range and needs of the students.
- Time to creatively play and experiment.
- The inclusion of Studio Learning of to plan curriculum, classroom lessons and activities.
- Hands on activities designed to provide opportunities for application of the basic skills.
- Formative assessments tools to gain evidence of growth and connections made. Summative assessment attained through art production, written articulation of learning.

Resources:

Visiting artists from the community, literature, visual art reference books, museum websites on the Internet, topic specific DVD's, student work, teacher exemplars, art reproductions.

Topics or Unit Descriptions and Timeframes:

Timeframe- trimester approximately 26 days

Art is used a vehicle by which students explore and understand the commonality of the visual language in many different communities of the world past and present. Studying art provides opportunities for students to think of their own lives, values, and cultures, as well as defining what they think art is. The thinking skills developed through the study and creation of art contribute to the neural connections that enhance learning in mathematics, reading, writing and general language development.

Paste paper/Bookmaking- students create papers that are then used to construct individual sketchbooks for visual brainstorming

- The use of line through paint application and found objects.
- Creative play through patterning and page design
- Measurement and ruler skills
- pamphlet and flag book construction

The art of drawing- a variety of exercises in and out of class student learn how to effectively communicate ideas with a the elements of art coming together to form an image.

- Sketchbook exploration of ideas through free drawing using a variety of art tools.
- Practice of line variety, value, and space through hand pressure and tool manipulation.
- Page design and awareness to spatial depth in the picture plane organized by background, middle-ground, and foreground.
- The study of composition defined by the use of positive and negative shapes.

Puppet-making and storytelling through the study of Art in Western Traditions.

- Classroom research and understanding of the chronology of the art periods in Western Traditions.
- Development of group storytelling theme based on classroom research.
- Visual brainstorming through idea development exploration of the process with thumbnail sketches to construction of 3D form.
- Combining images with writing, giving new meaning to the significant attributes of an art period.
- Integration of technology with students filming puppet shows for imovies.
- Group critique and reflective writing based on processes and final product.

Printmaking- the use of a variety of tools additive and subtractive to create multiple prints

- Visual brainstorming to explore a variety of ideas based on the seven design motifs.
- Methods and materials of printmaking processes.
- Color theory exercises- monochromatic, limited palette, tertiary color schemes, and complimentary colors.
- Group critique and reflective writing, preparation for exhibition.

Open Studio- students learn about methods and materials of art-making

- Visual brainstorming to explore a variety of ideas.
- Practice and experimentation
- Reflective writing and group sharing

**Cape Elizabeth Schools
K-12 Curriculum Template**



Grade Level / Course: 7
Content Area: Visual Arts

Overarching Goal: To teach how art links students to human experience across cultures, times, and places.

In 7th grade students have art for three days out of the six- day rotation for one trimester during the school year. The key learning concepts are organized and taught sequentially. Instruction is differentiated with a variety of teaching strategies to address the different learning styles, emotional intelligences and developmental ranges of this age group. Helping students make connections between what they already know and new knowledge enhances positive learning experiences.

Brief Course Description:

In seventh grade students demonstrate their knowledge of the elements and principles of design in both the study of art and practice of different art processes. In the study of Art in Western Traditions, students make authentic connections in the arts and other disciplines. Students compare the characteristics of art in context to the time period and culture it originated from and the multiple purposes for creating works of art. Students demonstrate visual brainstorming combined with the written word in the development of individual art works from beginning to completion. Students develop their perceptual skills in the study of the purposes of art, aesthetics, and art criticism in art history and their own work. Students learn proper care of materials and safe practices in the art room along with the interpersonal skill required for full participation in the arts individually and collaboratively.

Link to District & School Expectations:

- Reading:** x
- Writing:** x
- Research:**
- Presentation:** x
- Organization/Study Skills:** x

Priority / Mastery Knowledge & Skills	Assessment	MLR
Effective use of elements and principles of art and design: line, shape, form, space, texture, value and color in 2D from preliminary sketches to completion. Maintained of a sketchbook journal for ideas and problem solving.	Observations, self-reflection, and formative assessments. Completed art work	A2, A3, B2, B3
Understanding that visual brainstorming is crucial to the development of creative ideas	Evidence in sketching of ideas.	A2, B3, B2, E1
Effective choices in the use of a variety of materials, techniques and art processes for the design and creation of visual works.	Formative assessments.	D1, E1, E2, A3

Appreciation of aesthetics and functions of art from different times and cultures and the ability to compare the sameness and differences in specific pieces.	Recorded observations, Formative assessments.	D1, E1, E2, A1
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Second Tier Priority / Exposure Knowledge & Skills		MLR
Creative problem-solving	Thumbnail sketches, art history research	C1, B3, B2
Articulation of critical thinking	Reflective writing	C1
Goal-setting	Formative assessment	E3
Integration of visual and verbal literacy	Art product	E2, D1
Safe practices in the art room, understanding care and clean up of artwork and tools.	Formative assessment	E5
Positive interpersonal skills for participation including group work and critiques	Formative assessment	E5
Preparation and exhibition of art	Exhibition	B4

Instructional Strategies:

- Flexible grouping/differentiated instruction to meet the needs of all learners.
- Teaching students to set goals and to take responsibility of their own learning and assessment.
- Teaching to different modalities, adaptations of teaching approaches to fit the development range and needs of the students.
- Time to creatively play and experiment.
- The inclusion of Studio Learning of to plan curriculum, classroom lessons and activities.
- Hands on activities designed to provide opportunities for application of the basic skills.
- Formative assessments tools to gain evidence of growth and connections made.

Resources:

Visiting artists from the community, literature, visual art reference books, museum websites on the Internet, topic specific DVD's, student work, teacher exemplars, art reproductions.

Unit Descriptions and Timeframes:

Timeframe- trimester approximately 26 days

Art is used a vehicle by which students explore and understand the commonality of the visual language in many different communities of the world past and present. Studying art provides opportunities for students to think of their own lives, values, and cultures, as well as defining what they think art is. The thinking skills developed through the study and creation of art contribute to the neural connections that enhance learning in mathematics, reading, writing and general language development. Technology is used in a variety of ways to enhance art-making and practice 21st century skills.

Paste paper/Bookmaking- students create papers that are then used to construct individual sketchbooks for visual brainstorming

- The use of line through paint application and found objects.
- Creative play through patterning and page design
- Measurement and ruler skills
- pamphlet and book construction

The art of drawing- a variety of exercises in and out of class student learn how to effectively communicate ideas with a the elements of art coming together to form an image.

- Sketchbook exploration of ideas through free drawing using a variety of art tools.
- Practice of line variety, value, and space through hand pressure and tool manipulation.
- Page design and awareness to spatial depth in the picture plane organized by background, middle-ground, and foreground.
- The study of composition defined by the use of positive and negative shapes.
- The study of space through one and two-point perspective.

Seven Motifs – the visual language through line

- Classroom research and understanding of the commonality of mark-making through the history of man.
- Development of individual design themes based on classroom research.
- Visual brainstorming through idea development exploration of the process with thumbnail sketches to
- color separations for organization
- Combining images with writing, giving new meaning to the significant attributes of an art period.
- Integration of technology with students using technology as a fine art tool.
- Group critique and reflective writing based on processes and final product.

Clay- working in this medium provides students opportunities to use their hands in different ways to create form.

- Review of wedging, scoring and slipping, slab construction in mask-making making.
- Use of armature in creating clay mask that emphasizes form.
- Clay construction and subtraction in form of mask.

Printmaking- the use of a variety of tools additive and subtractive to create multiple prints.

- Visual brainstorming to explore a variety of ideas based on the seven design motifs.
- Methods and materials of printmaking processes.
- Color theory exercises- monochromatic, limited palette, tertiary color schemes, and complimentary colors.
- Group critique and reflective writing, preparation for exhibition.

**Cape Elizabeth Schools
K-12 Curriculum Template**



Grade Level / Course: 8
Content Area: Visual Arts

Overarching Goal: To teach how art links students to human experience across cultures, times, and places.

In 8th grade students have art for three days out of the six- day rotation for one trimester during the school year. The key learning concepts are organized and taught sequentially. Instruction is differentiated with a variety of teaching strategies to address the different learning styles, emotional intelligences and developmental ranges of this age group. Helping students make connections between what they already know and new knowledge enhances positive learning experiences. 8th graders are more independent in their problem-solving but are less willing to take chances in art. Units are varied with the emphasis of collaborative group work to enable students to work to their strengths and to insure student buy-in.

Brief Course Description:

In eighth grade students demonstrate their knowledge of the elements and principles of design in both the study of art and practice of different art processes. In the study of Art in Western Traditions, students make authentic connections in the arts and other disciplines. Students compare the characteristics of art in context to the time period and culture it originated from and the multiple purposes for creating works of art. Students demonstrate visual brainstorming combined with the written word in the development of individual art works from beginning to completion. Students develop their perceptual skills in the study of the purposes of art, aesthetics, and art criticism in art history and their own work. Students learn proper care of materials and safe practices in the art room along with the interpersonal skill required for full participation in the arts individually and collaboratively.

Link to District & School Expectations:

- Reading:**
- Writing: x**
- Research:**
- Presentation: x**
- Organization/Study Skills: x**

Priority / Mastery Knowledge & Skills	Assessment	MLR
Effective use of elements and principles of art and design: line, shape, form, space, texture, value and color in 2D from preliminary sketches to completion. Maintenance of a sketchbook journal for ideas and problem solving.	Observations, self-reflection, and formative assessments. Completed art work	A2, A3, B2, B3
Understanding that visual brainstorming is crucial to the development of creative ideas	Evidence in sketching of ideas.	A2, B3, B2, E1

Effective choices in the use of a variety of materials, techniques and art processes for the design and creation of visual works.	Formative assessments.	D1, E1, E2, A3
Appreciation of aesthetics and functions of art from different times and cultures and the ability to compare the sameness and differences in specific pieces.	Recorded observations, Formative assessments.	D1, E1, E2, A1

Second Tier Priority / Exposure Knowledge & Skills		MLR
Creative problem-solving	Thumbnail sketches, art history research	C1, B3, B2
Articulation of critical thinking	Reflective writing	C1
Goal-setting	Formative assessment	E3
Integration of visual and verbal literacy	Art product	E2, D1
Safe practices in the art room, understanding care and clean up of artwork and tools.	Formative assessment	E5
Positive interpersonal skills for participation including group work and critiques	Formative assessment	E5
Preparation and exhibition of art	Exhibition	B4

Instructional Strategies:

- Flexible grouping/differentiated instruction to meet the needs of all learners.
- Teaching students to set goals and to take responsibility of their own learning and assessment.
- Teaching to different modalities, adaptations of teaching approaches to fit the development range and needs of the students.
- Time to creatively play and experiment.
- The inclusion of Studio Learning of to plan curriculum, classroom lessons and activities.
- Hands on activities designed to provide opportunities for application of the basic skills.
- Formative assessments tools to gain evidence of growth and connections made and summative assessments as evidence of learning.

Resources:

Visiting artists from the community, literature, visual art reference books, museum websites on the Internet, topic specific DVD's, student work, teacher exemplars, art reproductions.

Unit Descriptions and Timeframes:

Timeframe-trimester approximately 26 days

Art is used a vehicle by which students explore and understand the commonality of the visual language in many different communities of the world past and present. Studying art provides opportunities for students to think of their own lives, values, and cultures, as well as defining what they think art is. The thinking skills developed through the study and creation of art contribute to the neural connections that enhance learning in mathematics, reading, writing and general language development.

Paste paper/Bookmaking- students create papers that are then used to construct individual sketchbooks for visual brainstorming

- The use of line through paint application and found objects.
- Creative play through patterning and page design
- Measurement and ruler skills
- pamphlet and accordion book construction

The art of drawing- a variety of exercises in and out of class student learn how to effectively communicate ideas with a the elements of art coming together to form an image.

- Sketchbook exploration of ideas through both free and assigned drawing using a variety of art tools.
- Practice of line variety, value, and space through hand pressure and tool manipulation.
- Page design and awareness to composition and space.
- The consideration of the principles of design as tools for strong compositions.
- The study of space through one and two-point perspective.

Painting Surfaces- Murals, Ceiling Tiles, Dumpsters, and anything else we can paint.

- Classroom research and understanding of the practice of direct and indirect painting.
- Development of group painting themes based on classroom research and interaction with target audiences.
- Visual brainstorming through idea development exploration of the process with thumbnail sketches to completion.
- Combining images with writing, giving new meaning to the significant attributes of a culture or time period.
- Group critique and reflective writing based on processes and final product.

Photography/Technology

- Classroom research and understanding land preservation and stewardship.
- Classroom investigation through photography the concepts of identity and place.
- Investigation of the process of translating and enhancing ideas through technology.
- Practicing the elements and principles of design with photography and technology.
- Exploration of careers in art
- Exhibition and artist statement about individual works

Printmaking- the use of a variety of tools additive and subtractive to create multiple prints

- Visual brainstorming to explore a variety of ideas based on the seven design motifs.
- Methods and materials of printmaking processes.
- Color theory exercises - monochromatic, limited palette, tertiary color schemes, and complimentary colors.
- Creative play and experimentation
- Group critique and reflective writing, preparation for exhibition.

**Cape Elizabeth Schools
K-12 Curriculum Template**

Grade Level / Course: 9-12/ Drawing & Painting

Content Area: Visual Arts

Brief Course Description:

Painting and Drawing is a course designed for students who want to develop their skill and personal style using 2-D media. Drawing work in the class will strengthen understanding of composition, value, perspective, gesture and texture. Painting projects will deepen student's understanding of color theory and paint handling, using water-soluble paint. The class will explore both traditional subjects, such as observational work from the still life, landscape and figure, and more contemporary painting ideas. With each project the class will study relevant work by historical and contemporary artists. Active participation in class critiques, studio work and project related homework will be expected.

Link to District & School Expectations:

Reading:

Writing: X

Research:

Presentation: X

Organization/Study Skills:

Priority / Mastery Knowledge & Skills	Assessment	MLR
Intermediate level drawing skills	Studio projects, oral and written critiques	A2,B1
Color theory and application	Studio projects, oral and written critiques	A2,B2
Intermediate level painting skills	Studio projects, oral and written critiques	A2,B1,B2
Written and oral reflection and critique inform new work	Written self-critique, oral group critique	D1,C1
Application of abstract visual concepts	Studio projects, oral and written critiques	B1,B2,B3,C1
Development of observational skills	Studio projects, oral and written critiques	A2,,B1

Second Tier Priority / Exposure Knowledge & Skills	Assessment	MLR
Effective tool and medium manipulation	Craftsmanship	B1
Use of discipline-specific vocabulary	Written self-assessment, critique participation	A2,D1a
Successful articulation of critical thinking	Group oral critiques	D1a,D1c
Acknowledgement of historical context	Written self-assessment, oral critiques	E1
Presentation of finished artwork via portfolio and display	Portfolio work, organized displays and group shows	B4

Instructional Strategies:

Demonstration, lecture, visual examples, hands-on student practice, group critique and inquiry-based learning, regular homework assignments to be completed in sketchbooks.

Resources:

Visual art reference books, subject-specific video and slides, student work, contemporary masters work, historically significant reproductions.

Topics or Unit Descriptions and Timeframes:

1. Self-portraiture (contour, gesture, value, composition, etc.)
2. Observational drawing (still-life, human skeleton, etc.)/ painting (still-life, landscape, interior space)
3. The implication of color and color relationships (e.g. collage, printmaking, painting)
4. Informed invention (e.g. metamorphosis, realism into abstraction, visual deconstruction)

**Cape Elizabeth Schools
K-12 Curriculum Template**

Grade Level / Course: 9-12/ Art Fundamentals

Content Area: Visual Arts

Brief Course Description:

Art Fundamentals is an introductory course to the visual arts, as well as a prerequisite to several of our studio electives. This course offers students hands-on experience with making art, familiarity with art vocabulary and concepts, and a fuller understanding of the visual arts' role in contemporary society. Studio projects will explore two and three-dimensional design, color theory, painting, and observational drawing using a variety of media. Historically significant techniques and influences will be presented and discussed with each project. Class expectations include project-related homework assignments and participation in group critiques of student work.

Link to District & School Expectations:

Reading:

Writing: X

Research:

Presentation: X

Organization/Study Skills:

Priority / Mastery Knowledge & Skills	Assessment	MLR
Elements of art and design (informed use of)	2-D design portfolio	A2a
Principles of art and design (informed application of)	2-D design portfolio	A2b
Color theory and application (understanding of)	Color exercises, Completed observational painting	A3
3-D design (manifestation of 2-D design in 3 dimensions)	3-D construction	B1,B2,C1
Observational and interpretative drawing (successful participation with)	Drawing Portfolio	A3,B2,C1

Second Tier Priority / Exposure Knowledge & Skills	Assessment	MLR
Use of discipline-specific vocabulary	Craftsmanship	A2a,A2b
Successful articulation of critical thinking	Group oral critiques	D1a,D1b,D1c
Acknowledgement of historical context	Written self- assessment, oral critiques	A1,E1
Conceptual problem solving	2-D design application, 3-D design manifestation	B3,C1

Instructional Strategies:

Demonstration, lecture, visual examples, hands-on student practice.

Resources:

Visual art reference books, subject-specific video, student work, contemporary masters work, historically significant reproductions.

Topics or Unit Descriptions and Timeframes:

1. Two-dimensional design (4 weeks)
2. Basic color theory and application/painting (6 weeks)
3. Observational drawing (3 weeks)
4. Three-dimensional design/sculpture (4 weeks)

**Cape Elizabeth Schools
K-12 Curriculum Template**

Grade Level / Course: Photo 1 – 10-12

Content Area: Visual Arts

Brief Course Description:

Photo 1 serves as an introduction to the practice and appreciation of photography as an artist’s tool in communicating ideas and exploring personal visions. It is a hands-on, lab oriented course which will introduce students to the dual discipline of camera use, and black and white darkroom procedure. Mastering basic technique through concept-based shooting assignments will be our primary focus, with an increasing emphasis on individual direction as the semester proceeds.

Link to District & School Expectations:

Reading:

Writing: X

Research:

Presentation: X

Organization/Study Skills:

Priority / Mastery Knowledge & Skills	Assessment	MLR
Camera operation	Quiz, negatives.	B1
Principles of art & design (informed us of)	Printed material, critique.	A2b
Darkroom proficiency	Printed material, critique, teacher observation, quiz.	B3a
Composition (exploration of)	Printed material, critique.	B2
Content (pursuit of personal voice)	Printed material, critique.	B3c

Second Tier Priority / Exposure Knowledge & Skills	Assessment	MLR
Use of discipline-specific vocabulary	Written self-assessment, critique participation.	D1a
Successful articulation of critical thinking	Group oral critiques.	D1a,b,c

Acknowledgement of historical context.	Written self-assessment, oral presentation, critical analysis from museum visitation.	E1
Conceptual problem solving	Point of View portfolio.	B3b,c

Instructional Strategies:

Demonstration, lecture, visual examples, hands-on student practice.

Resources:

Photography texts, student work, contemporary masters work, historically significant masters work.

Topics or Unit Descriptions and Timeframes: (Approx.)

1. Camera operation – 1 week
2. Introductory shoot – 1 week
3. Darkroom practice – 1 week
4. Point of View portfolio – 4 weeks
5. Motion portfolio – 4 weeks
6. Lighting portfolio – 4 weeks
7. Independent portfolio work – 5 weeks

**Cape Elizabeth Schools
K-12 Curriculum Template**

Grade Level / Course: 9-12/Ceramics

Content Area: Visual Arts

Brief Course Description:

This is an introductory course in the methods and processes of forming clay. Students will learn to use hand-building techniques such as pinch, coil and slab construction and will also develop basic throwing skills on the potter's wheel. Varied methods of surface decoration and glazing will be studied. Students will explore both functional and sculptural approaches to clay. Field trips to observe potters' studios and participate in raku firings may be part of the class.

Link to District & School Expectations:

Reading:

Writing: X

Research:

Presentation: X

Organization/Study Skills:

Priority / Mastery Knowledge & Skills	Assessment	MLR
3-D form as a visual mode of expression	Completed ceramic forms	B2,B3
Elements of art and design (informed use of)	Completed ceramic forms	A2a
Principles of art and design (informed application of)	Completed ceramic forms	A2b
Effective tool and medium manipulation	Craftsmanship	A3
Long-term, goal-based project resolution	Visual planning, teacher observation, completed ceramic forms	E3
Reflective process informs new work	Written and oral self-critiques	B5 (Guiding Principles)

Second Tier Priority / Exposure Knowledge & Skills	Assessment	MLR
Successful articulation of critical thinking	Group oral critiques	D1a,D1b,D1c
Acknowledgement of historical context	Written self-assessment, oral critiques	A1,E1
Conceptual problem solving	3-D design manifestation	B3,C1

Use of discipline-specific vocabulary	Written self-assessment, oral critiques, written evaluations	A2a,A2b
Responsibility for time management and studio maintenance	Documentation of time-frame/project completion, teacher observation	D1,D6 (Guiding Principles), E5c

Instructional Strategies:

Demonstration, lecture, visual examples, hands-on student practice.

Resources:

Visual art reference books, subject-specific video and slides, student work, contemporary masters work, historically significant reproductions, local potters, community organizations and businesses.

Topics or Unit Descriptions and Timeframes:

1. Pinch pot (2 weeks)
2. Combined pinch pot (2 weeks)
3. Coil pot (4 weeks)
4. Slab vessel (4 weeks)
5. Wheel thrown cylinders (2 weeks)
6. Wheel thrown bowls (2 weeks)
7. Thematic, combined-processes project (4 weeks)

**Cape Elizabeth Schools
K-12 Curriculum Template**

Grade Level / Course: Advanced Art Studio – 11-12

Content Area: Visual Arts FORMTEXT

Brief Course Description:

This is the most advanced art class offered for those who have shown serious interest in art and may be considering a career in an art-related field. During this full-year course, students will work primarily with drawing and painting media. Topics will vary but may include figure study, the self-portrait, abstract expressionism, and three-dimensional design. Students will be challenged to become more sophisticated in their thinking, to develop mature studio skills and refine personal expression. Each student will keep a sketchbook outside of class. Portfolio development is an integrated part of this class.

Link to District & School Expectations:

Reading: FORMTEXT

Writing: X

Research: FORMTEXT

Presentation: X

Organization/Study Skills: FORMTEXT

Priority / Mastery Knowledge & Skills	Assessment	MLR
Elements of art and design. (informed use of)	Portfolio	A2a
Principles of art & design (informed application of)	Portfolio	A2b
Development of personal vision/voice	Portfolio	B3c
Presentation	Portfolio, displays, art show.	B4
Successful articulation of critical thinking.	Group oral critiques, written critical evaluations.	D1 a,b,c
Use of discipline-specific vocabulary.	Group oral critiques, written critical evaluations.	A2a, A2b FORMTEXT

Second Tier Priority / Exposure Knowledge & Skills	Assessment	MLR
Conceptual problem solving.	Portfolio/project	C1

Non-objective interpretation.	Portfolio/project	B3c
Acknowledgement of historical context.		E1, E2

Instructional Strategies:

Demonstration, lecture, visual examples, hands-on student practice, museum visitation.

Resources:

Art history texts, master works, student work, community art museum and galleries.

Topics or Unit Descriptions and Timeframes: (Approx.)

The figure (drawn and painted)

Non-objective mark making

Observational drawing

Perspective

The portrait

Conceptual 3-D design

**Cape Elizabeth Schools
K-12 Curriculum Template**

Grade Level / Course: Advanced Photo – 11-12

Content Area: Visual Arts

Brief Course Description:

Advanced Photography is designed for students who have demonstrated proficiency in the use of the 35mm camera and the traditional darkroom. A grade average of 92 or better in Photo 1 is the established benchmark for admission to this class. The focus of this class is to develop personal "voice" and content in one's work, often working with more conceptually based subject matter. Students will begin the semester by developing a personal portfolio of work shot from the previous summer, then proceed to investigate several theme-based assignments. Students with 35mm digital cameras may choose to work primarily in color, and all students will be expected to include some digitally produced work in their final portfolio. As with Photo 1, shooting will take place outside of scheduled class time. The course will incorporate critical analysis of photographic imagery, historical influences on contemporary work, and will culminate with the presentation of individual final portfolios.

Link to District & School Expectations:

Reading:

Writing: X

Research:

Presentation: X

Organization/Study Skills:

Priority / Mastery Knowledge & Skills	Assessment	MLR
Camera operation	Quiz, negatives.	B1
Principles of art & design (informed use of)	Printed material, critique.	A2b
Darkroom proficiency	Printed material, critique, teacher observation, quiz.	B1
Composition (mastery of)	Printed material, critique.	A2
Content (evidence of personal voice)	Printed material, critique.	B3c
Use of discipline-specific vocabulary	Written critical reflection, written critical analysis of visual art, critique.	D1a

Second Tier Priority / Exposure Knowledge & Skills	Assessment	MLR
Successful articulation of critical thinking.	Group oral critiques.	D1 a,b,c
Acknowledgement of historical context.	Written self-assessment, oral presentation, critical analysis from museum visitation.	E1
Conceptual problem solving	Assigned portfolio work.	B3b,c
Digital imaging – production and manipulation.	Final portfolio.	B3a

Instructional Strategies:

Demonstration, lecture, visual examples, hands-on student practice.

Resources:

Photography texts, student work, contemporary masters work, historically significant masters work, Museum visitation.

Topics or Unit Descriptions and Timeframes: (Approx.)

1. Summer work- 4 weeks
2. Portland shoot – 4 weeks
3. Self portrait – 4 weeks
4. Narrative imagery – 4 weeks
5. Thematic portfolio – 4 weeks

**Cape Elizabeth Schools
K-12 Curriculum Template**

Grade Level / Course: 9-12/ Advanced Ceramics

Content Area: Visual Arts

Brief Course Description:

This course is designed for students who have completed Ceramics 8002 (or its equivalent) and wish to continue their study of clay. Projects will be shaped around the particular skills and interests of the students. Students are expected to be self-disciplined and highly motivated. They will be required to put in extensive studio time outside of class. Use of the library collection, visiting artists, and studio visits will help to enrich students' knowledge of ceramics.

Link to District & School Expectations:

Reading:

Writing: X

Research:

Presentation: X

Organization/Study Skills:

Priority / Mastery Knowledge & Skills	Assessment	MLR

Second Tier Priority / Exposure Knowledge & Skills	Assessment	MLR

Instructional Strategies:

Resources:

Topics or Unit Descriptions and Timeframes: