

Art

Philosophy:

Art education teaches an understanding of how visual art works are structured and how media, techniques, and processes are used to create works of visual arts. Students will identify, analyze, and select subject matter, symbols, and ideas for personal/cultural visual expressions. Developing skills will enable students to gain an appreciation for art and more comfortable using art to enhance learning in other subject areas.

Curriculum is based on the National Visual Arts Standards and the Minnesota FACS Standards (Framework for Arts Curriculum Strategies). The curriculum was developed by professional artist and consultant Kathy Coulter.

Art

Standards for Grades K-4

1. Content standard: Understanding and applying media, techniques, and processes

Achievement Standard: Students

- a. know the differences between materials, techniques, and processes
- b. describe how different materials, techniques, and processes cause different responses
- c. use different media, techniques, and processes to communicate ideas, experiences, and stories
- d. use art materials and tools in a safe and responsible manner

2. Content Standard: Using knowledge of structures and functions

Achievement Standard: Students

- a. know the differences among visual characteristics and purposes of art in order to convey ideas
- b. describe how different expressive features and organizational principals cause different responses
- c. use visual structures and functions of art to communicate ideas

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

Achievement Standard: Student

- a. explore and understand prospective content for works of art
- b. select and use subject matter, symbols, and ideas to communicate meaning

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

Achievement Standard: Students

- a. know that the visual arts have both a history and specific relationships to various cultures
- b. identify specific works of art as belonging to particular cultures, times, and places
- c. demonstrate how history, culture, and the visual arts can influence each other in making and studying works 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. understand there are various purposes for creating works of visual art
- b. describe how people's experiences influence the development of specific artworks
- c. understand there are different responses to specific artworks

6. Content Standard: Making connections between visual arts and other disciplines

Achievements Standards: Students

- a. understand and use similarities and differences between characteristics of the visual arts and other arts disciplines
- b. identify connections between the visual arts and other disciplines in the curriculum

Standards for grades 5-8

Artistic Interpretation

The student will understand and use artistic processes to analyze and interpret a variety of visual works of art.

The student will:

1. understand how the following components of visual arts are used to convey meaning:
 - a. elements, including color, line, shape, form, texture, and space;
 - b. principals, such as repetition, contrast, or balance;
 - c. vocabulary;
 - d. styles, such as abstract or impressionist; and
 - e. structure, such as two dimensional or three dimensional;
2. understands how the principals and vocabulary of visual art are similar to and different from other arts areas, such as dance, music, or theater;
3. understands the connection between visual art work, its purpose, and its cultural and historical contexts;
4. communicates a personal reaction to works in visual art using the components of visual art; and
5. uses criteria to evaluate works of visual art.

Artistic Creativity and Performance

The student will understand and use artistic processes to create in the visual arts.

The student will:

1. understand the following components of visual arts:
 - a. elements, including color, line, shape, form, texture, and space
 - b. principles, such as repetition, contrast, or balance;
 - c. vocabulary;
 - d. styles, such as abstract or impressionist; and
 - e. styles, such as two dimensional or three dimensional
2. understand technical skills of visual arts, such as selecting and using tools and techniques of the medium;
3. understands how audience and occasion affect artistic choices in creation of visual art;
4. use artistic processes to create in a variety of visual art contexts;
5. express and communicate ideas using the components of visual arts;
6. generate ideas for artistic expression in visual arts;
7. make and explain artistic expression in visual art; and
8. use feedback to revise artistic expression in visual art.