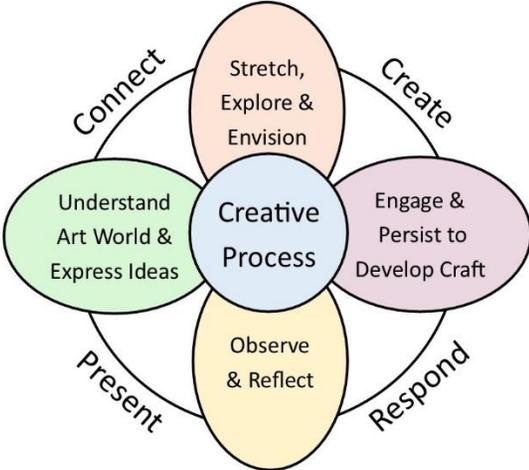


KPBSD Elementary Visual Arts Curriculum

Kindergarten – 6th Grade

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

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

At each grade level and within developmentally appropriate levels these are the activities that we feel each student must be exposed to:

- Developing visual literacy skills and learning to read images to be able to discuss what is seen
- Working with a variety of tools and materials included in the areas of: Drawing, Printmaking, Painting, Paper Construction, Sculpture, and Mixed Media
- Learning about art and artists from different cultures
- Learning to visually express personal thoughts ideas and opinions

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

Anchor Standard 3

Refine and complete artistic work

Enduring Understanding 3: Artists/designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

- Essential Questions: What role does perseverance play in revising, refining, and developing work? How do artists/designers grow and become accomplished in art forms? How do artists/designers create works of art or design that effectively communicate?

Anchor Standard 4

Select analyze, and interpret artistic works, including those from diverse cultures for performance, presentation and/or production

Enduring Understanding 4: Artists/designers consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.

- Essential Questions: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and fine artworks, and select them for presentation?

Anchor Standard 5

Develop and refine artistic work for presentations

Enduring Understanding 5: Artists/designers, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and preservation.

- Essential Questions: What methods and processes are considered when preparing artwork for presentation or preservation? What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Anchor Standard 6

Present artistic work

Enduring Understanding 6: Objects, artifacts, and artworks collected, preserved, or presented either by artists/designers, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivation of appreciation and understanding.

- Essential Questions: What is the purpose of exhibiting art? How do collected, preserved, and presented works cultivate appreciation and understanding of beliefs, values, and experiences?

Observe & Reflect: Students are taught to look closely at their own works (formally and expressively), at the works of others (peers or professional artists), and the world (when they are working from observation) and to notice things they might have otherwise missed. Students are asked to think about and explain their process, intentions, and decisions. They are also asked to judge their own work and that of others.

Anchor Standard 7

Recognize and analyze artistic works from diverse cultures

Anchor Standard 8

Interpret intent and meaning in artistic work

Anchor Standard 9

Apply criteria to evaluate artistic work

Enduring Understanding 7.1: Engaging in and reflecting on art supports understanding and appreciation of self, others, the natural world, and constructed environments.

- Essential Questions: How do life experiences influence the way you relate to art? How does learning about art impact how we interpret the world? What can we learn from our responses to art?

Enduring Understanding 7.2: Art/design and images influence understanding of and responses to the world.

- Essential Questions: Where and how do we encounter images and art/design in our world? How do images and art/design influence our views of the world?

Enduring Understanding 8: People gain insights into meaning of artworks by engaging in the process of art criticism/critical inquiry.

- Essential Questions: What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does learning and using art vocabulary help us understand and interpret works of art?

Enduring Understanding 9: People evaluate art based on various criteria.

- Essential Questions: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation? How can people appreciate and respect a work of art aside from personal preference? How does collaboratively reflecting on an artwork help us experience it more completely?

Visual Literacy

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

The following framework illustrates four general focus areas of
Aesthetic Scanning and Questioning

<p>Description</p> <p>What do you see?</p> <ul style="list-style-type: none"> • Elements of design • Subject matter 	<p>Analysis</p> <p>What planning and organization is shown?</p> <ul style="list-style-type: none"> • Principles of design • Technical properties
<p>Interpretation</p> <p>What meaning does the work have? What feelings are expressed?</p> <ul style="list-style-type: none"> • Mood or feeling • Message or meaning • Artist intent 	<p>Judgment/Evaluation</p> <p>Is this work of art successful? Does it have strengths or weaknesses?</p> <ul style="list-style-type: none"> • Design/composition • Historical significance • Craftsmanship • Originality • Preference

Visual Literacy Standards:

A visually literate student is able to:

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

Using art images students should be able to discuss the Elements and Principles of Design

The Elements of Design are the building blocks of art

Line: A line is a path of a point moving through space. Types of lines can include actual, implied, vertical, horizontal, diagonal, gesture, and contour.

Shape: When lines meet, 2 dimensional shapes are formed. Shapes can be geometric (squares, rectangles, triangles, circles, and ovals), or organic/irregular.

Form: Form has three dimensions- length, width, and depth and resides in space. Form may be an object having actual volume, or implied volume, can be shown on a 2-D surface with the use of light and shading techniques.

Color: Color is derived from reflected light. The color wheel shows the chromatic scale and demonstrates three properties:

- 1) Hue, the name of the color (determined by the dominant wavelength).
- 2) Intensity, or the purity and strength of the color defined as brightness or dullness.
- 3) Value, the lightness or darkness of the color.

Value: refers to different degrees of lightness or darkness in an artwork. Value depends on how much light a surface reflects and is one of the three properties of color. Light and shadow are properties of value that help us to read and understand two-dimensional works of art.

Texture: refers to the surface qualities of an object and can be real or implied.

Space: refers to 1) the area in which art is organized, 2) an area showing depth or perspective. Space can be two-dimensional (2-D), three-dimensional (3-D), negative, and/or positive.

Principles of Design are how artists organize the Elements of Design to create art

Balance: the sense of stability or equilibrium in an artwork. There are three kinds of balance: Symmetrical (Formal), Asymmetrical (Informal), and Radial.

Movement: refers to the suggestion of motion through the intentional use of various elements of art. Movement adds excitement by showing action and directing the viewer's eye through the artwork.

Pattern/Rhythm/Repetition: refers to the repetition or recurrence of a design element, exact or varied, which establishes a visual beat.

Contrast/Variety: emphasizes the differences in the elements of art used in a work of art. Contrast can be in all of the elements listed above.

Emphasis: the main point of interest in a work of art which gets the viewer's attention or pulls the viewer's eye to important parts of the artwork.

Unity/Harmony: Unity is the appearance of oneness/harmony in a work of art. The work of art looks whole or complete.

Proportion/Scale: Proportion is the size relationship of parts to a whole and within an object. Scale is the size/weight relationships between shapes/forms and compares different objects to each other.

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

Anchor Standard 10

Relate, describe, and synthesize both knowledge and personal experiences as a way to participate in the arts

Anchor Standard 11

Relate artistic ideas and works with societal, cultural, and historical contexts to deepen understanding

Enduring Understanding 10: Participation in the arts helps people incorporate their experiences to construct meaning.

- Essential Questions: How does participating in and with art enrich people's lives and raise awareness of community and environment?

Enduring Understanding 11: People develop ideas and understanding of society, culture, and history through their interactions with and analysis of art.

- Essential Questions: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art influence, enhance, and preserve aspects of life?