



*Middle Level  
Visual Arts  
Curriculum  
Essentials Document*



*Boulder Valley School District  
Department of Curriculum and Instruction  
May 2009*



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### Visual Arts Middle Level Curriculum Essentials

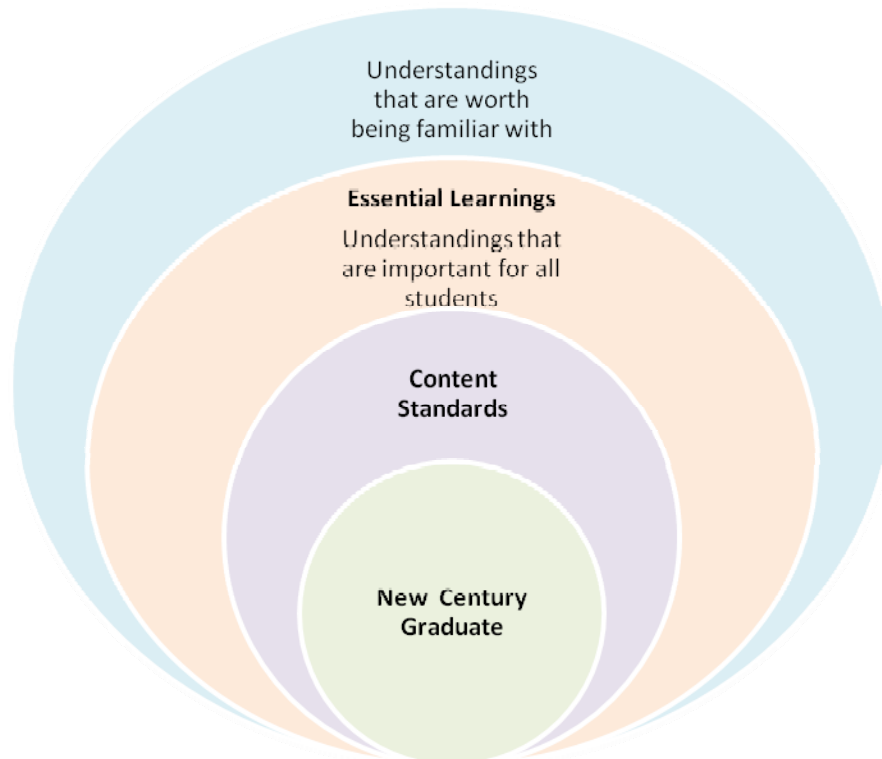
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# *General Introduction*



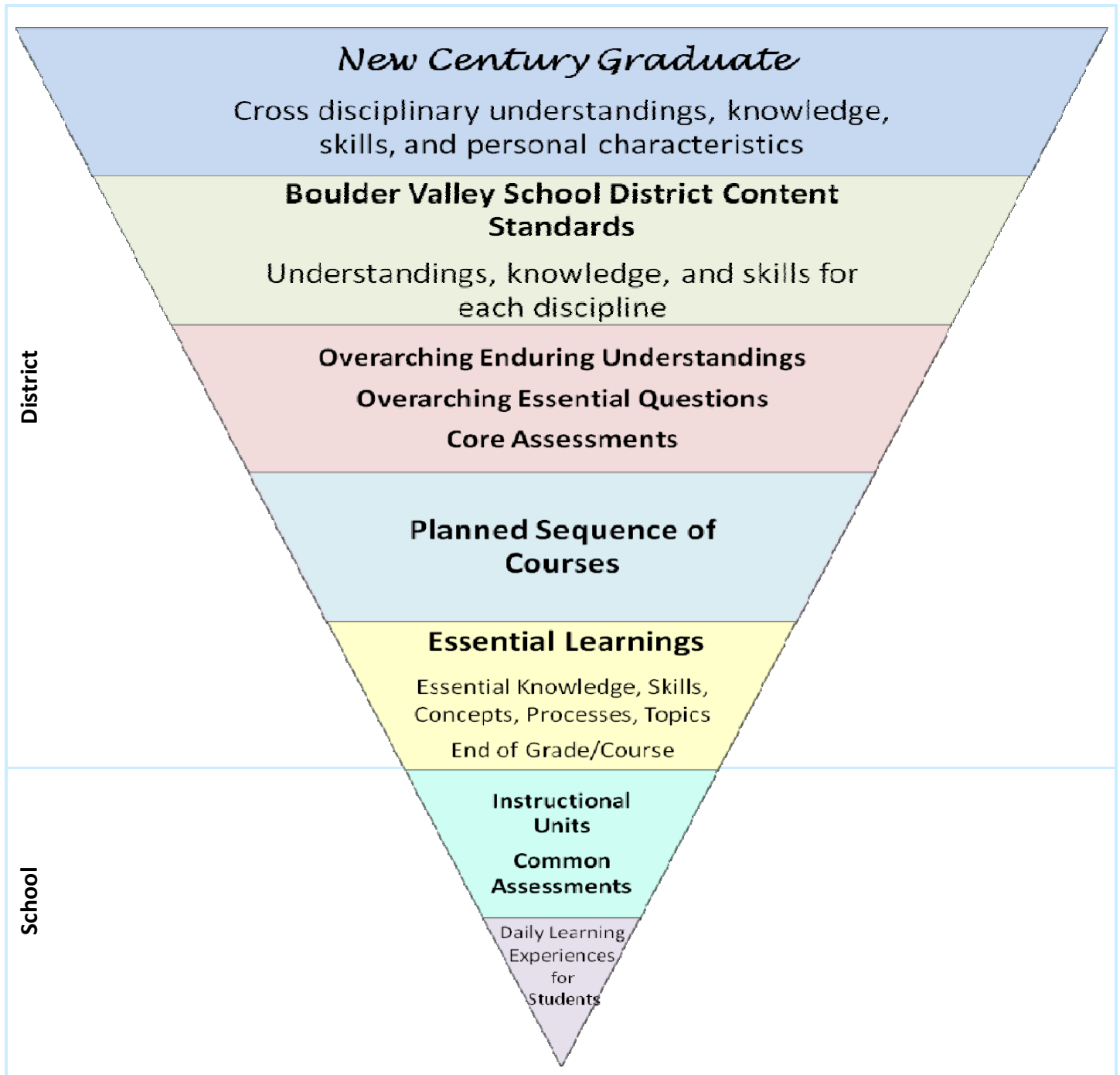
## What is a Curriculum Essentials Document? How Does it Relate to a Guaranteed and Viable Curriculum?



Because we are faced with more content than we can reasonably address, we are obligated to make choices and frame priorities. A useful framework for establishing priorities is graphically depicted using 4 nested ovals. The innermost oval, *New Century Graduate*, represents the goals of schooling that have been identified by the Boulder Valley School District community. Moving to the next oval, *Content Standards*, levels of performance for each program of study are clearly articulated. The third oval, *Essential Learnings*, represents the **viable curriculum**. A curriculum is viable when the number of learnings can be accomplished in the time provided (usually a semester, trimester, or year). Thus, an Essentials Document identifies the priorities for learning that are necessary for successful learning at a particular grade level or course and beyond. It also identifies the essential knowledge, skills, concepts, topics, and processes that support the attainment of the essential learning. Finally, the largest oval represents the field of all possible content that might be examined during a grade level or course. This includes extended learning opportunities for students who have achieved the essential learnings or attending to background knowledge and skills that students may need to review or learn to ensure achievement of grade level or course essential learnings.

## Curriculum Framework: Macro and Micro Levels

The New Century Graduate identifies the knowledge, skills and personal characteristics that our community has identified as the goals of schooling. Programs of study and curricular content are identified and addressed as a means for students' to attain this broader understanding and overall purpose of learning.



Adapted from Grant Wiggins and Jay McTighe (2007). *Schooling by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 64.

## *New Century Graduate* **Knowledge and Skills**

### **Life Competencies**

Leads a balanced life: exhibits physical fitness, knows good nutrition rules, stays safe and drug free, knows how to have fun and relax, manages anger and stress, exhibits self-sufficiency and self confidence, and finishes tasks.

Understands money management, budgeting, balancing a checkbook, debt management, and record keeping.

Demonstrates time management skills and a broad base of knowledge in practical skills such as cooking, sewing, driving, and map reading.

Knows how to search for a job and knows where to go to find answers.

### **Communication: Speaking and Writing**

Writes and speaks thoughtfully and articulately to inform, to express one's thinking and creativity, and to communicate to diverse audiences.

Uses correct grammar, spelling, and mechanics; organizes for effectiveness

Uses technology for effective communication

### **Multicultural/Global Perspective**

Understands global customs, economics, literature, history, politics, religions, geography, and demographics.

Understands the contributions of different cultures to our society

Demonstrates proficiency in a language other than English.

### **Literacy: Reading**

Reads critically, fluently, and with comprehension.

Reads for information research, pleasure and knowledge of literature.

### **Mathematics**

Demonstrates basic math computational skills and understand higher-level mathematical concepts and reasoning.

Understands conservation and resource management.

### **History**

Possesses knowledge of American and World Histories and their influence upon the present and the future.

Employs literature as a tool for learning about history across cultures.

### **Science**

Demonstrates basic sciences knowledge and understands high-level scientific systems including environmental systems.

Knows how to apply the scientific method to real situations.

### **Arts**

Experiences and appreciates music, visual arts, dance and theater.

## *New Century Graduate* Personal Characteristics



### **Respect for Others (Values Others)**

Understands and values differences including: cultural, religious, ethnic, gender, age, and ability.

### **Initiative and Courage**

Exhibits self-motivation, self-discipline, persistence, independence, confidence, curiosity, and willingness to take risks, without being afraid to fail.

### **Citizenship**

Understands his or her role and responsibilities and contributes to the community, nation, and world.

### **Responsibility**

Takes responsibility for own thoughts and actions, accepting the consequences.

### **Ethical Behavior**

Exhibits personal integrity through honesty, fairness, sincerity, and a sense of justice.

### **Flexibility and Open Mindedness**

Demonstrates flexibility, open-mindedness, adaptability, resiliency, and openness to change.

### **Self-respect**

Possesses self-respect and confidence, while recognizing one's own limitations.

## What are Enduring Understandings and Essential Questions?

**Enduring Understandings** are the big ideas central to a content area that have lasting value beyond the classroom and are transferable to new situations. Enduring understandings describe what, specifically, students should understand about the topic. Such understandings are generally abstract in nature and are often not obvious, thus requiring uncovering of a topic through sustained inquiry.

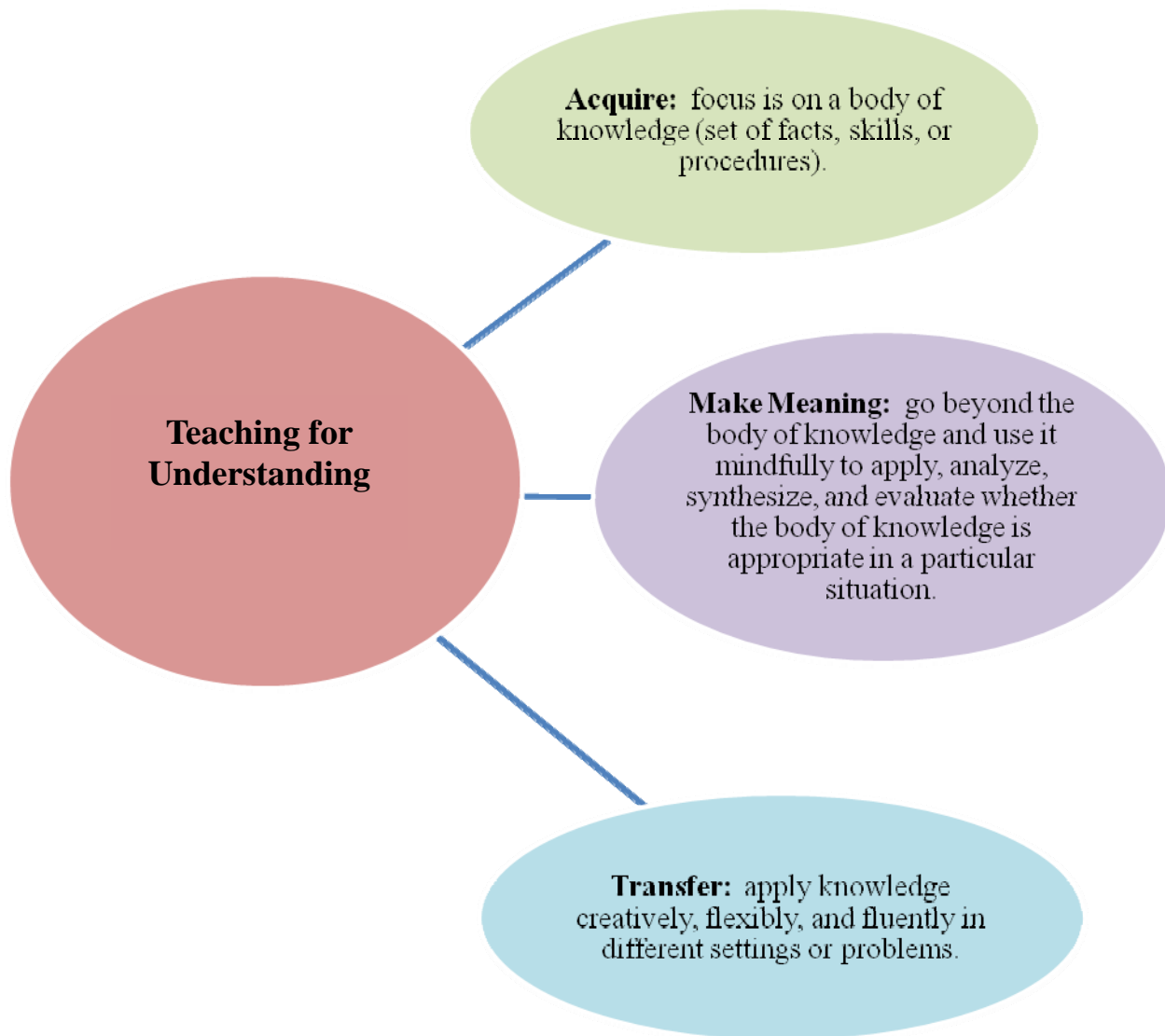
An understanding can be overarching or topical. Overarching understandings are broad (as the name implies) and offer a possible bridge to other units and courses. Overarching understandings are identified at the district-level. Topical understandings are unit specific, identified by teachers about the understandings the unit will cultivate about specific topics.

**Essential Questions** provoke deep thought, lively discussion, sustained inquiry, and new understandings culminating in meaningful performances. They require students to consider alternatives, weigh evidence, support their ideas, and justify answers. Essential questions do not yield a single straightforward answer, but produce different plausible responses, about which thoughtful and knowledgeable people may disagree. Essential questions spark meaningful connections with prior learnings and personal experiences and create opportunities for transfer to other situations and subjects.

An essential question can be either overarching or topical in scope. Overarching essential questions are general in nature, causing genuine and relevant inquiry into the big ideas and core content. They cut across units and/or courses. Topical essential questions focus on a specific topic and meant to be answered—if only provisionally—by unit's end.

## Teaching for Understanding

If learning is to endure in a flexible, adaptable way for future use, then teachers must design units that in provide opportunity for students to 1) acquire knowledge; 2) to deepen the meaning of that knowledge by using it mindfully, and 3) to transfer their learning to new situations or problems.



## What Does it Mean to Understand?

### Knowledge

- observation and recall of information
- knowledge of dates, events, places, major ideas
- *Question Cues:* list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where

### Comprehension

- grasp meaning and predict consequences
- order, group, classify, compare/contrast
- *Question Cues:* summarize, describe, contrast, predict, associate, distinguish, estimate, differentiate, discuss, report

### Explanation

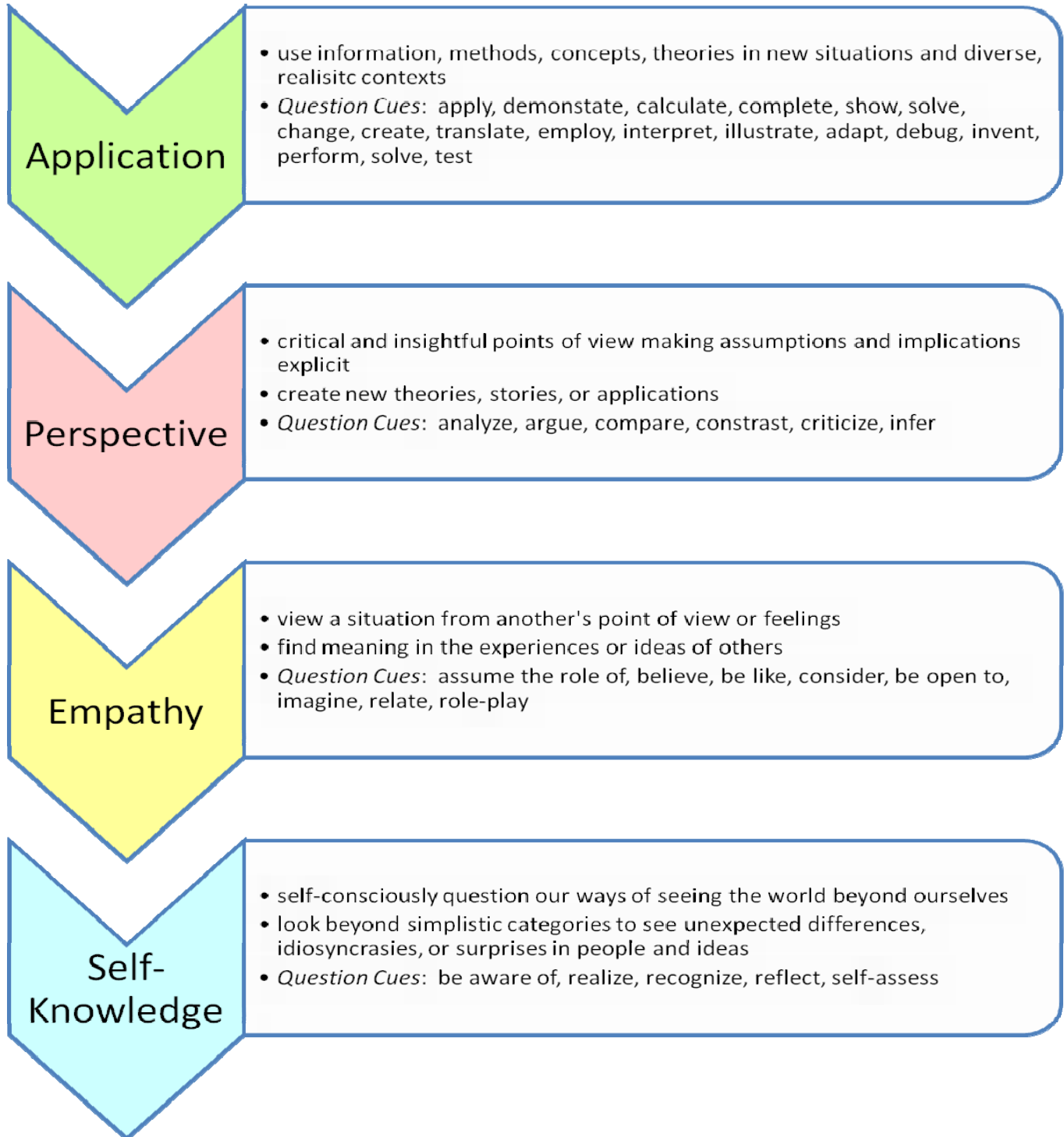
- knowledgeable and justified account of events, action, and ideas
- see patterns, trends, and relationships between parts
- *Question Cues:* support, confirm, justify, verify, prove, illustrate, use, design, describe, model, predict, show, synthesize, exhibit,

### Interpretation

- making sense of others' work or data using analogy, metaphors, and artistry
- infer meaning and relevance
- *Question cues:* relate, infer, interpret, compose, rewrite, rearrange, evaluate, conclude, make sense of, read between the lines, represent, translate

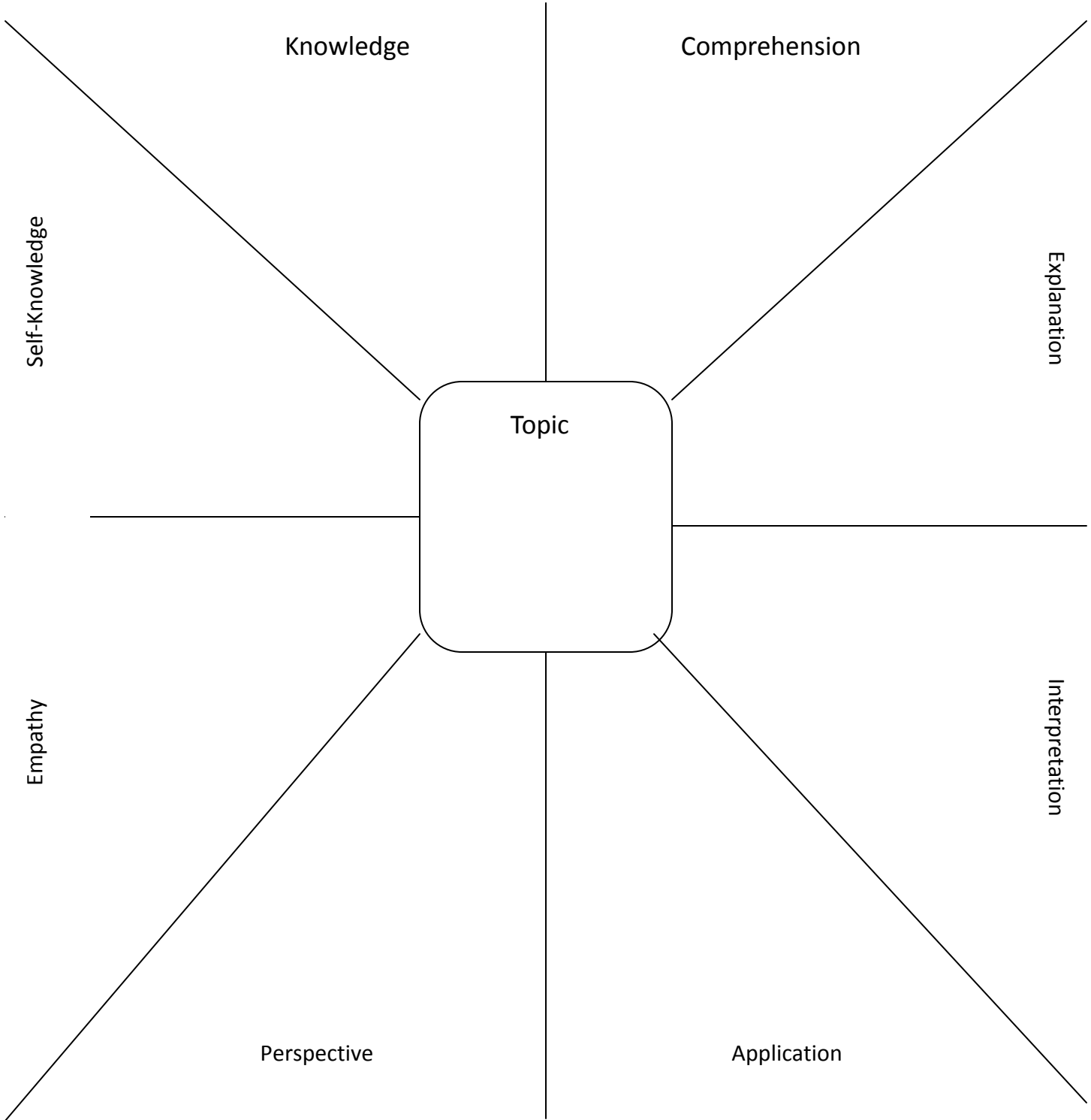
Adapted from Wiggins, Grant and McTighe, Jay. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2006.

## What Does it Mean to Understand? (continued)



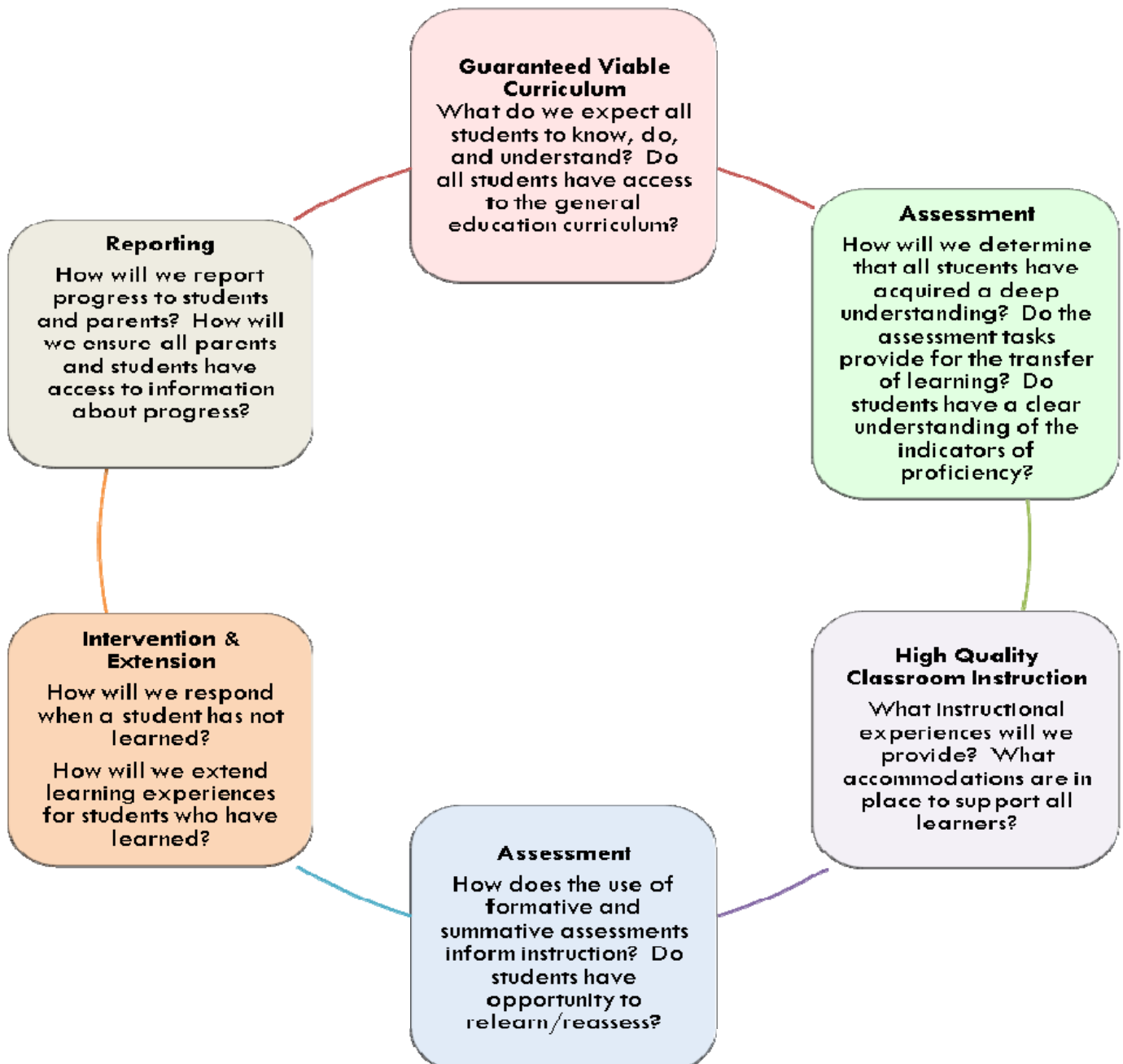
Adapted from Wiggins, Grant and McTighe, Jay. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2006.

### Levels of Understanding Essential Questions



## Instructional Framework Making the Connections

A rigorous and challenging standards-based instructional program ensures maximum academic achievement for all students. The Boulder Valley School District Instructional Framework is a graphic representation that demonstrates how all of the components of an instructional program fit together. Teachers should use this framework and its questions to guide instructional planning and decision-making.



## Characteristics of a Boulder Valley School District Standards-based Classroom

### Curriculum

*All Students Have Access to the General Education Curriculum*

- Standards/essential learnings are clearly visible—in writing—in age appropriate student-friendly language
- Continual correlation of curriculum is made to the standards/essential learnings
- Models of high quality products (teacher generated, student generated or both) are provided by the district
- Students and parents are informed of expectations (course syllabus course, standards/essential learnings, grading policy, homework policy, and final culminating activity)
- All students are guaranteed access to the standards/essential learnings
- Lessons and units are developed using a backwards design process
- Suggested timelines are followed

### Instruction

*Quality Instruction Demands Student-Teacher Collaboration in the Learning Process*

Instruction focuses on standards/essential learnings/curriculum

- Clear and high expectation for all students
- Instruction driven by standards/curriculum, not materials or a published program
- Frequent, timely, meaningful feedback of student accomplishment

Instruction supports equity with multiple opportunities to learn through grouping, scaffolding, differentiation, and extension

- Teachers use multiple forms of representation are used (e.g., pictures, words, symbols, diagrams, tables, graphs, word walls)

Students actively engage in learning

- Participate in classroom talk (listening, elaborating, clarifying, expanding)
- Apply rigorous, strategic thinking (application, explanation, perspective, interpretation, perspective, empathy, self-knowledge)

## Characteristics of a Boulder Valley School District Standards-based Classroom

### Assessment

*Assessments are Tightly Aligned to the Standards*

- Students and parents are provided with clear descriptions of proficiency
- Classroom grading practices clearly show how students are progressing toward essential learnings/standards
- Grading is based on attainment of the standards
- Student understanding is assessed through multiple types of formative and summative assessments
- Student assessment results are used to make instructional decisions about what direction to take
- Feedback explicitly guides continuous progress toward mastery of the standard and is provided to students in a timely manner
- Opportunities to relearn, reassess, and extend learning are embedded in every classroom
- Teachers collaborate in the design and analysis of common assessments that are aligned to standards
- Students create authentic products and performances for critical audiences

### Learning Environment

*A Healthy Community of Learners Thrives on Collaborative Processes That Value the Input of All Members*

- Positive respectful relationships are evident within the classroom
- Students monitor and manage the quality of their own learning
- Student enrollment shows gender and racial/ethnic diversity
- Verbal and nonverbal cues indicate student engagement
- Teachers plan so that time is used purposefully and efficiently
- Students use time provided purposefully and efficiently
- Students and teachers negotiate and share decisions that positively impact the learning environment
- Teachers help students make connections between community, nation, world, and self
- Teachers show a connectedness with all students, respectful of student diversity and individual differences
- Students believe they are capable of success, take risks to engage in new experiences, and extend skills and habits of mind

# *Design Templates*



## Unit Design Template

<b>Desired Results</b>	
<b>BVSD Standard(s)/Essential Learnings</b>	
<b>Unit Enduring Understandings</b>	<b>Unit Essential Questions</b>
<b>Students will know.....</b>	<b>Students will be able to.....</b>
<b>Assessment Evidence</b>	
<b>Performance/Transfer Tasks</b>	<b>Other Evidence</b>
<b>Rubric</b>	<b>Student Self-Assessment and Reflection</b>

**Unit Design Template (continued)**

**Learning Plans**

**Learning Activities**

**Materials**

**Accommodations**

**Technology Integration**

## Unit Design Template

Essential Learning:

Assessment:

### Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			



## Curriculum Map

	August	September	October	November	December
<b>Standards/ Essential Learnings</b>					
<b>Assessment</b>					
<b>Knowledge</b>					
<b>Skills</b>					
<b>Learning Activities</b>					
<b>Accommodations</b>					
<b>Materials</b>					

## Curriculum Map

	January	February	March	April	May
<b>Standards/Essential Learnings</b>					
<b>Assessment</b>					
<b>Knowledge</b>					
<b>Skills</b>					
<b>Learning Activities</b>					
<b>Accommodations</b>					
<b>Materials</b>					

## Curriculum Map

Month	Standards/Essential Learnings	Assessment	Knowledge Skills	Learning Activities	Accommodations	Materials

## Curriculum Map

Month

Theme:

Unit Guiding Question(s):

Standards	Assessment	Knowledge and Skills	Learning Activities	Accommodations	Materials
Science					
Math					
Reading					
Writing					
Speaking					
Listening					
Social Studies					
Health					

## Curriculum Map

### Year At A Glance

	Reading	Writing	Math	Science	Social Studies	Health	Speaking/ Listening
August							
September							
October							
November							
December							
January							
February							
March							
April							
May							

# Curriculum Map

Unit:

Timing:

Essential Questions

Standards/Essential Learnings

Notes	Assessments	Knowledge and Skills	Learning Activities	Accommodations	Materials

# Curriculum Map

**Unit:**

**Timing:**

<b>Standards/Essential Learnings</b>	
<b>Enduring Understandings</b>	<b>Assessment</b>
<b>Essential Questions</b>	<b>Knowledge and Skills</b>
	<b>Learning Activities</b>
	<b>Accommodations</b>
	<b>Materials</b>



## Curriculum Glossary of Terms

<b>Anchor</b>	An anchor is a sample of work or performance used to set the specific performance standard for each level of proficiency. Anchors contribute to scoring reliability and support students by providing tangible models of quality work.
<b>Assessment</b>	Assessment refers to the act of determining a value or degree.
<b>Authentic assessment</b>	An authentic assessment is one composed of tasks and activities design to simulate or replicate important, real-world challenges. It asks a student to use knowledge in real-world ways, with genuine purposes, audiences, and situational variables. Authentic assessments are meant to do more than “test;” they should teach students what the “doing” of a subject looks like and what kinds of performance challenges are actually considered most important in a field or profession.
<b>Backward Design</b>	An approach to designing a curriculum or unit that begins with the end in mind and designs toward that end. This term is used by Grant Wiggins and Jay McTighe in <i>Understanding by Design</i> .
<b>Benchmark</b>	Clearly demarcated progress points that serve as concrete indicators for a standard.
<b>Big Idea</b>	In <i>Understanding by Design</i> (Wiggins and McTighe, 2005), the core concepts, principles, theories, and processes that should serve as the focal point of the curriculum, instruction, and assessment. Big ideas are enduring and important and transferable beyond the scope of a particular unit.
<b>Concept</b>	A concept is a mental construct or category represented by a word or phrase. Concepts include both tangible objects (chair, telephone) and abstract ideas (bravery, anarchy).
<b>Content Standard</b>	A content standard answers the question, “What a student should know, do or understand?”
<b>Curriculum</b>	The curriculum represents what should be taught. It is an explicit and comprehensive plan that is based on content and process standards.
<b>Curriculum Implementation</b>	Curriculum implementation is putting the curriculum into place.
<b>Curriculum Mapping</b>	Curriculum mapping and webbing are approaches that require teachers to align the curriculum, standards, and learning activities across grade levels, within a grade level to ensure a continuum of learning that makes sense for all students.
<b>Enduring Understanding</b>	Enduring understandings are specific inferences, based on big ideas that have lasting value beyond the classroom. They are full-sentence statements that describe specifically what students will understand about the topic.

## Curriculum Glossary of Terms (continued)

<b>Essential Learnings</b>	Essential Learnings are the backbone of a guaranteed viable curriculum. Essential Learnings are aligned with standards and articulate the skills, content, and concepts determined to be non-negotiable areas of proficiency attainment by all students so that they are prepared for the next year/level of education. The Essential Learnings are the mandated curriculum of the Boulder Valley School District and form the basis upon which summative assessments are created.
<b>Essential Question</b>	An Essential Question lies at the heart of a subject or a curriculum (as opposed to being either trivial or leading) and promotes inquiry and un-coverage of a subject. Essential questions do not yield a single answer, but produce different plausible responses, about which thoughtful and knowledgeable people may disagree. An essential question can be overarching, grade level specific, or unit specific in scope.
<b>Essential Topics, Skills, Processes, Concepts</b>	The topics, skills, processes, and concepts clarify the Essential Learnings, describe indicators of achievement, and inform the selection of formative and summative assessments.
<b>Formative assessment</b>	An assessment is considered formative when the feedback from learning activities is actually used to adapt the teaching to meet the learner's needs.
<b>Guaranteed Viable Curriculum</b>	In researching what works in schools, Robert Marzano (2003), found five school-level factors that promote student achievement. Using the process of statistical effect size analysis, Marzano concluded that a guaranteed and viable curriculum is the most powerful school-level factor in determining overall student achievement. Marzano defines a guaranteed and viable curriculum as a combination of opportunity to learn (guaranteed) and time to learn (viable). According to Marzano, students have the opportunity to learn when they study a curriculum that clearly articulates required standards to be addressed at specific grade levels and in specific courses. A curriculum is viable when the number of required standards is manageable for a student to learn to a level of mastery in the time provided (usually a semester, trimester, or year).
<b>Learning Activities</b>	These represent the experiences and instruction that will enable students to achieve the desired results such as materials, projects, lectures, videos, homework, assignments, presentations, accommodations, and vocabulary.
<b>Performance Task</b>	A performance task uses one's knowledge to effectively act or bring to fruition a complex product that reveals one's knowledge and expertise.
<b>Prerequisite knowledge and skill</b>	The knowledge and skill required to successfully perform a culminating tasks or achieve an understanding. These typically identify discrete knowledge and know-how required to put everything together in a meaningful, final performance.

## Curriculum Glossary of Terms (continued)

<b>Processes</b>	Processes include all the strategies, decisions, and sub-skills a student uses in meeting the content standard.
<b>Product</b>	The tangible and stable result of a performance and the processes that led to it. The product is valid for assessing the student's knowledge to the extent that success or failure in producing the product reflects the knowledge taught and being assessed.
<b>Rubric</b>	A scoring tool that rates performance according to clearly stated levels of criteria and enables students to self-assess. A rubric answers the question, <i>What does understanding or proficiency for an identified result look like?</i> The scales can be numeric or descriptive.
<b>Scope and Sequence</b>	Scope refers to the breadth and depth of content to be covered in a curriculum at any one time (e.g. week, term, year, over a student's school life). Sequence refers to the order in which content is presented to learners over time. The order in which you do it. Together a scope and sequence of learning bring order to the delivery of content, supporting the maximizing of student learning and offering sustained opportunities for learning. Without a considered scope and sequence there is the risk of ad hoc content delivery and the missing of significant learning.
<b>Strategies</b>	Strategies are procedures, methods, or techniques to accomplish an essential learning.
<b>Summative assessment</b>	An assessment is considered summative when the feedback is used as a summary of the learning up to a given point in time.



# *Visual Arts Introduction*





## Boulder Valley School District Visual Arts Background

### Introduction

The Boulder Valley Secondary Visual Arts Curriculum provides the foundation for quality, standards-based visual art instruction for secondary students and represents the core program at middle schools and high schools. This curriculum has three goals:

- To clearly articulate what every student should know, understand, and be able to do in visual art at each grade level;
- To align with the current Colorado Content Standards for Visual Arts; and
- To clarify visual art content at each grade level so that concepts can be explored in greater depth and with fidelity.

The Secondary Visual Arts Program is open to every student, sixth through the twelfth grade. At the middle level, courses range from six to eighteen weeks while high school art courses are taught by the semester. Students receive an average of 50 minutes of daily art instruction in each course, led by teachers who are specifically trained and certified as visual art educators.

The Secondary Visual Arts Curriculum provides a substantive framework to guide teacher instruction. The curriculum also communicates to parents and the community what skills and concepts are emphasized in each course.

### Philosophy

A strong arts education is integral to learning and has a positive impact on overall student achievement and engagement in school. The artistic process intrinsically teaches secondary students to innovate, problem solve, think critically, and work collaboratively with others – essential skills in the twenty first century. Daily art classes provide an opportunity for in-depth learning in art production, art history, aesthetics, and art criticism.

Students are encouraged to focus on the artistic process during this more concentrated time period. Through

viewing and discussing the art work of recognized artists, students learn about larger human concerns and promote better understanding among people. Making art and learning to understand the art work of others extends their language, deepens their thinking and makes them more complete human beings.

Art education is an important component of the middle level transition period when students are experiencing rapid intellectual and physical growth. Valuable development takes place in psychomotor skills, organization of concepts, creative problem solving, collaboration, self-concept and care of materials and tools. Involvement in art classes at this level helps students realize the value of art as a life-long interest to enhance personal and community life.

The Secondary Visual Arts Curriculum provides a more advanced approach to art including an opportunity for in-depth study in specific media and techniques, along with art history. Students develop a personal style, a mastery of skills, an appreciation of quality and a respect for art expression. At this level, students may discover or develop a unique talent that could lead to further studies or career opportunities in visual art.

### History

In 1994 the U.S. Congress approved the Goals 2000: Educate America Act. This legislation established the arts, with specific standards for visual art, as a core subject area in which students should be able to demonstrate competence.

Colorado adopted Model Content Standards for Visual Arts in 1997, and the Boulder Valley Board of Education adopted the BVSD Academic Content Standards for Visual Arts, developed by the Visual Arts Curriculum Design and Writing Team, in 1999. The Boulder Valley Secondary Visual Arts Curriculum is based upon and aligned with these standards which are included in this document.

## Boulder Valley School District Visual Arts Content Standards

### Standard 1

*Communication— Students recognize and use the visual arts as a form of communication.*

### Standard 2

*Perception—Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.*

### Standard 3

*Materials & Techniques—Students know and apply visual arts materials, tools, techniques, processes and technology.*

### Standard 4

*History and Culture—Students relate the visual arts to various historical and cultural traditions.*

### Standard 5

*Analysis—Students analyze and evaluate the characteristics, merits and meanings of works of art.*



## Visual Arts Overarching Enduring Understandings and Essential Questions

### Overarching Enduring Understandings









- Art is a universal language that encompasses all forms of communication to express a variety of viewpoints, ideas and feelings.
- Artists use a variety of problem solving and decision making skills to apply the elements of art, principles of design and sensory and expressive features in works of art.
- Artists' experiences with materials, tools, techniques, processes and technology in combination with concepts and themes result in well-crafted works of art.
- Through the study of art, people learn to make informed critical judgments, gain knowledge about visual communication, and learn to respect one's own expression and those of others.

### Overarching Essential Questions







- How do artists use the language of art in communication?
- Why and how do artists apply the elements of art and principles of design in works of art?
- Why is the exploration and application of materials, tools, techniques, processes and technology in a safe and responsible manner important in visual art?
- How does art impact the world and the world impact art?
- How is art analyzed and understood?

## Visual Arts Middle Level Essential Learnings

### Exploratory Art

-  Makes informed choices in the communication of ideas through observation, critical thinking and problem solving
-  Analyzes how and why visual images, themes and ideas communicate meaning in the artwork of others
-  Recognizes that artists know and apply the elements of art and principles of design in art work
-  Analyzes how the expressive features of art create an aesthetic experience
-  Analyzes the relationship between art processes and final works of art
-  Understands appropriate use of materials and tools
-  Demonstrates the purposes and traditions of creating art and artifacts through history and culture
-  Describes, analyzes, interprets and evaluates art work using inquiry and art criticism skills

### Art I

-  Understands and uses problem solving skills to create works of art that communicate ideas or emotions
-  Describes and demonstrates how the principles of design are used to effectively organize the elements of art in works of art
-  Articulates personal, emotional and sensory responses to works of art
-  Recognizes and demonstrates that technical skills are built over time through exploration, practice, and repetitive experiences with materials, tools and processes
-  Demonstrates how beliefs, history and cultures of various peoples influence the creation, meaning and style of works of art
-  Uses art criteria to objectively make decisions about and evaluate works of art

## Visual Arts Middle Level Essential Learnings

### Drawing and Painting








- ✍ Uses observation, critical thinking and problem solving skills to create works of art that communicate an intended meaning
- ✍ Demonstrates and uses the elements of art and principles of design in drawing and painting
- ✍ Analyzes how viewers respond to art
- ✍ Builds proficiency in drawing and painting skills through repeated experiences and practice with materials, tools, techniques, processes and technology
- ✍ Demonstrates how beliefs, history and cultures of various people influence the creation, meaning and styles of drawing and painting
- ✍ Uses personal perceptions, knowledge of culture and time, and the analytical process to formulate judgments about drawings and paintings

### Experiences in Three-Dimensional Design







- ✍ Defines the difference between form and function
- ✍ Applies observation, critical thinking and problem solving skills to create works of art that communicate ideas or emotions
- ✍ Demonstrates and uses the elements of art and principles of design in three-dimensional works of art
- ✍ Analyzes how viewers respond to art
- ✍ Builds proficiency in three-dimensional skills through repeated experiences and practice with materials, tools, techniques, processes and technology
- ✍ Recognizes that three-dimensional works of art are created and understood through personal, social, historical and cultural perspectives
- ✍ Expresses informed judgments about three-dimensional works of art based on personal perceptions, culture, time and the analytical process

## Visual Arts Middle Level Essential Learnings

### Ceramics

-  Defines the difference between form and function
-  Applies observation, critical thinking and problem solving skills to create ceramics that communicate ideas or emotions.
-  Demonstrates and uses the elements of art and principles of design in ceramics
-  Analyzes how viewers respond to art
-  Builds proficiency in ceramic skills through repeated experiences and practice with materials, tools, techniques, processes and technology
-  Recognizes that ceramics are created and understood through personal, social, historical and cultural perspectives
-  Expresses informed judgments about ceramics based on personal perceptions, culture, time and the analytical process

### Crafts

-  Applies observation, critical thinking and problem solving skills to create craft that communicate ideas or emotions
-  Demonstrates and uses the elements of art and principles of design in crafts
-  Analyzes how viewers respond to crafts
-  Builds proficiency in craft skills through repeated experiences and practice with materials, tools, techniques, processes and technology
-  Recognizes that crafts are created and understood through personal, social, historical and cultural perspectives
-  Expresses informed judgments about crafts based on personal perceptions, culture, time and the analytical process

## Visual Arts Scope & Sequence K-5

Standard	K	1	2	3	4	5
<b>Communication</b>	Visual Shapes	Personal Experience	Artistic Style  Theme	Creativity	Images Themes Ideas Meaning	Intended Meaning
<b>Perception</b>	Order of Objects  Sensory Information	Line  Shape  Combined Shapes	Color  Texture  Color and Emotion	Space  Dimension  Form  Composition	Elements of Art  Principles of Design	Aesthetic Choices
<b>Materials and Tools</b>	Variety of Experiences  Safe and Proper Use	Purposes of Materials and Tools  Safe and Proper Use	Color Effects  Textural Details  Appropriate Use	Spatial Relationships  Appropriate Use	Exploration  Application  Appropriate Use	Application  Appropriate Use
<b>History and Culture</b>	Art in Everyday Life  Mary Cassatt  Henri Rousseau  Paul Klee	Art of Japan  Art of Mexico  Faith Ringgold  Henri Matisse  Winslow Homer	Art of China  Art of India  Art of Alaska  Vincent Van Gogh  Diego Rivera  Louise Nevelson	Art of Native Americans  Alexander Calder  Frederick Remington  Maria Martinez	Art of Colonial United States  Pablo Picasso  Romare Bearden  I.M. Pei	Art Careers  Art of Civil War  Art of Immigration  Art of Westward Expansion  Hokusai  Frank Lloyd Wright  Marc Chagall  Georgia O'Keeffe
<b>Analysis</b>	Artistic Expression	Similarities Differences	Artistic Judgment	Artistic Interpretation	Visual Properties  Multiple Meanings	Informed Comparisons

## Visual Arts Scope & Sequence 6-8

Standard	Exploratory Art	Art 1	Drawing and Painting	Ceramics	Crafts	Three-Dimensional Design
<b>Communication</b>	Observation  Critical Thinking  Problem Solving  Artistic Meaning	Problem Solving Skills  Intending Meaning	Personal Ideas  Intended Meaning in Drawing and Painting	Form and Function  Personal Ideas  Intending Meaning in Ceramics	Form and Function  Personal Ideas  Intended Meaning in Crafts	Form and Function  Personal Ideas  Intended Meaning in 3-D Design
<b>Perception</b>	Elements of Art Principles of Design  Aesthetic Experience	Elements of Art Principles of Design  Artistic Expression	Composition  Viewers' Responses to Drawing and Painting	Elements of Art Principles of Design in Ceramics  Viewers' Responses to Ceramics	Elements of Art Principles of Design in Crafts  Viewers' Responses to Crafts	Elements of Art Principles of Design in Three-Dimensional Design  Viewers' Responses to 3-D Design
<b>Materials and Tools</b>	Art Processes  Appropriate Use	General Technical/ Expressive Skills	Technical/ Expressive Skills in Drawing and Painting	Technical/ Expressive Skills in Ceramics	Technical/ Expressive Skills in Crafts	Technical/ Expressive Skills in 3-D Design
<b>History and Culture</b>	Art Purposes  Art Traditions	Creation, Meaning, Artistic Style	Creation, Meaning, Artistic Style in Drawing and Painting	Creation, Meaning, Artistic Style in Ceramics	Creation, Meaning, Artistic Style in Crafts	Creation, Meaning, Artistic Style in 3-D Design
<b>Analysis</b>	Art Inquiry  Art Criticism Skills	Artistic Criteria	Artistic Judgments in Drawing and Painting	Artistic Judgments in Ceramics	Artistic Judgments in Crafts	Artistic Judgments in 3-D Design

## Visual Arts Scope & Sequence 9-12

Standard	A 42 Drawing and Painting 2	A 62 Pottery/Sculpture 2	A 72 Photography 2
<b>Communication</b>	Intended Meaning of Visual Images, Themes and Ideas in Drawing and Painting	Intended Meaning of Visual Images, Themes and Ideas in Pottery and Sculpture	Intended Meaning of Visual Images, Themes and Ideas in Photography
<b>Perception</b>	Elements of Art and Principles of Design in Drawing and Painting	Elements of Art and Principles of Design in Pottery and Sculpture	Elements of Art and Principles of Design in Photography
<b>Materials and Tools</b>	Intermediate Skills, Materials, Techniques, Technology and Safe Practices in Drawing and Painting	Intermediate Skills, Materials, Techniques, Technology and Safe Practices in Pottery and Sculpture	Intermediate Skills, Materials, Techniques, Technology and Safe Practices in Photography
<b>History and Culture</b>	Relationship Between Art History/Culture and Drawing and Painting  Art of Prominent Painters	Relationship Between Art History/Culture and Pottery and Sculpture  Art of Prominent Potters and Sculptors	Relationship Between Art History/Culture and Photography  Art of Prominent Photographers ( Timothy O’Sullivan, Nadar, Man Ray, Margaret Bourke White, Henri Cartier- Bresson)
<b>Analysis</b>	Comparison/Contrast  Critical Analysis	Comparison/Contrast  Critical Analysis	Comparison/Contrast  Critical Analysis

## Visual Arts Glossary of Terms

<b>Abstraction</b>	Work in which the artist uses a recognizable subject but portrays it in an unrealistic manner.
<b>Aesthetics</b>	A discipline in the visual arts and a branch of philosophy focused on the nature and value of art; pertaining to how we see things and what they mean. Aesthetic theories generally include mimetic, formalist, expressive, instrumental, institutional and postmodern.
<b>Aesthetic Inquiry</b>	Asking questions about works of art, describing and evaluating the media, processes, and meanings of works of art and making comparative judgments.
<b>Analogous</b>	A color scheme which uses colors that are next to one another on the color wheel and share a hue.
<b>Architecture and Environmental Arts</b>	Urban, interior and landscape design.
<b>Artifact</b>	Any simple object showing human workmanship and aesthetic modification.
<b>Background</b>	The most distant layer of implied planes in the picture space of a two-dimensional work of art
<b>Balance</b>	A principle of design that describes the arrangement of the elements of an artwork. An artwork that is balanced seems to have equal visual weight or interest in all areas.
<b>Collage</b>	The use of various materials (e.g., cardboard, metal, plastic, paper) adhered to a surface to create an image.
<b>Color</b>	An element of art that refers to what the eyes see when light is reflected off an object. Hue is another word for color.
<b>Color Scheme</b>	A plan for selecting or organizing colors.
<b>Color Wheel</b>	A circular chart of colors of the visible spectrum. It is commonly used to remember color relationships when working with pigments.
<b>Complementary</b>	Colors that are directly opposite each other on the color wheel. When mixed together they make a neutral brown or gray. When they are used next to each other in a work of art they create strong contrasts.
<b>Composition</b>	To create, form or design an image by arranging separate parts to create a whole. The principles of design are used to organize the elements of art in a composition.
<b>Contrast</b>	A large difference between two things, for example, rough and smooth, light and shadow or complementary colors. Contrasts usually add excitement, drama and interest to artworks.
<b>Cool Colors</b>	Blue, green and violet colors which make us think of cool places, things or feelings; can be used as a color scheme
<b>Critical Analysis</b>	A higher level thinking strategy, such as Feldman's model for description, analysis, interpretation and judgment.
<b>Critique</b>	The process and/or the result of careful reviewing works of art based on standards or criteria. A critique can be written or verbal.

## Visual Arts Glossary of Terms (continued)

<b>Culture/Cultural</b>	A style of social and artistic expression unique to a particular community of people; the ideas, beliefs and living customs of a people.
<b>Defend Appropriate Judgments</b>	For example: Picasso was the greatest painter of the 20 <sup>th</sup> century because he invented new ways of seeing.
<b>Design and Communication Arts</b>	Film, television, graphics, illustration, photography, product design and electronic imagery.
<b>Dominance</b>	Part of the artwork that is most important, powerful or has the most influence on the viewer.
<b>Elements of Art</b>	The components of visual arts: line, shape, space, form, color, value, texture.
<b>Emphasis</b>	A principle of design which refers to a distinguished feature or area of a work of art that captures the viewer's attention
<b>Expressive Features</b>	Components of works of art which effect the emotions, such as anger, sadness, and joy.
<b>Fine Arts</b>	Traditional art forms, such as drawing, painting, printmaking, sculpture, ceramics, fibers, jewelry and photography. This term is often used to refer collectively, to dance, music, theater and the visual arts.
<b>Folk Arts</b>	Art that expresses a cultural connection between ethnic forms and traditions and contemporary life experiences.
<b>Foreground</b>	The closest layer of implied planes in the picture space of a two-dimensional work of art.
<b>Form</b>	An element of art that refers to a three-dimensional object. Also a general term that means the structure or design of a work.
<b>Harmony</b>	A principle of design concerned with blending elements to create a more calm, restful appearance.
<b>Historical</b>	Refers to what is concerned with history; having importance or influence on history.
<b>Hue</b>	Another name for a color.
<b>Intermediate Color</b>	A color made by mixing a secondary color with a primary color.
<b>Interpretation</b>	To find meaning and understanding in a particular way.
<b>Judgment</b>	The ability to form an opinion about a work or art using established criteria such as craftsmanship, design quality, expressiveness, personal response and originality.
<b>Landscape</b>	Artwork that depicts natural scenery
<b>Line</b>	An element of art that refers to the path of a moving point through space. A line can vary in length, width, direction, curvature and color.
<b>Materials</b>	Resources used in the creation and study of visual art, such as paint, clay, paper, canvas, film, videotape, watercolors, wood and plastic.
<b>Media</b>	Broad categories for grouping works of visual art according to the art materials used, for example, the painting media are watercolor, oil, tempera, acrylic, etc.

## Visual Arts Glossary of Terms (continued)

<b>Middle Ground</b>	The middle layer of implied planes in the picture space of a two-dimensional work of art.
<b>Mixed Media</b>	Description of any work of art employing more than one medium.
<b>Monochromatic</b>	Color scheme using different values (tints and shades) of a single hue.
<b>Movement</b>	A principle of design used to create the look and feeling of action and to guide a viewer's eye throughout the work.
<b>Multi Media</b>	Using or encompassing several media, including photography, television, video and film.
<b>Multiple Solutions for Visual Arts Problems</b>	Such as designing three different kinds of containers using paper, clay and/or cardboard.
<b>Neutral Colors</b>	Refers to colors not associated with a hue such as white, gray or black; also considered a color scheme.
<b>Pattern</b>	Repeated use of the elements of art in a purposeful way.
<b>Perspective</b>	A method of representing the illusion of volume in three-dimensional objects and depth of space on a two-dimensional surface.
<b>Portrait</b>	A work of art based on a person or animal, especially the face.
<b>Principles of Design</b>	Artistic guidelines that help artists organize images in a composition: balance, rhythm, emphasis, unity, variety, contrast, proportion, pattern, movement.
<b>Printmaking</b>	A technique in which an inked image from a prepared surface or block is transferred onto another surface.
<b>Primary Colors</b>	The three colors that can not be made by mixing together other colors (red, blue and yellow).
<b>Process</b>	A sequential operation involving a number of methods or techniques, such as the carving process in sculpture, the etching process in printmaking, or the casting process in making jewelry.
<b>Proportion</b>	A principle of design based on the relationship of one part to another and to the whole.
<b>Realism</b>	A style of art in which everyday scenes and events are painted as they actually look.
<b>Rhythm</b>	A principle of design created through the repetition of an element to make a work seem active or to suggest vibration.
<b>Secondary Color</b>	A color made by mixing equal amounts of two primary colors.
<b>Sensory Features</b>	Components of works of art that affect the five physical senses.
<b>Shade</b>	Dark values of pure colors usually created by adding black.
<b>Shape</b>	An element of art that refers to a flat area created when a line meets to surround a space. Shapes can be divided into two types: geometric (square, triangle, circle, etc.) and organic (irregular in outline).

## Visual Arts Glossary of Terms (continued)

<b>Space</b>	An element of art that refers to the distance between, around, above, below and within things.
<b>Specific Criteria</b>	A means by which judgments can be made, such as analyzing a work of art by assigning it an artistic style (Realism, Abstraction, Cubism, etc.)
<b>Split-Complementary</b>	A color scheme based on one color and the colors on either side of its complement on the color wheel.
<b>Still Life</b>	A representation of inanimate objects in a work of art, often included as symbols for concepts or ideas.
<b>Style</b>	Artistic character of art movements during specific periods of history or an individual artist's use of media, which gives the work an individual character.
<b>Symbol</b>	Something that stands for or suggests something else by reason of relationship, association, convention or accidental resemblance
<b>Synthesis</b>	The combination of separate parts or elements to form something new.
<b>Techniques</b>	Specific methods or processes used in making art, such as carving wood, developing film, or weaving yarn.
<b>Technology</b>	A method or methodology that applies technical knowledge or tools to solve new conceptual problems.
<b>Texture</b>	An element of art that refers to the way a thing feels, or looks as though it might feel if touched, the quality or appearance of a surface.
<b>Tint</b>	Light values of pure colors usually created by adding white.
<b>Tools</b>	Instruments and equipment used by students to create and learn about art, such as brushes, scissors, cameras, digital technology, etc.
<b>Triad</b>	A color scheme based on three colors that are equal distant apart on the color wheel such as primary colors or secondary colors.
<b>Unity</b>	A principle of design achieved when all aspects of a work of art are organized to create a feeling of completeness, wholeness or harmony.
<b>Value</b>	An element of art that means the darkness or lightness of a surface.
<b>Variety</b>	A principle of design focused on the use of different elements of art to create visual interest.
<b>Visual Art</b>	Creation, expression, or communication based on visual form.
<b>Visual Image</b>	A representation of the form and features of someone or something.
<b>Visual Literacy</b>	The ability to perceive and respond to visual symbols and images, for example: recognizing and understanding the international signs for no smoking or highway rest stops.
<b>Warm Colors</b>	Red, orange and yellow colors which make us think of warm places, things or feelings; can be used as a color scheme.



# Middle Level Exploratory Art Curriculum Essentials





## Boulder Valley School District Visual Arts Content Standards and Exploratory Art Essential Learnings

**Standard 1: Communication**— *Students recognize and use the visual arts as a form of communication.*

**To meet this standard, a Middle School student:**

- √ Makes informed choices in the communication of ideas through observation, critical thinking and problem solving.
- √ Analyzes how and why visual images, themes and ideas communicate meaning in the artwork of others

**Standard 2: Perception**—*Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.*

**To meet this standard, a Middle School student:**

- √ Recognizes that artists know and apply the elements of art and principles of design in art work.
- √ Analyzes how the expressive features of art create an aesthetic experience.

**Standard 3: Materials & Techniques**—*Students know and apply visual arts materials, tools, techniques, processes and technology.*

**To meet this standard, a Middle School student:**

- √ Analyzes the relationship between art processes and final works of art.
- √ Understands appropriate use of materials and tools.

**Standard 4: History and Culture**—*Students relate the visual arts to various historical and cultural traditions.*

**To meet this standard, a Middle School student:**

- √ Demonstrates the purposes and traditions of creating art and artifacts through history and culture.

**Standard 5: Analysis**—*Students analyze and evaluate the characteristics, merits and meanings of works of art .*

**To meet this standard, a Middle School student:**

- √ Describes, analyzes, interprets and evaluates art work using inquiry and art criticism skills.

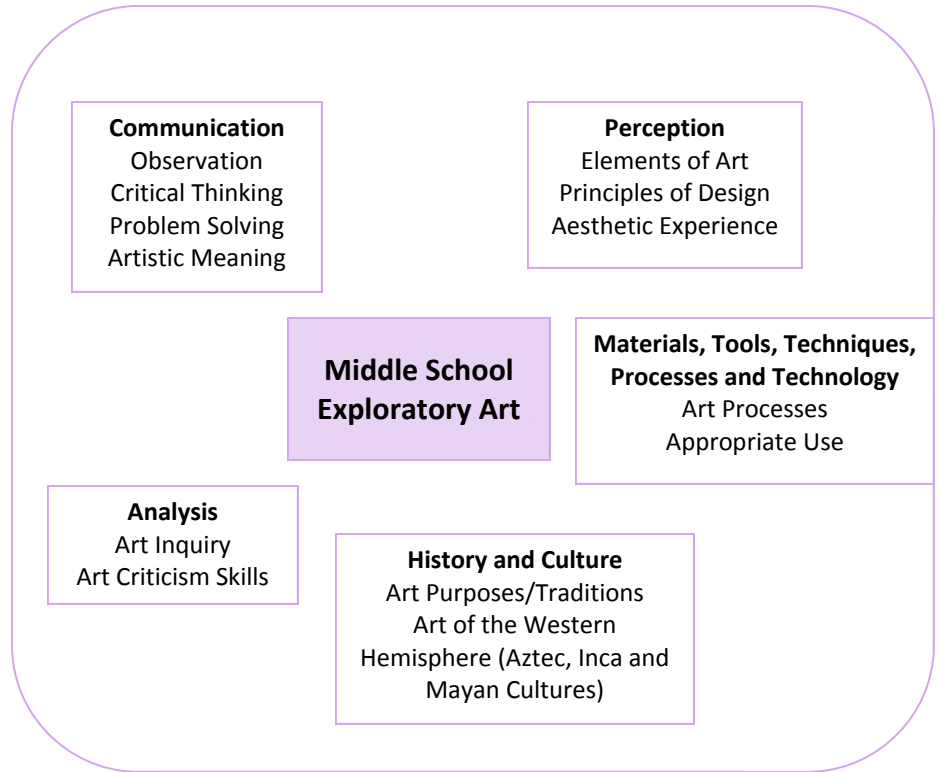
# BVSD Exploratory Art Overview

## Course Description

In Exploratory Art, students experiment with a variety of media to create visual art. The elements of art and principles of design are emphasized in two-dimensional and three-dimensional work. The development and application of basic techniques, skills and technology are stressed. Students learn to respect their own and others ideas, artistic expressions and personal style as they objectively analyze and evaluate works of art. Art history and culture studies include the following regions: Western Hemisphere, Aztec, Inca and Mayan cultures. Additional cultures that are not addressed in the art history curriculum in other middle level art courses may also be included.

## Effective Components of a Middle Exploratory Art Program

- Demonstrates artistic techniques and use of media
- Provides opportunities for practice, experimentation, and refinement
- Supports divergent thinking and multiple learning outcomes
- Provides a variety of visual references
- Incorporates a variety of critique formats
- Introduces and expects appropriate use of art vocabulary
- Makes connection to artists, careers, art in the community and everyday lives
- Maintains organizational system for storage and disbursement of materials/tools
- Sets clear expectations for art room safety, cleaning, and classroom procedures
- Integrates art with other content areas
- Displays a variety of student artwork within the school and community



## Assessment

- √ Sixth grade non-CSAP art assessments
- √ Pre-assessments
- √ Checks for understanding
- √ Observations
- √ Student questions/comments
- √ Personal reflections
- √ Teacher questions and prompts
- √ Performance tasks (planning, in-progress, final assignments)
- √ Critiques (group discussion, written reflection, in-progress)
- √ Self and peer assessments
- √ Artist statements and reflections

## Essential Questions

- How and why does an artist use images, themes and ideas for artistic expression?
- How does perception impact art?
- How do artists decide when and how to apply specific materials, tools, techniques and processes?
- How does art impact the world and the world impact art?
- How is art understood?

## Technology Integration & Information Literacy

- ① Formulates art research questions
- ① Uses visual clues to interpret information
- ① Accesses staff and electronic resources for art information/digital references
- ① Creates works of art with a variety of media including technology
- ① Efficiently demonstrates effective online searching techniques
- ① Cites and uses information sources appropriately
- ① Uses technology responsibly

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 1

*Communication— Students recognize and use the visual arts as a form of communication.*

#### Enduring Understanding

Images, themes and ideas communicate intended meaning in art.

#### Essential Question

How and why does an artist use images, themes and ideas for artistic expression?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>EA1</b>	<b>Makes informed choices in the communication of ideas through observation, critical thinking and problem solving</b>
	a	Selects and uses images, themes, and ideas that communicate intended meaning in one’s own works of art
	b	Evaluates meaning and communication in one’s own works of art
	<b>EA2</b>	<b>Analyzes how and why visual images, themes and ideas communicate meaning in the artwork of others</b>
	a	Evaluates meaning and communication in the work of others

**Key Academic Vocabulary:** theme, image, idea, interpret, communicate, observe, critical thinking, problem solving

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 2

*Perception—Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.*

#### Enduring Understanding

Through perception, artists employ the senses to gather information about his or her environment to use in creating art.

#### Essential Question

How does perception impact art?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>EA3</b>	<b>Recognizes that artists know and apply the elements of art and principles of design in art work</b>
	a	Applies specific elements of art and principles of design in one’s own work to communicate ideas about his or her environment
	b	Uses one-point perspective to create the illusion of depth in a two-dimensional drawing
	c	Characterizes and interprets works of art by how artists uniquely apply the elements of art and principles of design
	d	Understands the role of experience, perception and intuition in design choices
	e	Uses appropriate art vocabulary
	<b>EA4</b>	<b>Analyzes how the expressive features of art create an aesthetic experience</b>
a	Explains orally and in writing the means by which art evokes sensory and emotional responses	

**Key Academic Vocabulary:** line (vertical, horizontal), shape (geometric, organic), form, space (positive, negative), texture, value, color, color wheel, balance (symmetry, asymmetry, radial), rhythm, emphasis, unity, variety, pattern, movement, proportion, perspective, aesthetic, sensory, expressive, emotion

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 3

*Materials & Techniques—Students know and apply visual arts materials, tools, techniques, processes and technology.*

#### Enduring Understanding

Artists intentionally choose and use materials and techniques to create art.

#### Essential Question

How do artists decide when and how to apply specific materials, tools, techniques and processes?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>EA5</b>	<b>Analyzes the relationship between art processes and final works of art</b>
		a Creates two-dimensional and three-dimensional works of art using selected art media and techniques
		b Demonstrates proper use of materials and techniques for each assignment
		c Reflects on the selection and choices of art media and techniques
	<b>EA6</b>	<b>Understands appropriate use of materials and tools</b>
		a Uses art materials, tools, and equipment in a safe and responsible manner
	b Follows proper classroom safety procedures	

**Key Academic Vocabulary:** media, technique, intention, process, two-dimensional, three-dimensional, craftsmanship, safety, other vocabulary specific to techniques and processes for any given unit

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 4

*History and Culture—Students relate the visual arts to various historical and cultural traditions.*

#### Enduring Understanding

There is a close relationship between art and various historical and cultural traditions around the world.

#### Essential Question

How does art impact the world and the world impact art?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>EA7</b>	<b>Demonstrates the purposes and traditions of creating art and artifacts through history and culture</b>
	a	Analyzes artwork based on various historical and cultural traditions with a focus on Aztec, Inca, Mayan, and Western Hemisphere regions
	b	Articulates the components of artistic style, including choice of subject matter, design, materials, and processes
	c	Creates art based on personal interpretation of a historical and cultural context
	d	Makes personal artistic choices to develop original style

**Key Academic Vocabulary:** culture, tradition, artifact, characteristic, civilization, style, Aztec, Inca, Mayan, Western Hemisphere

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 5

*Analysis—Students analyze and evaluate the characteristics, merits and meanings of works of art.*

#### Enduring Understanding

The meaning of artwork can be discovered through thoughtful observation and evaluation.

#### Essential Question

How is art understood?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>EA8</b>	<b>Describes, analyzes, interprets and evaluates art work using inquiry and art criticism skills</b>
		a Demonstrates the ability to objectively critique works of art
		b Critiques works of art including information such as subject matter, symbols, style, elements of art, principles of design, medium, artist, title, period and cultural aspects
		c Uses a self-assessment tool to evaluate own work
		d Uses appropriate vocabulary to evaluate art work

**Key Academic Vocabulary:** describe, analyze, interpret, judge, observe, critique, criteria, subject matter, symbol, style

## Suggested Timelines

Topic	Suggested Timeframe
Observation	Embedded throughout the course
Critical Thinking	Embedded throughout the course
Problem Solving	Embedded throughout the course
Artistic Meaning	Embedded throughout the course
Elements of Art	Introduced at beginning of course then embedded throughout
Principles of Design	Introduced at beginning of course then embedded throughout
Aesthetic Experience	Embedded throughout the course
Art Processes	Introduced at beginning of course then embedded throughout
Appropriate Use	Introduced at beginning of course then embedded throughout
Art Purposes/Traditions	Embedded throughout the course
Art of the Western Hemisphere (Aztec, Inca and/or Mayan Culture Emphasis)	Two-four week unit depending on length of course
Art Inquiry	Introduced at beginning of course then embedded throughout
Art Criticism Skills	Introduced at the beginning of each unit then embedded

# Middle School Art I Curriculum Essentials





## Boulder Valley School District Visual Arts Content Standards and Art I Essential Learnings

**Standard 1: Communication**— *Students recognize and use the visual arts as a form of communication.*

**To meet this standard, a Middle School student:**

- √ Understands and uses problem solving skills to create works of art that communicate ideas or emotions.

**Standard 2: Perception**—*Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.*

**To meet this standard, a Middle School student:**

- √ Describes and demonstrates how the principles of design are used to effectively organize the elements of art in works of art.
- √ Articulates personal, emotional and sensory responses to works of art.

**Standard 3: Materials & Techniques**—*Students know and apply visual arts materials, tools, techniques, processes and technology.*

**To meet this standard, a Middle School student:**

- √ Recognizes and demonstrates that technical skills are built over time through exploration, practice, and repetitive experiences with materials, tools and processes.

**Standard 4: History and Culture**—*Students relate the visual arts to various historical and cultural traditions.*

**To meet this standard, a Middle School student:**

- √ Demonstrates how beliefs, history and cultures of various peoples influence the creation, meaning and style of works of art.

**Standard 5: Analysis**—*Students analyze and evaluate the characteristics, merits and meanings of works of art .*

**To meet this standard, a Middle School student:**

- √ Uses art criteria to objectively make decisions about and evaluate works of art.

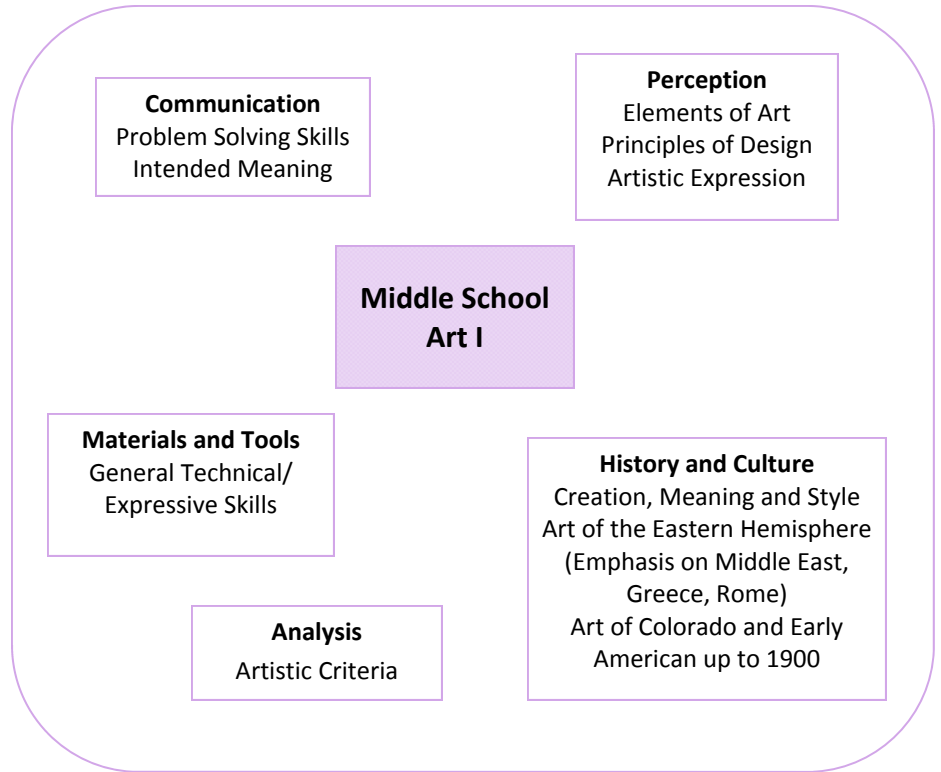
## BVSD Art I Overview

### Course Description

Building on Exploratory Art learning experiences, students study and apply the elements of art and principles of design in compositions. Inspired by artists and art history, students learn about various materials, tools, techniques, processes and technology in both two and three-dimensional art. Students build and refine motor skills throughout this course. Personal expression is nurtured through an exploration of the creative process. Students understand the role of visual art in shaping historical and cultural traditions. Art history and cultural studies focus on regions within the seventh and eighth grade social studies curriculum. Additional artists and cultures that are not addressed in other middle level art courses may also be included.

### Effective Components of a Middle School Art I Program

- Demonstrates artistic techniques and use of media
- Provides opportunities for practice, experimentation, and refinement
- Supports divergent thinking and multiple learning outcomes
- Provides a variety of visual references
- Incorporates a variety of critique formats
- Introduces and expects appropriate use of art vocabulary
- Makes connection to artists, careers, art in the community and everyday lives
- Maintains organizational system for storage and disbursement of materials/tools
- Sets clear expectations for art room safety, cleaning, and classroom procedures
- Integrates art with other content areas
- Displays a variety of student artwork within the school and community



### Assessment

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>√ Pre-assessments</li> <li>√ Checks for understanding</li> <li>√ Observations/Anecdotal Records</li> <li>√ Student questions/comments</li> <li>√ Personal reflections</li> <li>√ Teacher questions and prompts</li> </ul> | <ul style="list-style-type: none"> <li>√ Performance tasks (planning, in-progress, final assignments)</li> <li>√ Critiques (group discussion, written reflection, in-progress)</li> <li>√ Peer assessments</li> <li>√ Self-assessments</li> <li>√ Artist statements</li> </ul> |
|--|--|

### Essential Questions

- How do artists design original works of art to solve visual art problems?
- How do artists explicitly organize their images?
- Why do viewers react differently to art?
- Why does artistic technique vary among artists?
- How do belief systems affect the creation and response to art created today and in the past?
- How is art understood?

### Technology Integration & Information Literacy

- ① Formulates art research questions
- ① Uses visual clues to interpret information
- ① Accesses staff and electronic resources for art information/digital references
- ① Creates works of art with a variety of media including technology
- ① Efficiently demonstrates effective online searching techniques
- ① Cites and uses information sources appropriately
- ① Uses technology responsibly

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 1

*Communication— Students recognize and use the visual arts as a form of communication.*

#### Enduring Understanding

Artists use a variety of design methods and strategies to solve visual art problems and communicate meaning.

#### Essential Question

How do artists design original works of art to solve visual art problems?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>A1</b>	<b>Understands and uses problem solving skills to create works of art that communicate ideas or emotions</b>
	a	Analyzes how artists solve problems in various fields of art (e.g., architecture, commercial design, etc.)
	b	Selects, organizes and employs images, themes and ideas that communicate intended meaning in one’s own works of art
	c	Evaluates meaning and communication in works of art including one’s own

**Key Academic Vocabulary:** Illusion, perspective, implied, dimension, message, theme, symbolism

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 2

*Perception—Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.*

#### Enduring Understanding

Principles of design are used to effectively organize the elements of art. Art evokes an array of sensory and emotional responses.

#### Essential Questions

How do artists explicitly organize their images?  
Why do viewers react differently to art?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>A2</b>	<b>Describes and demonstrates how the principles of design are used to effectively organize the elements of art in works of art</b>
	a	Organizes line variations, geometric and organic shapes, color relationships, textural details and perspective in works of art through the principles of design
	b	Identifies and describes elements of art and principles of design in original compositions
	c	Creates the illusion of depth in two-dimensional works of art using a variety of devices (e.g., overlapping, atmospheric perspective, diminishing size and detail, object placement in picture plane)
	d	Critiques one’s own art work and the work of others based on the use of elements of art and principles of design
	<b>A3</b>	<b>Articulates personal, emotional and sensory responses to works of art</b>
	a	Critiques one’s own art work and the work of others based on expression

**Key Academic Vocabulary:** sensory, expression, line, shape, form, color, value, texture, space, balance, rhythm, emphasis, unity, variety, pattern, movement, overlap, atmospheric perspective, placement

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 3

*Materials & Techniques—Students know and apply visual arts materials, tools, techniques, processes and technology.*

#### Enduring Understanding

Each artist develops specific methods or approaches in the process of making art.

#### Essential Question

Why does artistic technique vary among artists?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>A4</b>	<b>Recognizes and demonstrates that technical skills are built over time through exploration, practice, and repetitive experiences with materials, tools and processes</b>
	a	Practices and builds technical skills in drawing, painting, printmaking and three-dimensional processes
	b	Demonstrates techniques for well-crafted works of art
	c	Demonstrates proper use of materials and tools as it relates to technical proficiency
	d	Evaluates the selection and use of materials, tools, and techniques through the critique process
	e	Analyzes how technology can be incorporated into art
	f	Identifies specific digital skills for creating art

**Key Academic Vocabulary:** technique, proficiency, technology, graphic art, digital art

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 4

*History and Culture—Students relate the visual arts to various historical and cultural traditions.*

#### Enduring Understanding

Art is created and understood through personal, social, historical and cultural perspectives.

#### Essential Question

How do belief systems affect the creation and response to art created today and in the past?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>A5</b>	<b>Demonstrates how beliefs, history and cultures of various peoples influence the creation, meaning and style of works of art</b>
	a	Recognizes that art history includes the study of artists, styles, themes, techniques and cultural traditions during different time periods
	b	Describes and analyzes ways that social and cultural beliefs influence responses to works of art
	c	Interprets styles and themes in works of art from historical times and places with a focus on regions studied in social studies
	d	Creates art based on personal responses to historical or cultural events, experiences or traditions
	e	Uses and applies appropriate art vocabulary

**Key Academic Vocabulary:** art, artifact, style, masterpiece, tradition, contemporary, civilization, function, ritual, ceremony, symbol, theme, myth, legend, additional vocabulary related to art/social studies integration as appropriate

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 5

*Analysis—Students analyze and evaluate the characteristics, merits and meanings of works of art.*

#### Enduring Understanding

Art can be understood through the process of description, analysis, interpretation and evaluation.

#### Essential Question

How is art understood?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>A6</b>	<b>Uses art criteria to objectively make decisions about and evaluate works of art</b>
		a Compares and contrasts the use of elements of art and principles of design in works of art using appropriate art vocabulary
		b Identifies similarities and differences in works of art using appropriate art vocabulary
		c Creates and applies criteria for evaluating works of art
		d Evaluates one’s own art work and the work of others based on identified criteria through class critiques and self-assessment tools

**Key Academic Vocabulary:** Describe, analyze, interpret, judge, critique, criteria

## Suggested Timelines

Topic	Suggested Timeframe
Problem Solving Skills	Embedded throughout the course
Intending Meaning	Embedded throughout the course
Elements of Art	Introduced at beginning of course then embedded throughout
Principles of Design	Introduced at beginning of course then embedded throughout
Artistic Expression	Embedded throughout the course
General Technical/Expressive Skills	Introduced at beginning of course then embedded throughout
Creating, Meaning, Artistic Style	Embedded throughout the course
Art of the Eastern Hemisphere (Middle East, Greece, Rome Emphasis)	Two-week unit
Art of Colorado and Early America (up to 1900)	Two-week unit
Artistic Criteria	Introduced at beginning of course then embedded throughout

# Middle School Drawing and Painting Curriculum Essentials





## Boulder Valley School District Visual Arts Content Standards and Drawing and Painting Essential Learnings

**Standard 1: Communication**— *Students recognize and use the visual arts as a form of communication.*

**To meet this standard, a Middle School student:**

- √ Uses observation, critical thinking and problem solving skills to create works of art that communicate an intended meaning.

**Standard 2: Perception**—*Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.*

**To meet this standard, a Middle School student:**

- √ Demonstrates and uses the elements of art and principles of design in drawing and painting.
- √ Analyzes how viewers respond to art.

**Standard 3: Materials & Techniques**—*Students know and apply visual arts materials, tools, techniques, processes and technology.*

**To meet this standard, a Middle School student:**

- √ Builds proficiency in drawing and painting skills through repeated experiences and practice with materials, tools, techniques, processes and technology.

**Standard 4: History and Culture**—*Students relate the visual arts to various historical and cultural traditions.*

**To meet this standard, a Middle School student:**

- √ Demonstrates how beliefs, history and cultures of various people influence the creation, meaning and styles of drawing and painting.

**Standard 5: Analysis**—*Students analyze and evaluate the characteristics, merits and meanings of works of art .*

**To meet this standard, a Middle School student:**

- √ Uses personal perceptions, knowledge of culture and time, and the analytical process to formulate judgments about drawings and paintings.

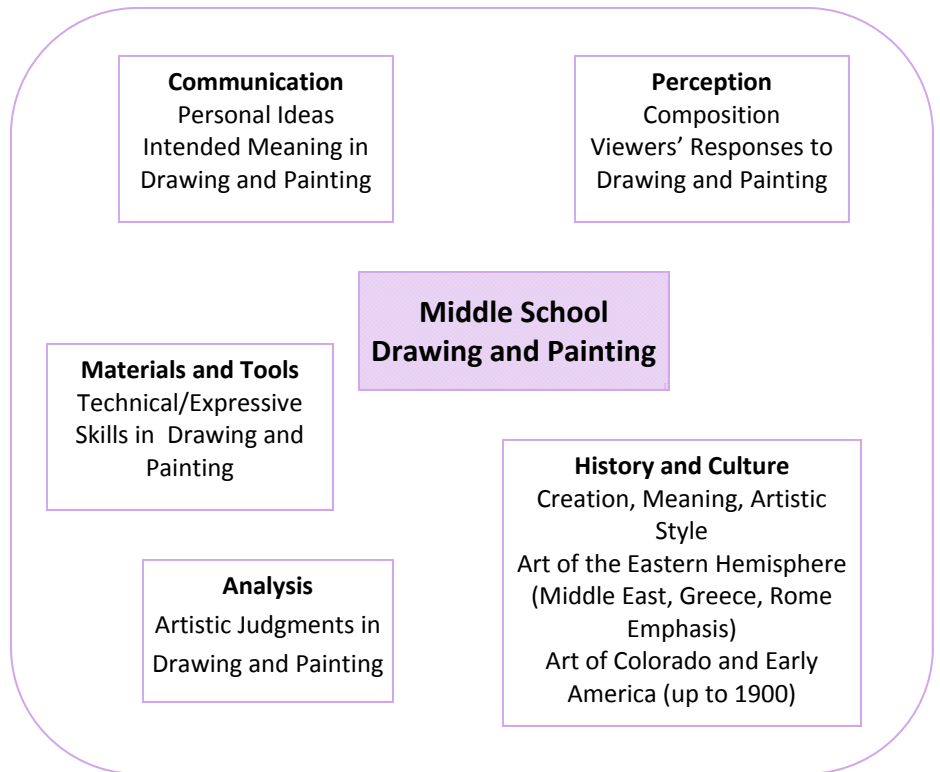
## BVSD Middle School Drawing and Painting Overview

### Course Description

This one term Drawing and Painting course provides experiences in a wide range of media through the intentional application of elements of art and principles of design. Students build drawing and painting skills through exploration and practice with materials, tools, techniques, processes and technology. Observation, critical thinking and problem solving are stressed as important components of the drawing process and discovering personal style. Students understand the role of visual art in shaping historical and cultural traditions. Art history and cultural studies will focus on regions within the seventh and eighth grade social studies curriculum. Additional artists and cultures that are not addressed in other middle level art courses may also be included.

### Effective Components of a Middle School Drawing and Painting Program

- Demonstrates artistic techniques and use of media
- Provides opportunities for practice, experimentation, and refinement
- Supports divergent thinking and multiple learning outcomes
- Provides a variety of visual references
- Incorporates a variety of critique formats
- Introduces and expects appropriate use of art vocabulary
- Makes connection to artists, careers, art in the community and everyday lives
- Maintains organizational system for storage and disbursement of materials/tools
- Sets clear expectations for art room safety, cleaning, and classroom procedures
- Integrates art with other content areas
- Displays a variety of student artwork within the school and community



### Assessment

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>√ Pre-assessments</li> <li>√ Checks for understanding</li> <li>√ Observations</li> <li>√ Student questions/comments</li> <li>√ Personal reflections</li> <li>√ Teacher questions and prompts</li> </ul> | <ul style="list-style-type: none"> <li>√ Performance tasks (planning, in-progress, final assignments)</li> <li>√ Critiques (group discussion, written reflection, in-progress)</li> <li>√ Self and peer assessments</li> <li>√ Artist statements and reflections</li> </ul> |
|--|---|

### Essential Questions

- How and why does an artist use images, themes and ideas for artistic expression?
- How does perception impact art?
- How do artists decide when and how to apply specific materials, tools, techniques and processes?
- How does art impact the world and the world impact art?
- How is art understood?

### Technology Integration & Information Literacy

- ① Formulates art research questions
- ① Uses visual clues to interpret information
- ① Accesses staff and electronic resources for art information/digital references
- ① Creates works of art with a variety of media including technology
- ① Efficiently demonstrates effective online searching techniques
- ① Cites and uses information sources appropriately
- ① Uses technology responsibly

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 1

*Communication— Students recognize and use the visual arts as a form of communication.*

#### Enduring Understanding

Artists observe, interpret and record what they see during the drawing process to communicate meaning.

#### Essential Question

Why is observation essential when learning to draw?  
How does an artist communicate meaning through drawing and painting?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>DP1</b>	<b>Uses observation, critical thinking and problem solving skills to create works of art that communicate an intended meaning</b>
		a Communicates information and ideas through drawing, painting, and illustration
		b Synthesizes personal ideas through preliminary sketches, drafts and final drawings and paintings
		c Selects, organizes and employs images, themes, and ideas that communicate intended meaning in works of art (drawings and paintings)
		d Evaluates meaning and communication in works of art (drawings and paintings)

**Key Academic Vocabulary:** observation, symbolism, message, idea, theme, sketch, draft, illustration

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 2

*Perception—Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.*

#### Enduring Understanding

Elements of art and principles of design are used with intention in works of art. Through reflection and discussion, viewers can respond to art.

#### Essential Questions

Why and how do artists manipulate the elements of art? How can we describe our reactions to art?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>DP2</b>	<b>Demonstrates and uses the elements of art and principles of design in a composition</b>
	a	Identifies and applies elements of art and principles of design in a composition with a focus on emphasis
	b	Creates a visual focal point in a composition that is distinctive in terms of details, size and/or placement
	c	Critiques one’s own art work and the work of others based on the use of elements of art and principles of design
	<b>DP3</b>	<b>Analyzes how viewers respond to art</b>
	a	Articulates personal sensory responses to the visual qualities of drawings and paintings

**Key Academic Vocabulary:** elements of art, principles of design, focal point, rule-of-thirds

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 3

*Materials & Techniques—Students know and apply visual arts materials, tools, techniques, processes and technology.*

#### Enduring Understanding

The artistic process involves experimentation, exploration and repetition with materials and techniques.

#### Essential Question

How do artists get better at what they do?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>DP4</b>	<b>Builds proficiency in drawing and painting skills through repeated experiences and practice with materials, tools, techniques, processes and technology</b>
	a	Draws and paints a variety of objects through direct observation using line and shape variation, color relationships, value changes, textural details, and the illusion of depth
	b	Practices technical and expressive skills in drawing and painting using a variety of ideas, themes, and sources including technology
	c	Demonstrates proper use of drawing and painting materials and tools as it relates to technical proficiency to create well-crafted works of art
	d	Uses technology as a means to research, plan and illustrate ideas
	e	Evaluates the selection and use of drawing and painting materials, tools and techniques through the critique process

**Key Academic Vocabulary:** positive shape/space, negative shape/space, illustration, contour, gesture, thumbnail, still life, portrait, landscape, highlight, shadow, perspective, vanishing point, horizon line, illusion, pigment, wash, impasto, chiaroscuro, transparent, opaque, value

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 4

*History and Culture—Students relate the visual arts to various historical and cultural traditions.*

#### Enduring Understanding

Art is created and understood through personal, social, historical and cultural perspectives.

#### Essential Question

How do belief systems affect our creation of and response to drawing and paintings today and in the past?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>DP5</b>	<b>Demonstrates how beliefs, history and cultures of various people influence the creation, meaning and styles of drawing and painting</b>
	a	Recognizes that art history includes the study of artists, styles, themes, techniques and cultural traditions during different time periods
	b	Analyzes how various cultures express everyday life and traditions through drawing and painting with a focus on regions studied in social studies
	c	Plans and creates an original response to historical or cultural events, experiences or traditions through a drawing and painting
	d	Uses and applies appropriate art vocabulary

**Key Academic Vocabulary:** art, artifact, style, masterpiece, tradition, contemporary, civilization, African, function, ritual, ceremony, symbol, Asian, religion, Buddhism, Hinduism, myth, legend

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 5

Analysis—Students analyze and evaluate the characteristics, merits and meanings of works of art.

#### Enduring Understanding

Drawing and painting is understood in different ways by different people.

#### Essential Question

Why do judgments about drawings and paintings differ?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>DP6</b>	<b>Uses personal perceptions, knowledge of culture and time, and the analytical process to formulate judgments about drawings and paintings</b>
	a	Identifies drawing and painting techniques and processes artists use to create works of art
	b	Applies the knowledge of design in the process of describing, analyzing, interpreting and evaluating artwork
	c	Evaluates drawings and paintings based on established criteria using art criticism skills through class critiques and self-assessments

**Key Academic Vocabulary:** art criticism, critique, formal, technical, aesthetic, expressive, sensory, perception, natural, man-made, functional

## Suggested Timelines

Topic	Suggested Timeframe
Personal Ideas	Embedded throughout the course
Intending Meaning in Drawing and Painting	Embedded throughout the course
Composition	Introduced at the beginning of each unit then embedded throughout
Viewers' Responses to Drawing and Painting	Embedded throughout the course
Technical/Expressive Skills in Drawing and Painting	Introduced at the beginning of each unit then embedded throughout
Creating, Meaning, Artistic Style in Drawing and Painting	Embedded throughout the course
Art of the Eastern Hemisphere (Middle East, Greece, Rome Emphasis)	Two-week unit
Art of Colorado and Early America (up to 1900)	Two-week unit
Artistic Judgments in Drawing and Painting	Embedded throughout the course

# Middle School Ceramics Curriculum Essentials





## Boulder Valley School District Visual Arts Content Standards and Ceramics Essential Learnings

**Standard 1: Communication**— *Students recognize and use the visual arts as a form of communication.*

**To meet this standard, a Middle School student:**

- √ Defines the difference between form and function.
- √ Applies observation, critical thinking and problem solving skills to create ceramics that communicate ideas or emotions.

**Standard 2: Perception**—*Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.*

**To meet this standard, a Middle School student:**

- √ Demonstrates and uses the elements of art and principles of design in ceramics.
- √ Analyzes how viewers respond to art.

**Standard 3: Materials & Techniques**—*Students know and apply visual arts materials, tools, techniques, processes and technology.*

**To meet this standard, a Middle School student:**

- √ Builds proficiency in ceramic skills through repeated experiences and practice with materials, tools, techniques, processes and technology.

**Standard 4: History and Culture**—*Students relate the visual arts to various historical and cultural traditions.*

**To meet this standard, a Middle School student:**

- √ Recognizes that ceramics are created and understood through personal, social, historical and cultural perspectives.

**Standard 5: Analysis**—*Students analyze and evaluate the characteristics, merits and meanings of works of art .*

**To meet this standard, a Middle School student:**

- √ Expresses informed judgments about ceramics based on personal perceptions, culture, time and the analytical process.

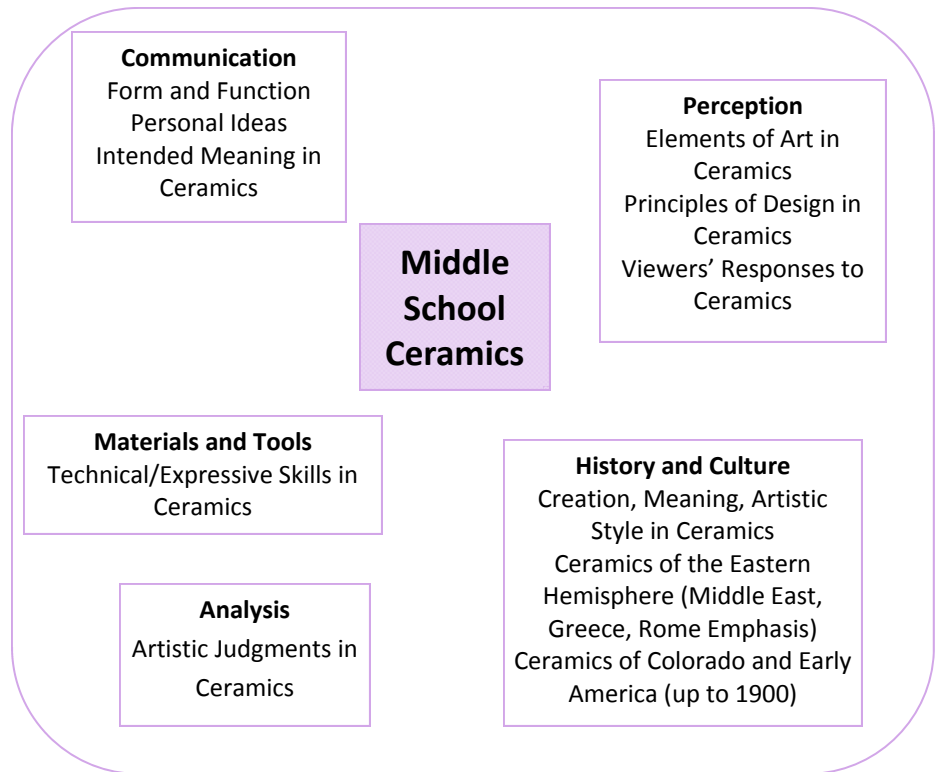
## BVSD Middle School Ceramics Overview

### Course Description

In this one term course, students are introduced to the properties of ceramic clay. Inspired by artists and art history, students learn about various materials, tools, techniques, processes and technology of ceramics. The emphasis in this course is on hand-building, however wheel-throwing is introduced where facilities allow. Students will create functional and non-functional pieces and finish them in a variety of ways while developing and refining motor skills. Students understand the role of ceramics in shaping historical and cultural traditions. Art history and cultural studies focus on regions within the seventh and eighth grade social studies curriculum. Additional artists and cultures that are not addressed in other middle level art courses may also be included.

### Effective Components of a Middle School Ceramics Program

- Demonstrates artistic techniques and use of media
- Provides opportunities for practice, experimentation, and refinement
- Supports divergent thinking and multiple learning outcomes
- Provides a variety of visual references
- Incorporates a variety of critique formats
- Introduces and expects appropriate use of art vocabulary
- Makes connection to artists, careers, art in the community and everyday lives
- Maintains organizational system for storage and disbursement of materials/tools
- Sets clear expectations for art room safety, cleaning, and classroom procedures
- Integrates art with other content areas
- Displays a variety of student artwork within the school and community



### Assessment

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>✓ Pre-assessments</li> <li>✓ Checks for understanding</li> <li>✓ Observations</li> <li>✓ Student questions/comments</li> <li>✓ Personal reflections</li> <li>✓ Teacher questions and prompts</li> </ul> | <ul style="list-style-type: none"> <li>✓ Performance tasks (planning, in-progress, final assignments)</li> <li>✓ Critiques (group discussion, written reflection, in-progress)</li> <li>✓ Self and peer assessments</li> <li>✓ Artist statements and reflections</li> </ul> |
|--|---|

### Essential Questions

- What is the role of form and function in ceramics?
- How are the elements of art manipulated?
- How can we describe our reactions to ceramics?
- How do artists get better at what they do?
- How do belief systems affect our creation and response to the ceramics of today and from the past?
- Why do judgments about ceramics differ?

### Technology Integration & Information Literacy

- ① Formulates art research questions
- ① Uses visual clues to interpret information
- ① Accesses staff and electronic resources for art information/digital references
- ① Creates works of art with a variety of media including technology
- ① Efficiently demonstrates effective online searching techniques
- ① Cites and uses information sources appropriately
- ① Uses technology responsibly

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 1

*Communication— Students recognize and use the visual arts as a form of communication.*

#### Enduring Understanding

Artists communicate meaning through form and function in ceramics.

#### Essential Question

What is the role of form and function in ceramics?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>C1</b>	<b>Defines the difference between form and function in ceramics</b>
		a Identifies form as the structure of an object
		b Identifies function as the use or purpose of an object
		c Distinguishes form and function from other artistic qualities
	<b>C2</b>	<b>Applies observation, critical thinking and problem solving skills to create ceramics that communicate ideas or emotions</b>
		a Develops and implements personal ideas through preliminary sketches and drafts for ceramics
	b Selects, organizes and employs images, themes and ideas that communicate intending meaning in one's own ceramics	
	c Evaluates meaning and communication in one's own ceramics and the work of others	

**Key Academic Vocabulary:** form, function

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 2

*Perception—Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.*

#### Enduring Understanding

Elements of art can be used with intention in ceramics. Through reflection and discussion, viewers can respond to the sensory and expressive features in ceramics.

#### Essential Questions

How are the elements of art manipulated?  
How can we describe our reactions to art?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>C3</b>	<b>Demonstrates and uses the elements of art and principles of design in ceramics</b>
		a Describes and analyzes the use of composition in three-dimensional design
		b Visually and orally articulates the principle of emphasis in ceramics
		c Applies elements of art and principles of design in ceramics
		d Critiques one’s own ceramics and the work of others based on the use of elements of art and principles of design
	<b>C4</b>	<b>Analyzes how viewers respond to art</b>
	a Articulates personal responses to the sensory and expressive qualities in ceramics	

**Key Academic Vocabulary:** Elements of art, principles of design, focal point, rule-of-thirds, in-the-round, sensory, expressive

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 3

*Materials & Techniques—Students know and apply visual arts materials, tools, techniques, processes and technology.*

#### Enduring Understanding

The artistic process involves experimentation, exploration and repetition with materials and techniques.

#### Essential Question

How do artists get better at what they do?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>C5</b>	<b>Builds proficiency in ceramic skills through repeated experiences and practice with materials, tools, techniques, processes and technology</b>
	a	Constructs three-dimensional functional and non-functional ceramic forms through the following methods: pinch, slab, coil
	b	Articulates an understanding of post-construction ceramic process from greenware to glazeware
	c	Practices technical and expressive skills in ceramics using a variety of ideas, themes, and sources including technology
	d	Evaluates the selection and use of ceramics materials, tools and techniques through the critique process
	e	Demonstrates techniques for well-crafted works of art
	f	Demonstrates proper use of materials and tools as it relates to technical proficiency

**Key Academic Vocabulary:** ceramics, clay, pottery, potter, kneading, wedging, pinch, slab, coil, slip, sgraffito, applied design, leatherhard, greenware, bisqueware, stoneware, earthenware, glazeware, engobe, fire, kiln, potter’s wheel

**Essential Learnings**  
**Essential Knowledge, Skills, Topics, Processes, and Concepts**

**Standard 4**

*History and Culture—Students relate the visual arts to various historical and cultural traditions.*

**Enduring Understanding**

People create and view ceramics through their own perceptions and artistic analysis

**Essential Question**

How do beliefs systems affect the creation and response to ceramics today and in the past?

**Essential Learnings**

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>C6</b>	<b>Recognizes that ceramics are created and understood through personal, social, historical and cultural perspectives</b>
	a	Defines art history as the study of artists, styles, themes, techniques, and cultural traditions during different time periods
	b	Compares and contrasts two-dimensional and three-dimensional works of art
	c	Analyzes how various cultures express everyday life and traditions through ceramics with a focus on regions studied in social studies
	d	Demonstrates how history and culture of various people influence the creation, meaning and style of ceramics
	e	Creates ceramics based on an original response to historical or cultural events, experiences or traditions
	f	Uses and applies appropriate art vocabulary

**Key Academic Vocabulary:** Art, artifact, style, masterpiece, tradition, contemporary, civilization, theme, function, ritual, ceremony, symbol, myth, legend, additional vocabulary related to art/social studies integration as appropriate

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 5

Analysis—Students analyze and evaluate the characteristics, merits and meanings of works of art.

#### Enduring Understanding

Ceramics is understood in different ways by different people.

#### Essential Question

Why do judgments about ceramics differ?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>C7</b>	<b>Expresses informed judgments about ceramics based on personal perceptions, culture, time and the analytical process</b>
	a	Identifies and describes techniques and processes used to create ceramics
	b	Applies knowledge of principles of design along with ceramic processes and techniques to evaluate ceramics
	c	Evaluates one's ceramics and the work of others based on identified criteria through class critiques and the use of self-assessment tools.

**Key Academic Vocabulary:** criticism, critique, formal, technical, aesthetic, expressive, sensory, perception, natural, man-made, functional

## Suggested Timelines

Topic	Suggested Timeframe
Form and Function	Embedded throughout the course
Personal Ideas	Embedded throughout the course
Intended Meaning in Ceramics	Embedded throughout the course
Elements of Art in Ceramics	Embedded throughout the course
Principles of Design in Ceramics	Embedded throughout the course
Viewers' Responses to Ceramics	Embedded throughout the course
Technical/Expressive Skills in Ceramics	Introduced at the beginning of each unit then embedded throughout
Creating, Meaning, Artistic Style in Ceramics	Embedded throughout the course
Ceramics of the Eastern Hemisphere (Middle East, Greece, Rome Emphasis)	Two-week unit
Ceramics of Colorado and Early America (up to 1900)	Two-week unit
Artistic Judgments in Ceramics	Embedded throughout the course

# Middle School Crafts Curriculum Essentials





## ***Boulder Valley School District Visual Arts Content Standards and Crafts Essential Learnings***

**Standard 1: Communication**— *Students recognize and use the visual arts as a form of communication.*

**To meet this standard, a middle school student:**

- √ Applies observation, critical thinking and problem solving skills to create craft that communicate ideas or emotions.

**Standard 2: Perception**—*Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.*

**To meet this standard, a middle school student:**

- √ Demonstrates and uses the elements of art and principles of design in crafts.
- √ Analyzes how viewers respond to crafts.

**Standard 3: Materials & Techniques**—*Students know and apply visual arts materials, tools, techniques, processes and technology.*

**To meet this standard, a middle school student:**

- √ Builds proficiency in craft skills through repeated experiences and practice with materials, tools, techniques, processes and technology.

**Standard 4: History and Culture**—*Students relate the visual arts to various historical and cultural traditions.*

**To meet this standard, a middle school student:**

- √ Recognizes that crafts are created and understood through personal, social, historical and cultural perspectives.

**Standard 5: Analysis**—*Students analyze and evaluate the characteristics, merits and meanings of works of art .*

**To meet this standard, a middle school student:**

- √ Expresses informed judgments about crafts based on personal perceptions, culture, time and the analytical process.

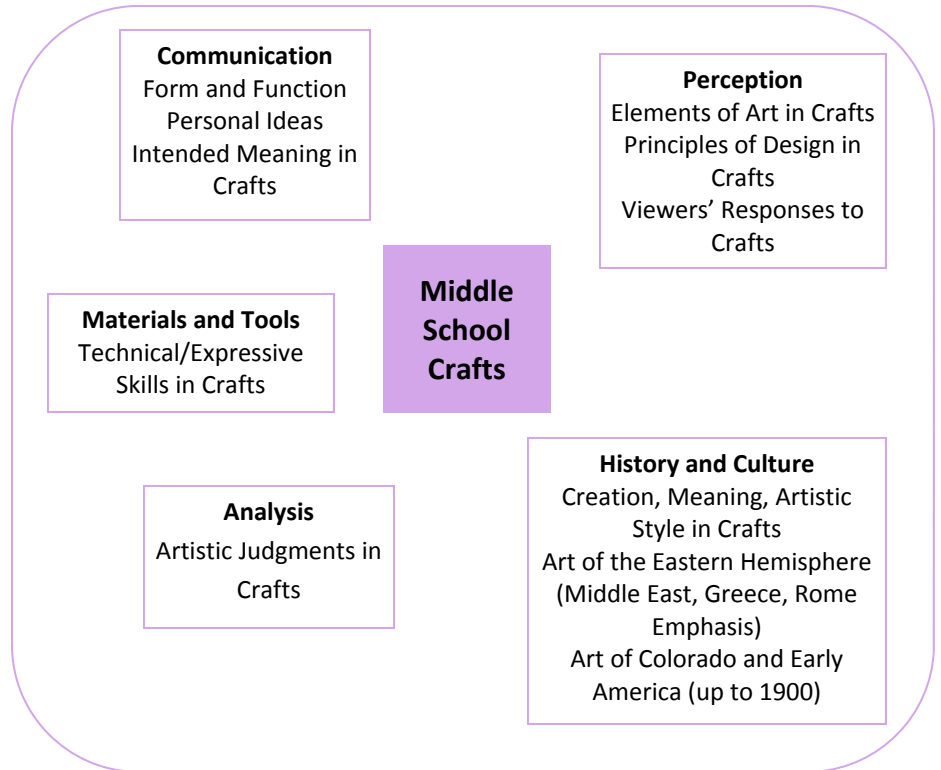
## BVSD Crafts Overview

### Course Description

In this one term course, students are introduced to a variety of craft and folk art materials, tools, techniques, processes and technology. Students create well-crafted, functional and decorative pieces based on art from different cultures as they develop and refine motor skills. Though this course, students understand the role of crafts in shaping historical and cultural traditions. Art history and cultural studies focus on regions within the seventh and eighth grade social studies curriculum. Additional artists and cultures that are not addressed in other middle level art courses may also be included.

### Effective Components of a Middle School Crafts Program

- Demonstrates artistic techniques and use of media
- Provides opportunities for practice, experimentation, and refinement
- Supports divergent thinking and multiple learning outcomes
- Provides a variety of visual references
- Incorporates a variety of critique formats
- Introduces and expects appropriate use of art vocabulary
- Makes connection to artists, careers, art in the community and everyday lives
- Maintains organizational system for storage and disbursement of materials/tools
- Sets clear expectations for art room safety, cleaning, and classroom procedures
- Integrates art with other content areas
- Displays a variety of student artwork within the school and community



### Assessment

- |                                 |   |
|---------------------------------|---|
| ✓ Pre-assessments               | ✓ Performance tasks (planning, in-progress, final assignments)  |
| ✓ Checks for understanding      | ✓ Critiques (group discussion, written reflection, in-progress) |
| ✓ Observations                  | ✓ Self and peer assessments                                     |
| ✓ Student questions/comments    | ✓ Artist statements and reflections                             |
| ✓ Personal reflections          |   |
| ✓ Teacher questions and prompts |   |

### Essential Questions

- Can art be distinguished from crafts?
- How are the elements of art manipulated?
- How can we describe our reactions to crafts?
- How do artists get better at what they do?
- How do belief systems affect our creation and response to the crafts of today and the past?

### Technology Integration & Information Literacy

- ① Formulates art research questions
- ① Uses visual clues to interpret information
- ① Accesses staff and electronic resources for art information/digital references
- ① Creates works of art with a variety of media including technology
- ① Efficiently demonstrates effective online searching techniques
- ① Cites and uses information sources appropriately
- ① Uses technology responsibly

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 1

*Communication— Students recognize and use the visual arts as a form of communication.*

#### Enduring Understanding

The purpose and intent of the artist can determine whether a work is considered art or crafts.

#### Essential Question

Can art be distinguished from crafts?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>C1</b>	<b>Applies observation, critical thinking and problem solving skills to create crafts that communicate ideas or emotions</b>
	a	Recognizes that crafts involves the skillful making of decorative or practical objects by hand often in a traditional manner
	b	Develops and implements personal ideas through preliminary sketches and drafts in preparation for final crafts
	c	Selects, organizes and employs images, themes and ideas that communicate intended meaning in one’s own crafts
	d	Evaluates meaning and communication in crafts, including one’s own work

**Key Academic Vocabulary:** art, crafts, artisan, decorative, tradition

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 2

*Perception—Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.*

#### Enduring Understanding

Elements of art can be used with intention in works of art. Through reflection and discussion, viewers can respond to the sensory and expressive features of crafts.

#### Essential Question

How are the elements of art manipulated?  
How can we describe our reactions to crafts?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>C2</b>	<b>Demonstrates and uses the elements of art and principles of design in crafts</b>
		a Describes and analyzes the use of composition in crafts
		b Visually and orally articulates the principle of emphasis in crafts
		c Applies elements of art and principles of design in crafts
		d Critiques one’s own art work and the work of others based on the use of elements of art and principles of design
	<b>C3</b>	<b>Analyzes how viewers respond to crafts</b>
	a Articulates personal responses to the sensory and expressive qualities in crafts	

**Key Academic Vocabulary:** Elements of art, principles of design, focal point, rule-of-thirds, sensory, expressive

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 3

*Materials & Techniques—Students know and apply visual arts materials, tools, techniques, processes and technology.*

#### Enduring Understanding

The artistic process involves experimentation, exploration and repetition with materials and techniques.

#### Essential Question

How do artists get better at what they do?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>C4</b>	<b>Builds proficiency in craft skills through repeated experiences and practice with materials, tools, techniques, processes and technology</b>
	a	Practices technical and expressive skills in crafts using a variety of ideas, themes, and sources including technology
	b	Articulates an understanding of various crafts processes and communicates knowledge to others
	c	Evaluates the selection and use of craft materials, tools and techniques through the critique process
	d	Demonstrates techniques for well-crafted works of art
	e	Demonstrates proper use of materials and tools as it relates to technical proficiency

**Key Academic Vocabulary:** mosaic, jewelry, fiber arts, weaving, stitchery, beadwork, mask-making, glasswork, woodworking

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 4

*History and Culture—Students relate the visual arts to various historical and cultural traditions.*

#### Enduring Understanding

People create and view crafts through their own perceptions and artistic analysis.

#### Essential Question

How do beliefs systems affect our creation and response to crafts today and in the past?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>C5</b>	<b>Recognizes that crafts are created and understood through personal, social, historical and cultural perspectives</b>
	a	Defines art history as the study of artists, styles, themes, techniques, and cultural traditions during different time periods
	b	Compares and contrasts two-dimensional and three-dimensional works of art
	c	Analyzes how various cultures express everyday life and traditions through crafts with a focus on regions studied in social studies
	d	Demonstrates how history and culture of various people influence the creation, meaning and style of crafts
	e	Creates crafts based on an original response to historical or cultural events, experiences or traditions
	f	Uses and applies appropriate art vocabulary

**Key Academic Vocabulary:** Art, artifact, style, masterpiece, tradition, contemporary, civilization, theme, function, ritual, ceremony, symbol, myth, legend, additional vocabulary related to art/social studies integration as appropriate

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 5

Analysis—Students analyze and evaluate the characteristics, merits and meanings of works of art.

#### Enduring Understanding

Crafts are understood in different ways by different people

#### Essential Question

Why do judgments about crafts differ?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>C6</b>	<b>Expresses informed judgments about crafts based on personal perceptions, culture, time and the analytical process</b>
	a	Identifies and describes techniques and processes used in crafts
	b	Applies knowledge of principles of design along with three-dimensional processes and techniques to evaluate crafts
	c	Evaluates one’s own work and the work of others based on identified criteria through class critiques and the use of self-assessment tools.

**Key Academic Vocabulary:** criticism, critique, formal, technical, aesthetic, expressive, sensory, perception, natural, man-made, functional

## Suggested Timelines

Topic	Suggested Timeframe
Form and Function	Embedded throughout the course
Personal Ideas	Embedded throughout the course
Intended Meaning in Crafts	Embedded throughout the course
Elements of Art in Crafts	Embedded throughout the course
Principles in Crafts	Embedded throughout the course
Viewers' Responses to Crafts	Embedded throughout the course
Technical/Expressive Skills in Crafts	Introduced at the beginning of each unit then embedded throughout
Creating, Meaning, Artistic Style in Crafts	Embedded throughout the course
Crafts of the Eastern Hemisphere (Middle East, Greece, Rome Emphasis)	Two-week unit
Crafts of Colorado and Early America (up to 1900)	Two-week unit
Artistic Judgments in Crafts	Embedded throughout the course

# Middle School Experiences in Three-Dimensional Design Curriculum Essentials





## Boulder Valley School District Visual Arts Content Standards and Experiences in Three Dimensional Design Essential Learnings

**Standard 1: Communication**— *Students recognize and use the visual arts as a form of communication.*

**To meet this standard, a Middle School student:**

- √ Defines the difference between form and function.
- √ Applies observation, critical thinking and problem solving skills to create works of art that communicate ideas or emotions.

**Standard 2: Perception**—*Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.*

**To meet this standard, a Middle School student:**

- √ Demonstrates and uses the elements of art and principles of design in three-dimensional works of art.
- √ Analyzes how viewers respond to art.

**Standard 3: Materials & Techniques**—*Students know and apply visual arts materials, tools, techniques, processes and technology.*

**To meet this standard, a Middle School student:**

- √ Builds proficiency in three-dimensional skills through repeated experiences and practice with materials, tools, techniques, processes and technology.

**Standard 4: History and Culture**—*Students relate the visual arts to various historical and cultural traditions.*

**To meet this standard, a Middle School student:**

- √ Recognizes that three-dimensional works of art are created and understood through personal, social, historical and cultural perspectives.

**Standard 5: Analysis**—*Students analyze and evaluate the characteristics, merits and meanings of works of art.*

**To meet this standard, a Middle School student:**

- √ Expresses informed judgments about three-dimensional works of art based on personal perceptions, culture, time and the analytical process.

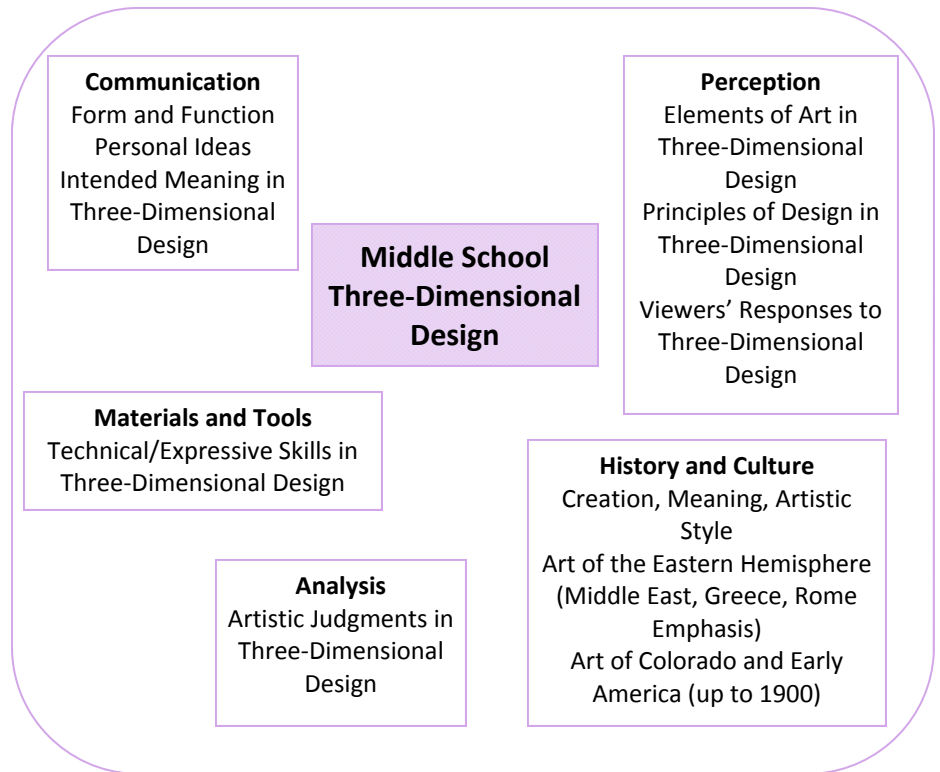
## BVSD Experiences in Three-Dimensional Design Overview

### Course Description

During this one term course, students learn about various materials, tools, techniques, processes and technology of three-dimensional design. Construction methods include casting, assemblage, carving and modeling. The students study a form from different points of view along with how it occupies the space. This interaction is the essence of three-dimensional design which makes it a unique art form. Emphasis is on building and refining motor skills throughout this course. Students understand the role of three-dimensional design in shaping historical and cultural traditions. Art history and cultural studies focus on regions within the seventh and eighth grade social studies curriculum. Additional artists and cultures that are not addressed in other middle level art courses may also be included.

### Effective Components of a Middle School Three-Dimensional Design Program

- Demonstrates artistic techniques and use of media
- Provides opportunities for practice, experimentation, and refinement
- Supports divergent thinking and multiple learning outcomes
- Provides a variety of visual references
- Incorporates a variety of critique formats
- Introduces and expects appropriate use of art vocabulary
- Makes connection to artists, careers, art in the community and everyday lives
- Maintains organizational system for storage and disbursement of materials/tools
- Sets clear expectations for art room safety, cleaning, and classroom procedures
- Integrates art with other content areas
- Displays a variety of student artwork within the school and community



### Assessment

- |                                 |   |
|---------------------------------|---|
| √ Pre-assessments               | √ Performance tasks (planning, in-progress, final assignments)  |
| √ Checks for understanding      | √ Critiques (group discussion, written reflection, in-progress) |
| √ Observations                  | √ Self and peer assessments                                     |
| √ Student questions/comments    | √ Artist statements and reflections                             |
| √ Personal reflections          |   |
| √ Teacher questions and prompts |   |

### Essential Questions

- What is the role of form and function in three-dimensional design?
- How are the elements of art manipulated?
- How can our reactions to art be described?
- How do artists get better at what they do?
- How do belief systems affect our creation and response to three-dimensional design today and in the past?
- Why do judgments about three-dimensional works of art differ?

### Technology Integration & Information Literacy

- ① Formulates art research questions
- ① Uses visual clues to interpret information
- ① Accesses staff and electronic resources for art information/digital references
- ① Creates works of art with a variety of media including technology
- ① Efficiently demonstrates effective online searching techniques
- ① Cites and uses information sources appropriately
- ① Uses technology responsibly

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 1

*Communication— Students recognize and use the visual arts as a form of communication.*

#### Enduring Understanding

Artists communicate meaning through form and function in three-dimensional works of art.

#### Essential Question

What is the role of form and function in three-dimensional design?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>TDD1</b>	<b>Defines the difference between form and function in three-dimensional design</b>
		a Identifies form as the structure of an object
		b Identifies function as the use or purpose of an object
		c Distinguishes form and function from other artistic qualities
	<b>TDD2</b>	<b>Applies observation, critical thinking and problem solving skills to create works of art that communicate ideas or emotions</b>
		a Develops and implements personal ideas through preliminary sketches and drafts for final three-dimensional works of art
	b Selects, organizes and employs images, themes and ideas that communicate intending meaning in one's own three-dimensional works of art	
	c Evaluates meaning and communication in one's own three-dimensional works of art and the work of others	

**Key Academic Vocabulary:** form, function

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 2

*Perception—Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.*

#### Enduring Understanding

Elements of art can be used with intention in works of art. Through reflection and discussion, viewers can respond to the sensory and expressive features in three-dimensional works of art.

#### Essential Questions

How are the elements of art manipulated?  
How can our reactions to art be described?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>TDD3</b>	<b>Demonstrates and uses the elements of art and principles of design in three-dimensional works of art</b>
		a Describes and analyzes the use of composition in three-dimensional design
		b Visually and orally articulates the principle of emphasis in three-dimensional design
		c Applies elements of art and principles of design in three-dimensional works of art
		d Critiques one’s own art work and the work of others based on the use of elements of art and principles of design
	<b>TDD4</b>	<b>Analyzes how viewers respond to art</b>
	a Articulates personal responses to the sensory and expressive qualities in three-dimensional works of art	

**Key Academic Vocabulary:** Elements of art, principles of design, focal point, rule-of-thirds, in-the-round, relief, sensory, expressive

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### **Standard 3**

*Materials & Techniques—Students know and apply visual arts materials, tools, techniques, processes and technology.*

#### **Enduring Understanding**

The artistic process involves experimentation, exploration and repetition with materials and techniques

#### **Essential Question**

How do artists get better at what they do?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>TDD5</b>	<b>Builds proficiency in three-dimensional skills through repeated experiences and practice with materials, tools, techniques, processes and technology</b>
	a	Constructs a variety of forms using the basic sculpture processes of casting, carving, modeling and assembling
	b	Practices technical and expressive skills in three-dimensional design using a variety of ideas, themes, and sources including technology
	c	Articulates an understanding of various three-dimensional processes and communicates knowledge to others
	d	Evaluates the selection and use of three-dimensional materials, tools and techniques through the critique process
	e	Demonstrates techniques for well-crafted works of art
	f	Demonstrates proper use of materials and tools as it relates to technical proficiency

**Key Academic Vocabulary:** sculpture, relief, kinetic, earthworks, casting, carving, modeling, assembling, part-to-part, part-to-whole, medium, media

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 4

*History and Culture—Students relate the visual arts to various historical and cultural traditions.*

#### Enduring Understanding

People create and view three-dimensional works of art through their own perceptions and artistic analysis.

#### Essential Question

How do beliefs systems affect our creation and response to three-dimensional design today and in the past?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>TDD6</b>	<b>Recognizes that three-dimensional works of art are created and understood through personal, social, historical and cultural perspectives</b>
		a Defines art history as the study of artists, styles, themes, techniques, and cultural traditions during different time periods
		b Compares and contrasts two-dimensional and three-dimensional works of art
		c Analyzes how various cultures express everyday life and traditions through three-dimensional works of art with a focus on regions studied in social studies
		d Demonstrates how history and culture of various people influence the creation, meaning and style of three-dimensional works of art
		e Creates three-dimensional works of art based on an original response to historical or cultural events, experiences or traditions
		f Uses and applies appropriate art vocabulary

**Key Academic Vocabulary:** Art, artifact, style, masterpiece, tradition, contemporary, civilization, theme, function, ritual, ceremony, symbol, myth, legend, additional vocabulary related to art/social studies integration as appropriate

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 5

*Analysis—Students analyze and evaluate the characteristics, merits and meanings of works of art.*

#### Enduring Understanding

Three-dimensional art is understood in different ways by different people.

#### Essential Question

Why do judgments about three-dimensional works of art differ?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>TDD7</b>	<b>Expresses informed judgments about three-dimensional works of art based on personal perceptions, culture, time and the analytical process</b>
	a	Identifies and describes techniques and processes used to create three-dimensional works of art
	b	Applies knowledge of principles of design along with three-dimensional processes and techniques to evaluate three-dimensional works of art
	c	Evaluates one’s own work and the work of others based on identified criteria through class critiques and the use of self-assessment tools

**Key Academic Vocabulary:** criticism, critique, formal, technical, aesthetic, expressive, sensory, perception, natural, man-made, functional

## Suggested Timelines

Topic	Suggested Timeframe
Form and Function	Embedded throughout the course
Personal Ideas	Embedded throughout the course
Intended Meaning in Three-Dimensional Design	Embedded throughout the course
Elements of Art in Three-Dimensional Design	Embedded throughout the course
Principles in Three-Dimensional Design	Embedded throughout the course
Viewers' Responses to Three-Dimensional Design	Embedded throughout the course
Technical/Expressive Skills in Three-Dimensional Design	Introduced at the beginning of each
Creating, Meaning, Artistic Style in Three-Dimensional Design	Embedded throughout the course
Art of the Eastern Hemisphere (Middle East, Greece, Rome Emphasis)	Two-week unit
Art of Colorado and Early America (up to 1900)	Two-week unit
Artistic Judgments in Three-Dimensional Design	Embedded throughout the course