

Visual Arts Curriculum Framework 2017



Mission Statement

The mission of the Office of Catholic Schools is to assist the Bishop in his mandate as Teacher of the Catholic Faith, by establishing a climate and framework for fostering excellence in catechetical and academic education in the schools of the diocese in adherence to the Magisterium of the Church.

The mission of the schools in the Catholic Diocese of Richmond is to develop and nurture the spiritual, intellectual, social, and emotional growth of each student in the spirit of the Gospels and the teachings of the Catholic Church.

Purpose

The Visual Arts Curriculum is a guideline from which educators within the Diocese of Richmond can provide basic instruction within the context of our Catholic faith. This curriculum is intended to be applied to all visual art classes to provide consistency of instruction throughout the Diocese.

Framework

This curriculum is organized and informed by the 2014 National Art Standards, a document set forth by the National Art Education Association and the Virginia Department of Education Standards of Learning. The elementary curriculum is a general art curriculum organized by grade level. The middle school curriculum applies to all general art courses in 6th through 8th grade. Each of these general music curriculum guides from Pre-Kindergarten through middle school is a continuation of the previous level in order to accommodate the skill development and progression. The high school curriculum is divided into three levels. This curriculum was designed for art classes that meet regularly. Teachers may need to modify the curriculum in order to meet the needs of their school's individual program.

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Early Learners and Junior Kindergarten Curriculum Framework

Standard ART EL/JK.1

The student will generate and conceptualize artistic ideas and work. (CREATE)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How does knowing the contexts histories, and traditions of art forms help us create works of art and design? • What does following Christ look like? Why do artists follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations? 		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none"> • Engage in self-directed play with materials • Engage in self-directed, creative making • Respect self, others, and property by following Christ's teachings 	<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals 	<ul style="list-style-type: none"> • Sticker chart for behavior • Use Luke 6:31 Do unto others...when discussing rules and procedures • Set up stations at tables for students to explore and experiment with a variety of art and/or building materials (ex. Tiles, blocks, play-dough, etc.)

Standard ART EL/JK.2

The student will organize and develop artistic ideas and work. (CREATE)

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How do artists work?
- How do artists and designers determine whether a particular direction in their work is effective?
- How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment?
- Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities?
- How do artists and designers determine goals for designing or redesigning objects, places, or systems?
- How do artists and designers create works of art or design that effectively communicate?

Benchmarks

Key knowledge and skills we want students to know and be able to do

- Use a variety of artmaking tools
- Share materials with others
- Create and tell about art that communicates a story about a familiar place or object
- Create works that reveal individuality and Catholic identity
- Follow a sequential set of directions
- Develop an art vocabulary for concepts, materials, and techniques
- Use total space on a two-dimensional surface
- Recognize different textures by sight and touch
- Create a variety of line characteristics with assorted tools and materials, demonstrating increasing skills in line manipulation

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks
- People create and interact with objects, places, and design that define, shape, enhance and empower their lives

Suggested Resources/ Experiences

Information to help support instruction

- Have students make a texture "nest" by gluing different materials (straw, cotton, yarn pieces, etc) onto their paper. Add cut-out birds from previously painted paper
- Read Lines that Wiggle by Candace Whitman
- Read Mix it Up by Herve Tullet
- Tear colored paper into autumn trees with leaves. Glue onto background for fall landscape
- Owl Babies torn paper lesson
- Draw shapes to create AB, ABC, and ABB patterns
- Cut out basic shapes to create a snowman or other figure

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| <ul style="list-style-type: none">• Develop motor skills and hand-eye coordination by manipulative skills, such as tearing, cutting, and gluing• Recognize and use basic shapes to create works of art | | |
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Standard ART EL/JK.3

The student will refine and complete artistic work. (CREATE)

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• What role does persistence play in revising, refining, and developing work?• How do artists grow and become accomplished in art forms?• How does collaboratively reflecting on a work help us experience it more completely?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<ul style="list-style-type: none">• Share and tell about personal artwork	<ul style="list-style-type: none">• Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time	<ul style="list-style-type: none">• Provide students an opportunity to explain why they made the artistic decisions that they did• Tell a story about their creation

Standard ART EL/JK.4

The student will select, analyze, and interpret artistic work for presentation. (PRESENT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How are artworks cared for and by whom?• What criteria, methods and processes are used to select work for preservation or presentation?• Why do people value objects, artifacts, and artworks, and select them for presentation?• How could you use art to share Christ's teachings?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Identify reasons for saving and displaying objects, artifacts, and artwork	<ul style="list-style-type: none">• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation	<ul style="list-style-type: none">• Online virtual museum tours• Invite a representative from a local museum to come in and share artifacts with the class or a member of the school community to share a collection such, as stamps• Create a frame for a previously created art project

Standard ART EL/JK.5**The student will develop and refine artistic techniques and work for presentation. (PRESENT)****Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What methods and processes are considered when preparing artwork for presentation or preservation?
- How does refining artwork affect its meaning to the viewer?
- What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Benchmarks

Key knowledge and skills we want students to know and be able to do

- Identify places where art may be displayed or saved
- Identify the environmental and safety implications of preservation and presentation

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

- Artists, curators and other consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it

Suggested Resources/ Experiences

Information to help support instruction

- Have student help choose which of their piece(s) to display
- Make magnets or clips to use when displaying art in the school or at home

Standard ART EL/JK.6

The student will convey meaning through the presentation of artistic work. (PRESENT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• What is an art museum?• How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?• How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Identify where art is displayed both inside and outside of school	<ul style="list-style-type: none">• Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding	<ul style="list-style-type: none">• Teacher mini-galleries or displays around the school. Take students around to enjoy and discuss work• Go on a scavenger hunt with clues to find artwork displayed on campus in areas such as the library, hallways, or church• Reach out to local art galleries to see if they have a week dedicated to sharing student art

Standard ART EL/JK.7

The student will perceive and analyze artistic work. (RESPOND)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<p>How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">Recognize art in one's environment, including that which expresses Catholic idealsDistinguish between images and real objectsSee and respond to works of art from various time periods and cultures	<ul style="list-style-type: none">Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environmentsVisual imagery influences understanding of and responses to the world	<ul style="list-style-type: none">Display several pieces of art with a unified subjectDiscuss similarities and differences. Students create their own versionShow students a photograph of something that is real, such as a dog or a cat. Then show students book illustrations of the same things. Ask which ones are real and which ones are not. Ask how they can tell

Standard ART EL/JK.8

The student will interpret intent and meaning in artistic work. (RESPOND)

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• What is the value of engaging in the process of art criticism?• How can the viewer "read" a work of art as text?• How does knowing and using visual art vocabularies help us understand and interpret works of art?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<ul style="list-style-type: none">• Interpret art by identifying and describing subject matter• Share personal artwork and discuss artwork of others	<ul style="list-style-type: none">• People gain insights into meanings of artworks by looking and talking about art	<ul style="list-style-type: none">• Look at a piece of artwork as a class. Orally create a story of what could be happening• Create art as a form of community outreach in keeping with Christ's teachings

Standard ART EL/JK.9

The student will apply criteria to evaluate artistic work. (RESPOND)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How does one determine criteria to evaluate a work of art?• How and why might criteria vary?• How is a personal preference different from an evaluation?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Select a preferred artwork	<ul style="list-style-type: none">• People evaluate art based on personal choice	<ul style="list-style-type: none">• Compare two pieces of art. Have students vote for the favorite• Give each student in the classroom or at a table one colored crayon and a picture to color. Encourage students to share their crayons in order to create a more colorful picture

Standard ART EL/JK.10

The student will synthesize and relate knowledge and personal experiences to make art. (CONNECT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How does engaging in creating art enrich people's lives?• How does making art attune people to their surroundings?• How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Explore the world using descriptive and expressive words and art-making• Communicate personal experience and feeling through art	<ul style="list-style-type: none">• Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences	<ul style="list-style-type: none">• Create art based on seasons, holidays, and Catholic faith• Have students draw themselves in the style of an artist the class discusses• Read <i>Why is Blue Dog Blue?</i> by George Rodrigue. Have students draw and color a pet that was special to them

Standard ART EL/JK.11

The student will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (CONNECT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Recognize that people make art• See and express works of art from various time periods and cultures• Recognize religion in art including that which expresses Catholic ideals	<ul style="list-style-type: none">• People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art	<ul style="list-style-type: none">• Create a project based on a famous work from history• Present many visuals of artworks (current and historical) depicting the birth of Christ. Read passages from the Bible about the birth story of Christ. Have students "tell" the same story through their own drawings• <u>Numbering at Bethlehem</u> by Bruegel the Elder is great example of "modernizing" a biblical story

Kindergarten Curriculum Framework

Standard ART K.1

The student will generate and conceptualize artistic ideas and work. (CREATE)

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- How does knowing the contexts histories, and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- What does following Christ look like?

Benchmarks

Key knowledge and skills we want students to know and be able to do

- Engage in exploration and imaginative play with materials
- Engage collaboratively in creative art-making in response to an artistic problem
- Respect self, others, and property by following Christ's teachings
- Identify the purposes for creating works of art

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

- Creativity and innovative thinking are essential life skills that can be developed
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals

Suggested Resources/ Experiences

Information to help support instruction

- VIDEO: Disney: *Small Potatoes* Animated Series / Episode: "Art" The Potatoes enter famous paintings and celebrate different ways art is created (Available via Disney Channel Online)
- Identify proper facial proportions by comparing and contrasting a Cubist or other abstract portrait with a realistic portrait
- Use Luke 6:31 Do unto others...when discussing rules and procedures

Standard ART K.2

The student will organize and develop artistic ideas and work. (CREATE)

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How do artists work?
- How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment?
- Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?
- What responsibilities come with the freedom to create?

Benchmarks

Key knowledge and skills we want students to know and be able to do

- Through experimentation, build skills in various media and approaches to art
- Identify safe and non-toxic art materials, tools, and equipment
- Create art that represents natural (God' Creation) and constructed environments
- Create works that reveal individual creativity and Catholic identity
- Follow a sequential set of directions to produce a work of art
- Develop an art vocabulary for concepts, materials, and techniques
- Use the total space on a two-dimensional surface
- Create a variety of line characteristics with assorted tools and materials, demonstrating increasing skills in line manipulation
- Develop the use of motor skills to create two-dimensional and three-dimensional works of art
- Identify accurate facial proportions

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks

Suggested Resources/ Experiences

Information to help support instruction

- Read *Blue Goose* by Nancy Tafuri. Allow students to mix the primary colors together to make the secondary colors
- Create a bird by guiding students through a series of visual instruction with a variety of line types. Try the lesson from: <http://www.deepspacesparkle.com/2009/03/12/how-to-draw-a-bird/>
- Draw a city skyline using rectangles, squares, triangles, and circles
- Create a collage using proper facial proportions

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| <ul style="list-style-type: none">• Recognize primary and secondary colors• Recognize and Use shapes to create works of art | | |
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Standard ART K.3

The student will refine and complete artistic work. (CREATE)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How do artists grow and become accomplished in art forms?• How does collaboratively reflecting on a work help us experience it more completely?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Explain the process of making art while creating• Identify art elements in a created work of art	<ul style="list-style-type: none">• Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time	<ul style="list-style-type: none">• Watch the following video on Youtube about a kindergarten class and the elements of art they found at their school: https://www.youtube.com/watch?v=8jO4P1jIODA• Go on a scavenger hunt looking for the elements of art• Use clay to make a pinch pot. Sit on the floor in a circle. Describe and demonstrate the process one step at a time, allowing students the opportunity to follow your instructions and copy your example

Standard ART K.4

The student will select, analyze, and interpret artistic work for presentation. (PRESENT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How are artworks cared for and by whom?• Why do people value objects, artifacts, and artworks, and select them for presentation?• How could you use art to share Christ's teachings?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Select art objects for personal portfolio and display, explaining why they were chosen	<ul style="list-style-type: none">• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation	<ul style="list-style-type: none">• Create art to celebrate a holiday or event and display it in the hallways• Share images of museums, or special exhibits reflecting the artwork of a specific culture or time period. Create art based on the images shown

Standard ART K.5

The student will develop and refine artistic techniques and work for presentation. (PRESENT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• What methods and processes are considered when preparing artwork for presentation or preservation?• How does refining artwork affect its meaning to the viewer?• What criteria are considered when selecting work for presentation, a portfolio, or a collection?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Explain the purpose of a portfolio or collection• Identify the environmental and safety implications of preservation and presentation	<ul style="list-style-type: none">• Artists, curators and other consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it	<ul style="list-style-type: none">• Show students an artist portfolio and explain their purpose. Use a piece of posterboard to create a portfolio for each student. Have students add each new piece of art they make to their portfolio throughout the year• Invite a local artist or student to share their art portfolio with the class• Discuss ways in which they can care for their artwork and the artwork of their schoolmates. Ask students how they would feel if someone damaged their artwork by spilling or splattering paint on it, stepping on it, or drawing or touching artwork that does not belong to them in the classroom or on display in the hallways

Standard ART K.6

The student will convey meaning through the presentation of artistic work. (PRESENT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• What is an art museum?• How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Explain what an art museum is and distinguish how an art museum is different from other buildings• Recognize art in locations other than a museum• Identify the roles and responsibilities of people who work in and visit museums and other art venues	<ul style="list-style-type: none">• Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding	<ul style="list-style-type: none">• Take a virtual tour of an art museum• Visit an art gallery or an art museum• Read <u>Jellybean's Art Museum Adventure</u>• Look at artwork created by another grade displayed in the school. Have students select a piece they really like and tell one reason why•

Standard ART K.7

The student will perceive and analyze artistic work. (RESPOND)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How do life experiences influence the way you relate to art?• How does learning about art impact how we perceive the world?• What can we learn from our responses to art?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Identify uses of art within one's personal environment including that which expresses Catholic ideals• Describe what an image represents• Recognize works of art from various time periods	<ul style="list-style-type: none">• Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments	<ul style="list-style-type: none">• Introduce students to cave art through a PowerPoint presentation or a book such as <i>Cave Paintings to Picasso</i> by Henry Sayre. Have students create their own cave art• Find a piece of Christian art in the school. Ask students why it is there and what it reminds them of when they see it

Standard ART K.8

The student will interpret intent and meaning in artistic work. (RESPOND)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How can the viewer "read" a work of art as text?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Interpret art by identifying subject matter and describing relevant details• Share personal artwork for visual appreciation and improve oral communication skills	<ul style="list-style-type: none">• People gain insights into meanings of artworks by looking and talking about art	<ul style="list-style-type: none">• Put student artwork on display to share with the school• Create art as a form of community outreach in keeping with Christ's teachings• Show students <i>The Scream</i> by Edvard Munch. Ask students to guess the name of the artwork and to describe the feeling. Create "Scream" portraits using the following lesson: http://artprojectsforkids.org/scream-art-project/

Standard ART K.9

The student will apply criteria to evaluate artistic work. (RESPOND)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How is a personal choice different from an evaluation?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Explain reasons for selecting a preferred artwork• Identify different media in art• Listen when others speak and demonstrate the ability to take turns when evaluating artwork• Describe and evaluate artworks	<ul style="list-style-type: none">• People evaluate art based on personal choice	<ul style="list-style-type: none">• Have students share one thing they like about their artwork or the work of a famous artist with the class• Create a PowerPoint slide with 2 very different pieces of artwork. Have students describe what they see. Ask students if they like one piece of art better than the other and why. Take a vote to see which piece of art the class likes the best• Set up exploratory centers in the classroom with a variety of media. Rotate students through the center allowing time for experimentation with each medium. Ask students which medium they prefer and why

Standard ART K.10

The student will synthesize and relate knowledge and personal experiences to make art. (CONNECT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How does engaging in creating art enrich people's lives?• How does making art attune people to their surroundings?• How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Create art that tells a story about a life experience	<ul style="list-style-type: none">• Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences	<ul style="list-style-type: none">• Create art based on seasons, holidays, and Catholic faith• Use a book, PowerPoint presentation, or the "Getting to Know the world's Greatest Artist" DVD by Mike Venezia to introduce the work of Michelangelo. Tape up a Michelangelo coloring page for each student under the table and have student experience what painting on the ceiling might have been like

Standard ART K.11

The student will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (CONNECT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How does art help us understand the lives of people of different times, places, and cultures?• How is art used to impact the views of a society?• How does art preserve aspects of life?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Identify a purpose of an artwork• Recognize religion in art including that which expresses Catholic ideals• See and express works of art from various time periods and cultures	<ul style="list-style-type: none">• People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art	<ul style="list-style-type: none">• After creating pinch pots in K.3, show historical and contemporary examples of vessels created using the pinch method. Discuss their varied uses• Show students a print ad for a popular food item or toy. Show the ad in black and white and then in color. Ask students if the ad makes them want the item pictured. Ask if the color makes a difference

First Grade Curriculum Framework

Standard ART 1.1

The student will generate and conceptualize artistic ideas and work. (CREATE)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How does knowing the contexts histories, and traditions of art forms help us create works of art and design? • Why do artists follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations? • What does following Christ look like? 		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none"> • Engage collaboratively in exploration and imaginative play with materials • Observe and investigate in preparation for making a work of art • Respect self, others, and property by following Christ's teachings • Identify the purposes for making works of art • Apply the senses as inspiration for creating works of art • Develop the skill to create proper facial proportions • Identify primary and secondary colors and use the color wheel 	<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals 	<ul style="list-style-type: none"> • Have a few building blocks on each table. Students work together to make a pleasing arrangement from which to observe and draw • Use Luke 6:21 Do unto others...when discussing rules and procedures • Use frosting and food coloring to make an edible color wheel • Use Picasso's <u>Handful of Flowers</u>

Standard ART 1.2

The student will organize and develop artistic ideas and work. (CREATE)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none"> • How do artists work? • How do artists and designers determine whether a particular direction in their work is effective? • How do artists and designers learn from trial and error? • How do artists and designers care for and maintain materials, tools, and equipment? • Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? • What responsibilities come with the freedom to create? • How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? • How do artists and designers create works of art or design that effectively communicate? 		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none"> • Explore uses of materials and tools to create works of art or design • Demonstrate safe and proper procedures for using materials, tools, and equipment while making art • Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means • Recognize and use the elements of art and some Principles of Design • Choose different media to communicate meaning • Create works that reveal individual creativity and Catholic identity • Follow a sequential set of directions to produce a work of art • Develop an art vocabulary for concepts, materials, and techniques 	<ul style="list-style-type: none"> • Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches • Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks • People create and interact with objects, places, and design that define, shape, enhance and empower their lives 	<ul style="list-style-type: none"> • Look at works by known artists who have painted flower arrangements (for example). Discuss and compare works. Discuss variety amongst the works. Have students create their own painting of a flower arrangement • Create a still-life on each table using toys (play food, stuffed animals, toy cars, etc). Students look and draw what they see. Students may have a turn at each table drawing the different arrangements • Use a crayon to rub over different shapes of leaves. Paint over them with watercolor paints. Cut out and arrange on a piece of paper or add to a tree as a group project • Take a visual trip around the classroom. What shapes do you see? Create a work illustrating some of these objects • Make an oil pastel / watercolor resist to illustrate various shapes

<ul style="list-style-type: none">● Use the total space on a two-dimensional surface● Demonstrate increasing skills in line manipulation● Produce art with found objects● Create works of art through observation of a three-dimensional subject matter● Develop the use of motor skills to create two-dimensional works of art in different media● Recognize size and spatial relationships in works of art● Use a variety of shapes to create works of art		
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Standard ART 1.3

The student will refine and complete artistic work. (CREATE)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• What role does persistence play in revising, refining, and developing work?• How do artists grow and become accomplished in art forms?• How does collaboratively reflecting on a work help us experience it more completely?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Use art vocabulary to describe choices while creating art• Reflect on and refine work using problem solving skills	<ul style="list-style-type: none">• Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time	<ul style="list-style-type: none">• Read <u>The Most Magnificent Thing</u> by Ashley Spires• At the end of an art activity, have students trade work with a friend. Ask friend, "Can you think of anything that I could do to make my project better?" Have students consider suggestions, but make their own decisions/changes• Have a "ketchup" day, when all unfinished work from the last few weeks or grading period is completed and refined

Standard ART 1.4

The student will select, analyze, and interpret artistic work for presentation. (PRESENT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How are artworks cared for and by whom?• What criteria, methods and processes are used to select work for preservation or presentation?• Why do people value objects, artifacts, and artworks, and select them for presentation?• How could you use art to share Christ's teachings?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Explain why some objects, artifacts and artwork are valued over others• Identify the various careers in the visual arts	<ul style="list-style-type: none">• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation	<ul style="list-style-type: none">• View a virtual museum tour online or go on a field trip to view historical relics or art. Discuss why viewed pieces were kept and valued over time. What items of today do you predict will be preserved for future generations• Compare the cost of a historical piece of art with a printed poster of the artwork. Discuss why the poster less expensive than the original? Make a copy of a piece created by one of the students in the class. Ask the student if they would like the copy or their original artwork

Standard ART 1.5

The student will develop and refine artistic techniques and work for presentation. (PRESENT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• What methods and processes are considered when preparing artwork for presentation or preservation?• How does refining artwork affect its meaning to the viewer?• What criteria are considered when selecting work for presentation, a portfolio, or a collection?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Ask and answer questions such as where, when, why and how artwork should be prepared for presentation or preservation• Identify the environmental and safety implications of preservation and presentation	<ul style="list-style-type: none">• Artists, curators and other consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it	<ul style="list-style-type: none">• Have students curate their own show for a hallway display or showcase. What pieces fit the theme? How will you choose what belongs• Discuss the Caldecott Award and provide copies of Children's books that have received the award or an honorable mention. Discuss how being a book illustrator is a career in art

Standard ART 1.6

The student will convey meaning through the presentation of artistic work. (PRESENT)

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is an art museum?
- How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?
- How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding?

Benchmarks

Key knowledge and skills we want students to know and be able to do

- Identify the roles and responsibilities of people who work in and visit museums and other art venues

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding

Suggested Resources/ Experiences

Information to help support instruction

- Read The Museum by Susan Verde
- Discuss the value of rules and share the 2/24/06 story of the boy who stuck gum to a piece of artwork during a field trip at the Detroit institute of the Arts. Ask students how they would feel if someone stuck gum to their artwork while on display in the school. Tie back to Luke 6:21

Standard ART 1.7

The student will perceive and analyze artistic work. (RESPOND)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How do life experiences influence the way you relate to art?• How does learning about art impact how we perceive the world?• What can we learn from our responses to art?• What is an image?• Where and how do we encounter images in our world?• How do images influence our views of the world?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Select and describe works of art that illustrate daily life experiences of one's self and others• Compare images that represent the same subject• Compare works of art from various time periods and cultures• Recognize fine arts in their Christian community and everyday lives	<ul style="list-style-type: none">• Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments• Visual imagery influences understanding of and responses to the world	<ul style="list-style-type: none">• Tour the church at your school (if you are fortunate to have one)• What art is seen in our churches? How does that influence how we see the characters in the Bible? Does the art in the church tell a story? What can we learn from religious art• Compare two pieces of Christian art from different time periods or cultures that have the same subject matter• Show several art reproductions of one subject matter (i.e. bridges, interiors, etc). Discuss similarities and differences. Which pieces are most interesting and why? Which features add interest? Which elements of art are emphasized? Have students create their own version of the same subject

Standard ART 1.8

The student will interpret intent and meaning in artistic work. (RESPOND)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• What is the value of engaging in the process of art criticism?• How can the viewer "read" a work of art as text?• How does knowing and using visual art vocabularies help us understand and interpret works of art?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Interpret art by categorizing subject matter and identifying the characteristics of form• Describe similarities and differences between works of art• Identify artists who create in different media	<ul style="list-style-type: none">• People gain insights into meanings of artworks by looking and talking about art	<ul style="list-style-type: none">• Look at a variety of self-portraits by famous artists. Compare and contrast. What are they communicating about themselves through images? What can you tell others through your self-portrait• Create art as a form of community outreach in keeping with Christ's teachings• Compare and contrast the book illustrations of two artists such as Eric Carle and David Wiesner

Standard ART 1.9**The student will apply criteria to evaluate artistic work. (RESPOND)**

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none"> • How does one determine criteria to evaluate a work of art? • How and why might criteria vary? • How is a personal preference different from an evaluation? 		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none"> • Classify artwork based on different reasons for preferences • Express opinions with supporting statements regarding works of art • Describe and evaluate artwork 	<ul style="list-style-type: none"> • People evaluate art based on personal choice 	<ul style="list-style-type: none"> • Art election. Which painting, drawing etc. will you vote for? Explain why • Have students choose from a selection of art postcards on their table. Pass out an "Art Detective" handout, which includes age appropriate questions about the work of art (title, media, what what do you see, what makes this special, etc.) Have them look for clues in the image to answer the questions and draw their own version on the back of handout

Standard ART 1.10

The student will synthesize and relate knowledge and personal experiences to make art. (CONNECT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How does engaging in creating art enrich people's lives?• How does making art attune people to their surroundings?• How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Identify times, places, and reasons by which students make art outside of school• Communicate personal experiences and feelings through art	<ul style="list-style-type: none">• Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences	<ul style="list-style-type: none">• Discuss Dia de los Muertos and create colorful paintings of sugar skulls that honor deceased loved ones. Try the lesson at: http://www.deepspacesparkle.com/2010/10/14/dia-de-los-muertos/• Tie All Saints Day and All Souls Day in with the lesson• Show students a piece of historically significant Christian art such as Michelangelo's Pieta or Edward Hick's Peaceable Kingdom. Ask students what the artwork makes them think or feel. Use the lesson as an introduction to create artwork based on their Catholic faith

Standard ART 1.11

The student will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (CONNECT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How does art help us understand the lives of people of different times, places, and cultures?• How is art used to impact the views of a society?• How does art preserve aspects of life?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Understand that people from different places and times have made art for a variety of reasons• Recognize historical and religious art• Recognize and describe how art is an integral part of one's own culture• Identify different cultural symbols and events depicted in art• Recognize the role of religion in art including that which expresses Catholic ideals	<ul style="list-style-type: none">• People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art	<ul style="list-style-type: none">• <u>Discovering Great Artist</u> by Maryann F. Kohl and Kim Solga• Getting to Know the World's greatest Artists video series by Mike Venezia• Discuss Edward Hick's Peaceable Kingdom and look for religious symbolism• Show Gilbert Stuart's George Washington. Discuss what clues in the painting tell us about Washington's importance as a president and leader

Second Grade Curriculum Framework

Standard ART 2.1

The student will generate and conceptualize artistic ideas and work. (CREATE)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How does knowing the contexts histories, and traditions of art forms help us create works of art and design? • Why do artists create? • Where do artists get their ideas? • Why do artists follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations? • What does following Christ look like? 		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none"> • Brainstorm collaboratively multiple approaches to an art or design problem • Make art or design with various materials and tools to explore personal interests, questions, and curiosity • Respect self, others, and property by following Christ's teachings • Identify the purposes for creating works of art • Apply the senses of sight, touch, and hearing as inspirations for creating works of art • Identify and use a variety of sources for art ideas 	<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals 	<ul style="list-style-type: none"> • Create Aboriginal art paintings using a cotton swab to make the dots • Use Luke 6:31 Do unto others... when discussing rules and procedures • Provide students with a variety of sources of inspiration including portraits, sculpture, nature, the color wheel, books, etc.

Standard ART 2.2

The student will organize and develop artistic ideas and work. (CREATE)

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How do artists work?
- How do artists and designers determine whether a particular direction in their work is effective?
- How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment?
- Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?
- What responsibilities come with the freedom to create?
- How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems?
- How do artists and designers create works of art or design that effectively communicate?

Benchmarks

Key knowledge and skills we want students to know and be able to do

- Demonstrate respect and care for materials, tools, and studio space
- Experiment with various materials and tools to explore personal interests in a work of art or design
- Repurpose objects to make something new
- Use the elements of art and Principles of Design
- Create works that reveal individual creativity and Catholic identity
- Follow a sequential set of directions to produce a work of art
- Collaborate with others to create a work of art
- Develop an art vocabulary for concepts, materials, and techniques
- Use the total space on a two-dimensional surface

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks
- People create and interact with objects, places, and design that define, shape, enhance and empower their lives

Suggested Resources/ Experiences

Information to help support instruction

- Introduce new artists using the animated DVD Artist Series for Kids "Getting to Know the world's Greatest Artist" by Mike Venezia and "Dropping in On...Series" by Crystal Production
- Create art based on the work of a famous artist. Try one of the lessons from [Discovering Great Artist](#) by MaryAnn F. Kohl and Kim Solga
- Use items such as forks or bubble wrap to create texture in a piece of artwork
- Use found recyclable bottles to create bird feeders
- Set up a simple still life
- Look at the work of Kazimir Malevich. How did he use shapes to create art? Make a piece of art in the style of Kazimir Malevich
- Create self portraits reflecting what students want to be when they grow up. Use proper facial proportions

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| <ul style="list-style-type: none">• Demonstrate increasing skills in line manipulation• Create art through observation• Develop the use of motor skills to create two-dimensional and three-dimensional works of art in different media• Recognize size and spatial relationships in works of art• Develop the skill to create proper facial proportions• Recognize complementary colors• Use shapes to create art | | |
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Standard ART 2.3

The student will refine and complete artistic work. (CREATE)

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What role does persistence play in revising, refining, and developing work?
- How do artists grow and become accomplished in art forms?
- How does collaboratively reflecting on a work help us experience it more completely?

Benchmarks

Key knowledge and skills we want students to know and be able to do

- Discuss and reflect with peers about choices made in creating artwork
- Reflect on, revise, and refine work using problem solving skills

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

- Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time

Suggested Resources/ Experiences

Information to help support instruction

- Read and discuss Beautiful Oops! By Barney Saltzberg
- Have students draw a picture with pencil and then go over their lines with black sharpie. Before adding color, instruct students to erase all visible pencil lines. When students think they are finished, have students trade their picture with a classmate and check for visible pencil lines, erasing any they find

Standard ART 2.4

The student will select, analyze, and interpret artistic work for presentation. (PRESENT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How are artworks cared for and by whom?• What criteria, methods and processes are used to select work for preservation or presentation?• Why do people value objects, artifacts, and artworks, and select them for presentation?• How could you use art to share Christ's teachings?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Categorize artwork based on a theme or concept for an exhibit• Identify the various careers in the visual arts	<ul style="list-style-type: none">• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation	<ul style="list-style-type: none">• Create art to celebrate a holiday or event and display it in the hallways• http://www.metmuseum.org/art/online-features/metkids/videos/MetKids-How-does-the-Museum-take-care-of-all-the-armor• Select a favorite book and create artwork based on the illustrations. Discuss how illustration is one of many careers in art. Try one of the lessons from <u>Teaching Art with Books Kids Love</u> by Darcie Clark Frohardt

Standard ART 2.5

The student will develop and refine artistic techniques and work for presentation. (PRESENT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• What methods and processes are considered when preparing artwork for presentation or preservation?• How does refining artwork affect its meaning to the viewer?• What criteria are considered when selecting work for presentation, a portfolio, or a collection?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Distinguish between different materials or artistic techniques for preparing artwork for presentation• Identify the environmental and safety implications of preservation and presentation	<ul style="list-style-type: none">• Artists, curators and other consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it	<ul style="list-style-type: none">• Place a piece of construction paper in a sunny area of the classroom. Compare the paper to a piece not exposed to the sun the following week and discuss any changes• Use a piece of posterboard to create a portfolio for each student. Discuss how this is better than placing in a backpack, desk, cubbies, etc. Have students describe what could happen to their artwork. Discuss how a portfolio can preserve art for future presentations. Have students add each new piece of art they make to their portfolio throughout the year

Standard ART 2.6

The student will convey meaning through the presentation of artistic work. (PRESENT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• What is an art museum?• How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?• How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Analyze how art in a variety of venues contributes to communities, specifically its use in churches• Identify the roles and responsibilities of people who work in and visit museums and other art venues	<ul style="list-style-type: none">• Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding	<ul style="list-style-type: none">• Take a virtual tour of an art exhibit.• Go on a field trip to an art museum or cathedral/basilica• Look at a variety of stained glass windows either in person or in class. Have students explain the meaning of the windows. Explain how artwork such as stained glass windows help us remember the stories of the bible and Christ's teachings

Standard ART 2.7

The student will perceive and analyze artistic work. (RESPOND)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How do life experiences influence the way you relate to art?• How does learning about art impact how we perceive the world?• What can we learn from our responses to art?• What is an image?• Where and how do we encounter images in our world?• How do images influence our views of the world?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Perceive and describe aesthetic characteristics of one's natural world and constructed environments• Categorize images based on expressive properties• Compare images that represent the same subject• Identify fine arts in their Christian community and everyday lives	<ul style="list-style-type: none">• Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments• Visual imagery influences understanding of and responses to the world	<ul style="list-style-type: none">• Brainstorm about all the places in students' school environment where Christianity is shared in art. Discuss how a picture can tell a story or serve as a reminder of an important event. Have students create and display art that reflects their faith• Compare and contrast two portraits of Jesus such as The Last Supper by Leonardo da Vinci and Prince of Peace by Akiane Kramarik

Standard ART 2.8**The student will interpret intent and meaning in artistic work. (RESPOND)**

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none"> • What is the value of engaging in the process of art criticism? • How can the viewer "read" a work of art as text? • How does knowing and using visual art vocabularies help us understand and interpret works of art? 		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none"> • Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter • Describe similarities and differences between works of art 	<ul style="list-style-type: none"> • People gain insights into meanings of artworks by looking and talking about art 	<ul style="list-style-type: none"> • Compare and contrast two works of art by Norman Rockwell • Create art as a form of community outreach in keeping with Christ's teachings

Standard ART 2.9**The student will apply criteria to evaluate artistic work. (RESPOND)**

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none"> • How does one determine criteria to evaluate a work of art? • How and why might criteria vary? • How is a personal preference different from an evaluation? 		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none"> • Use learned vocabulary to express preferences about artwork • Identify artists who create in different media • Describe and evaluate artworks • Express opinions with supporting statements regarding works of art 	<ul style="list-style-type: none"> • People evaluate art based on personal choice 	<ul style="list-style-type: none"> • Compare and discuss the presidential portraits on Mount Rushmore by Gutzon Borglum and famous paintings of one or all of the presidents. Create a presidential portrait for President's Day • Discuss how a piece of art can have artist value but might not be something you would want in your home

Standard ART 2.10

The student will synthesize and relate knowledge and personal experiences to make art. (CONNECT)

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<ul style="list-style-type: none">• Create works of art about events in home, school or community life including church• Communicate personal experience and feeling through art	<ul style="list-style-type: none">• Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences	<ul style="list-style-type: none">• Create art based on Russian Nesting Dolls. Discuss how a traditional art form can evolve and be used by others over time by showing non- traditional nesting dolls students can relate to such as Disney characters. Try the lesson at: http://www.deepspacesparkle.com/2011/12/12/patterned-matryoshka-dolls/• Create a Madonna and Child Portrait. Try the lesson at: http://www.thatartistwoman.org/2008/12/pastel-resist-madonna-art-project.html

Standard ART 2.11

The student will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (CONNECT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none"> • How does art help us understand the lives of people of different times, places, and cultures? • How is art used to impact the views of a society? • How does art preserve aspects of life? • 		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none"> • Compare and contrast cultural uses for artwork from different times and places • Recognize historical and religious art • Recognize and discuss the art, artifacts, and architecture of different cultures • Identify different cultural symbols and events depicted in art • Recognize the role of religion in art including that which expresses Catholic ideals 	<ul style="list-style-type: none"> • People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art 	<ul style="list-style-type: none"> • Recreate Starry Night by Vincent van Gogh replacing the village with a scene from the Christmas story such as the shepherds in the field with the angel or the manger in the stable scene • Expand on the lesson found in <u>Discovering Great Artist</u> by Maryann F. Kohl and Kim Solga • Share the culture and symbols of the Ashante people of West Africa. Use the Adikra Cloth lesson from Crayola.com. https://www.crayola.com/lesson-plans/ad-inkra-cloth-lesson-plan/

Third Grade Curriculum Framework

Standard ART 3.1

The student will generate and conceptualize artistic ideas and work. (CREATE)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How does knowing the contexts histories, and traditions of art forms help us create works of art and design? • Why do artists follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations? 		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none"> • Elaborate on an imaginative idea • Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art making process • Create individual works and discuss the different methods and materials that individuals use to complete the same project • Experiment with a variety of sources for art ideas • Investigate various solutions to a single visual problem • Take and support artistic risks in the creative process • Collaborate sharing knowledge and ideas • Integrate the senses of sight, touch, and hearing as inspirations for creating works of art 	<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals 	<ul style="list-style-type: none"> • Design your own community • Greek and Roman columns built out of clay or drawn focusing on proportion; incorporating art and architecture referencing Parthenon, and other historical sites • Collaborate recreating Rome • Create a large collaborative coil pot where each student creates coils and uses clay building techniques, working together in clay pot construction • Cross-curricular projects with social studies (mosaics, pagodas) • Take a walk outside. Use the senses to find inspiration

<ul style="list-style-type: none">• Select one's own materials• Identify the Element of Art: Form in various environments		
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Standard ART 3.2

The student will organize and develop artistic ideas and work. (CREATE)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How do artists work?• How do artists and designers determine whether a particular direction in their work is effective?• How do artists and designers learn from trial and error?• How do artists and designers care for and maintain materials, tools, and equipment?• Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?• What responsibilities come with the freedom to create?• How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems?• How do artists and designers create works of art or design that effectively communicate?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Create personally satisfying artwork using a variety of artistic processes and materials• Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life• Use the Elements of Art and Principles of Design• Demonstrate personal responsibility through the safe use of materials during the art making process• Relate personal experience as subject matter in works of art• Identify complementary colors• Create art from real or imaginary sources of inspiration• Recognize shades and tints	<ul style="list-style-type: none">• Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches• Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks• People create and interact with objects, places, and design that define, shape, enhance and empower their lives	<ul style="list-style-type: none">• Create an original map complete with key, compass rose, title, and scale• Discuss the importance of sketching and journaling in the development of art. Have students keep artist journals and sketch preliminary ideas• Create Frida Kahlo inspired self-portraits incorporating personal symbols specific to each student• Students draw geometric forms integrating the Elements of Art; shape, space and form• Create an illustration from your favorite book• Draw a still life or self-portrait• Sketch outdoors

Standard ART 3.3

The student will refine and complete artistic work. (CREATE)

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What role does persistence play in revising, refining, and developing work?
- How do artists grow and become accomplished in art forms?
- How does collaboratively reflecting on a work help us experience it more completely?

Benchmarks

Key knowledge and skills we want students to know and be able to do

- Elaborate visual information by adding details in an artwork to enhance emerging meaning
- Revise and refine work

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

- Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time

Suggested Resources/ Experiences

Information to help support instruction

- Participate in a group critique. Use two positive comments and one thing you would change

Standard ART 3.4

The student will select, analyze, and interpret artistic work for presentation. (PRESENT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How are artworks cared for and by whom?• What criteria, methods and processes are used to select work for preservation or presentation?• Why do people value objects, artifacts, and artworks, and select them for presentation?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork• Identify the role of a conservator and the challenges facing the preservation of art• Identify the purposes for presenting works of art	<ul style="list-style-type: none">• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation	<ul style="list-style-type: none">• Create a Greek Pediment and discuss the preservation of the Elgin Marbles• Draw a religious portrait and a self-portrait. How are they different? How are they similar?

Standard ART 3.5

The student will develop and refine artistic techniques and work for presentation. (PRESENT)

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• What methods and processes are considered when preparing artwork for presentation or preservation?• How does refining artwork affect its meaning to the viewer?• What criteria are considered when selecting work for presentation, a portfolio, or a collection?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<ul style="list-style-type: none">• Identify exhibit space and prepare works of art including artists' statements, for presentation• Identify the environmental and safety implications of preservation and presentation	<ul style="list-style-type: none">• Artists, curators and other consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it	<ul style="list-style-type: none">• Develop an art exhibit in your school. Assign the roles of curator, preparator, and conservator• Incorporate an Art Show or promote Catholic identity through regional Student Art Shows at local galleries, possible showcasing student work during Open Houses or Catholic Schools week

Standard ART 3.6

The student will convey meaning through the presentation of artistic work. (PRESENT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• What is an art museum?• How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?• How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Identify and explain how and where different cultures record and illustrate stories and history of life through art• Discuss the role of a curator and the purpose of art exhibition• Discuss the reasons for grouping pieces of art	<ul style="list-style-type: none">• Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding	<ul style="list-style-type: none">• Take a virtual tour of the Smithsonian• Allow students to curate their own works• Take a field trip to a local art museum or gallery• Have students collaborate in teams to build an art museum diorama, where each team is responsible for a room, exploring the role of curator and why they may choose the presentation of certain works of art within their space

Standard ART 3.7

The student will perceive and analyze artistic work. (RESPOND)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How do life experiences influence the way you relate to art?• How does learning about art impact how we perceive the world?• What can we learn from our responses to art?• What is an image?• Where and how do we encounter images in our world?• How do images influence our views of the world?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Speculate about processes an artist uses to create a work of art• Determine messages communicated by an image• List the various types of images we engage with every day• Visualize and Describe an image that has impacted your life as a Christian	<ul style="list-style-type: none">• Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments• Visual imagery influences understanding of and responses to the world	<ul style="list-style-type: none">• Find an image in a magazine and describe what you think its intent is• Describe Christian images and how they affect your spiritual life as a Christian (Stations of the Cross, crucifixion, nativity, etc.)

Standard ART 3.8**The student will interpret intent and meaning in artistic work. (RESPOND)**

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none"> • What is the value of engaging in the process of art criticism? • How can the viewer "read" a work of art as text? • How does knowing and using visual art vocabularies help us understand and interpret works of art? 		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none"> • Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood • Recognize meaning in Christian art 	<ul style="list-style-type: none"> • People gain insights into meanings of artworks by looking and talking about art 	<ul style="list-style-type: none"> • Have a group competition to correctly use as many art terms as possible when describing one piece of art • Use a piece of art as a writing prompt

Standard ART 3.9**The student will apply criteria to evaluate artistic work. (RESPOND)**

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none"> • How does one determine criteria to evaluate a work of art? • How and why might criteria vary? • How is a personal preference different from an evaluation? 		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none"> • Evaluate an artwork based on given criteria • Introduce the criticism process (describe, interpret, analyze, and judge) to describe works of art • Describe how art illustrates (or does not illustrate) Catholic teaching and respect for God's creation 	<ul style="list-style-type: none"> • People evaluate art based on personal choice 	<ul style="list-style-type: none"> • Practice positive group criticism using a single famous work of art • Read the class a piece of criticism and discuss • Students will select a piece of art based on preference and will make critical statements of why they selected and prefer this piece

Standard ART 3.10

The student will synthesize and relate knowledge and personal experiences to make art. (CONNECT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How does engaging in creating art enrich people's lives?• How does making art attune people to their surroundings?• How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Develop a work of art based on observations of surroundings• Communicate emotion and Christian beliefs through a work of art	<ul style="list-style-type: none">• Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences	<ul style="list-style-type: none">• Discuss the emotions students experience during mass. Look at Mark Rothko's abstract Stations of the Cross• Discuss specific works of art, such as The Scream by Edvard Munch, and discuss the emotions the artist was conveying

Standard ART 3.11**The student will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (CONNECT)****Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

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

Benchmarks

Key knowledge and skills we want students to know and be able to do

- Recognize that responses to art change depending on knowledge of the time and place in which it was made
- Identify the art, artifacts, architecture, and symbols of different cultures
- Recognize the role of religion in art
- Recognize the possible social impact that can accompany the creative process
- Discuss how art reflects and shapes culture

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art

Suggested Resources/ Experiences

Information to help support instruction

- Create a piece of art using recognizable Christian symbols
- Look at symbols from other religions and cultures (compare to Christian symbols)
- Create religious icons, sculptural and 2-D
- www.metmuseum.org/toah/hd/icon/hd_icon.htm

Fourth Grade Curriculum Framework

Standard ART 4.1

The student will generate and conceptualize artistic ideas and work. (CREATE)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How does knowing the contexts histories, and traditions of art forms help us create works of art and design? • Why do artists follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations? 		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none"> • Brainstorm multiple approaches to a creative art or design problem • Collaboratively set goals and create artwork that is meaningful and has purpose to the makers • Create individual works and discuss the different methods and materials that individuals use to complete the same project • Explore a variety of sources for art ideas • Take and support artistic risks in the creative process • Create preliminary sketches in the planning process • Differentiate between various mediums to communicate meaning in artwork • Demonstrate respect for self, others, and property 	<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals 	<ul style="list-style-type: none"> • Discuss the sculptures of Sol Lewitt. Is it art? Why? • Focus on one artist, Claude Monet for example. Have students create a plan as to how a collaborative piece can be created to include the entire class. Encourage students to conceptualize working independently on a similar piece of their own, simultaneously

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| <ul style="list-style-type: none">• Differentiate between tactile and visual experiences | | |
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Standard ART 4.2

The student will organize and develop artistic ideas and work. (CREATE)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none"> • How do artists work? • How do artists and designers determine whether a particular direction in their work is effective? • How do artists and designers learn from trial and error? • How do artists and designers care for and maintain materials, tools, and equipment? • Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? • What responsibilities come with the freedom to create? • How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? • How do artists and designers create works of art or design that effectively communicate? 		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none"> • Explore and invent art-making techniques and approaches • When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others • Document, describe, and represent regional constructed environments • Compose art using positive and negative space • Create works that reveal individuality and Catholic identity • Identify and create shades and tints • Analyze the use of the Element of Art: Form by artists within works of art 	<ul style="list-style-type: none"> • Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches • Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks • People create and interact with objects, places, and design that define, shape, enhance and empower their lives 	<ul style="list-style-type: none"> • Use shading techniques to show a three-dimensional object • Use clay to practice basic handbuilding techniques • Create African masks using construction paper. Make one side of the mask using positive space and the other side using negative space • Use basic perspective and proportion to illustrate space • Illustrate your favorite activity from over the summer. When were you the happiest • Create abstract paintings while listening to various types of music. Discuss the art style and technique of Wassily Kandinsky. Introduce vocab term: Synesthesia - the association of numbers as colors or sound as color

Standard ART 4.3

The student will refine and complete artistic work. (CREATE)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• What role does persistence play in revising, refining, and developing work?• How do artists grow and become accomplished in art forms?• How does collaboratively reflecting on a work help us experience it more completely?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Revise artwork in progress on the basis of insights gained through peer discussion• Engage in discussion, criticism and self assessment• Evaluate and revise their artwork• Critique a specific art work using the appropriate terms	<ul style="list-style-type: none">• Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time	<ul style="list-style-type: none">• Use art vocabulary words to encourage self and group critique• Use a KWL chart to have students assess a piece of their own art

Standard ART 4.4

The student will select, analyze, and interpret artistic work for presentation. (PRESENT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How are artworks cared for and by whom?• What criteria, methods and processes are used to select work for preservation or presentation?• Why do people value objects, artifacts, and artworks, and select them for presentation?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork• Identify the role of a conservator and the challenges facing the preservation of art• Identify the purposes for presenting works of art• Research copyright laws	<ul style="list-style-type: none">• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation	<ul style="list-style-type: none">• Look at the work of Nam Jun Paik. Discuss digital work and the copyright issues that surround digital work• Compare and contrast works used as advertising and propaganda

Standard ART 4.5

The student will develop and refine artistic techniques and work for presentation. (PRESENT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• What methods and processes are considered when preparing artwork for presentation or preservation?• How does refining artwork affect its meaning to the viewer?• What criteria are considered when selecting work for presentation, a portfolio, or a collection?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats• Identify the environmental and safety implications of preservation and presentation	<ul style="list-style-type: none">• Artists, curators and other consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it	<ul style="list-style-type: none">• Visit the VMFA sculpture garden• Discuss the work of Andy Goldsworthy. In what ways is it defined by its environment

Standard ART 4.6

The student will convey meaning through the presentation of artistic work. (PRESENT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• What is an art museum?• How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?• How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide• Analyze the role of a curator and the purpose of art exhibition• Discuss the reasons for grouping pieces of art	<ul style="list-style-type: none">• Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding	<ul style="list-style-type: none">• Take a virtual tour of an art museum• Allow students to curate their own work and explain their motivations

Standard ART 4.7

The student will perceive and analyze artistic work. (RESPOND)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How do life experiences influence the way you relate to art?• How does learning about art impact how we perceive the world?• What can we learn from our responses to art?• What is an image?• Where and how do we encounter images in our world?• How do images influence our views of the world?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Compare responses to a work of art before and after working in similar media• Analyze components in visual imagery that convey messages• Identify the various types of images we engage with every day• Describe how Christian images impact our spiritual lives	<ul style="list-style-type: none">• Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments• Visual imagery influences understanding of and responses to the world	<ul style="list-style-type: none">• Discuss advertisements students find convincing and why• Look at political images and discuss their intent• What Christian images do we find the most powerful

Standard ART 4.8**The student will interpret intent and meaning in artistic work. (RESPOND)**

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none"> • What is the value of engaging in the process of art criticism? • How can the viewer "read" a work of art as text? • How does knowing and using visual art vocabularies help us understand and interpret works of art? 		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none"> • Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media • Recognize meaning in Christian art 	<ul style="list-style-type: none"> • People gain insights into meanings of artworks by looking and talking about art 	<ul style="list-style-type: none"> • Have one student look at an image and describe it to another student. Have the second student try to recreate the image using only the oral description • Have students create wall labels for their art that accurately use art vocabulary • Compare and contrast similar classic Christian themes; i.e.; The Last Supper (da Vinci vs. Rubens) • Compare and contrast Christian art from different centuries

Standard ART 4.9

The student will apply criteria to evaluate artistic work. (RESPOND)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How does one determine criteria to evaluate a work of art?• How and why might criteria vary?• How is a personal preference different from an evaluation?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Apply one set of criteria to evaluate more than one work of art• Apply the criticism process (describe, interpret, analyze, and judge) to describe works of art• Describe how art illustrates (or does not illustrate) Catholic teaching and respect for God's creation	<ul style="list-style-type: none">• People evaluate art based on personal choice	<ul style="list-style-type: none">• Pick a piece of artwork by a classmate and describe why you like it• Use a simple rubric to evaluate different works of art

Standard ART 4.10

The student will synthesize and relate knowledge and personal experiences to make art. (CONNECT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How does engaging in creating art enrich people's lives?• How does making art attune people to their surroundings?• How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Create works of art that reflect community cultural traditions• Communicate emotion and Christian beliefs through a work of art.• Relate personal experience as subject matter in works of art	<ul style="list-style-type: none">• Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences	<ul style="list-style-type: none">• Make American or Virginia flags using construction paper or collage• Create art in the style of Virginia's Native Americans

Standard ART 4.11

The student will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (CONNECT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How does art help us understand the lives of people of different times, places, and cultures?• How is art used to impact the views of a society?• How does art preserve aspects of life?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Through observation, infer information about time, place, and culture in which a work of art was created• Identify the various symbols and characteristics of art within a given culture• Discuss the role of the artist throughout history and their cultural contribution.• Recognize the possible social impact that can accompany the creative process	<ul style="list-style-type: none">• People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art	<ul style="list-style-type: none">• Create oil pastel / watercolor resist icons• Study the symbols and forms of other religions (ex. Islamic calligraphy)• Discuss specific artwork such as Grant Wood's American Gothic and interpret socioeconomic influence on Artist's work

Fifth Grade Curriculum Framework

Standard ART 5.1

The student will generate and conceptualize artistic ideas and work. (CREATE)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How does knowing the contexts histories, and traditions of art forms help us create works of art and design? • Why do artists follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations? 		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none"> • Combine ideas to generate an innovative idea for art-making • Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art • Create individual works and discuss the different methods and materials that individuals use to complete the same project • Expand the variety of sources used to create art ideas • Take and support artistic risks in the creative process • Collaborate sharing knowledge and ideas • Investigate ideas and consider artistic choices within a variety of media, techniques, and subject matter 	<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals 	<ul style="list-style-type: none"> • Discuss different subjects that could be mined for artistic inspiration (nature, music, etc.) • Develop an idea individually and then work with a partner to combine your two ideas into one project • Maintain a sketchbook as part of the planning process

Standard ART 5.2

The student will organize and develop artistic ideas and work. (CREATE)

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How do artists work?
- How do artists and designers determine whether a particular direction in their work is effective?
- How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment?
- Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?
- What responsibilities come with the freedom to create?
- How do objects, places, and design shape lives and communities?
- How do artists and designers determine goals for designing or redesigning objects, places, or systems?
- How do artists and designers create works of art or design that effectively communicate?

Benchmarks

Key knowledge and skills we want students to know and be able to do

- Experiment and develop skills in multiple art-making techniques and approaches through practice
- Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment
- Identify, describe, and visually document places and/or objects of personal significance
- Develop Christian ideals through art
- Recognize the importance of copyright laws
- Experiment in unique concepts, procedures and media
- Create works that reveal individuality and Catholic identity
- Identify and create shades and tints to create 3-dimensional form
- Construct a work of art focusing on the Element of Art: Form

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks
- People create and interact with objects, places, and design that define, shape, enhance and empower their lives

Suggested Resources/ Experiences

Information to help support instruction

- Manipulate patterns (tessellation). Introduce M.C. Escher and his works based on tessellation
- Create three-dimensional sculptures using additive or subtractive techniques
- Use technology to create art
- Use clay to create an architectural model
- Explore the Sistine Chapel and the work of art contained within including the ceiling by Michelangelo. Discuss why he studied the Old Testament during its creation
- Use primary sources to determine an artist's point of view
- Assign oral presentations where students choose and critique a famous work of art, researching the artist's intent, and including the student's personal opinion, focusing on the correct use of artistic terms

Standard ART 5.3

The student will refine and complete artistic work. (CREATE)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• What role does persistence play in revising, refining, and developing work?• How do artists grow and become accomplished in art forms?• How does collaboratively reflecting on a work help us experience it more completely?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Create artist statements using art vocabulary to describe personal choices in artmaking• Engage in discussion, criticism and reflection• Appraise one's own artwork• Critique a specific art work using the correct terms	<ul style="list-style-type: none">• Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time	<ul style="list-style-type: none">• Have students reflect on a completed project. What is one thing they like and one thing they would have done differently• Make predictions about an artistic experience (what might be challenging? What might be rewarding?)

Standard ART 5.4

The student will select, analyze, and interpret artistic work for presentation. (PRESENT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How are artworks cared for and by whom?• What criteria, methods and processes are used to select work for preservation or presentation?• Why do people value objects, artifacts, and artworks, and select them for presentation?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork• Preserve a work of art• Identify the purposes for presenting and preserving works of art	<ul style="list-style-type: none">• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation	<ul style="list-style-type: none">• Conserve art in your building. If there is art that has been hanging up for a long time, have students see if they can repair and care for it

Standard ART 5.5

The student will develop and refine artistic techniques and work for presentation. (PRESENT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• What methods and processes are considered when preparing artwork for presentation or preservation?• How does refining artwork affect its meaning to the viewer?• What criteria are considered when selecting work for presentation, a portfolio, or a collection?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork• Identify the environmental and safety implications of preservation and presentation	<ul style="list-style-type: none">• Artists, curators and other consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it	<ul style="list-style-type: none">• Discuss how art is presented professionally. Why does it make a difference• Visit a museum or gallery and pay attention to how art has been presented (lighting, framing, wall labels, etc.)

Standard ART 5.6

The student will convey meaning through the presentation of artistic work. (PRESENT)

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<ul style="list-style-type: none">• Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic• Assess the role of a curator and the purpose of art exhibition• Discuss the reasons for grouping pieces of art	<ul style="list-style-type: none">• Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding	<ul style="list-style-type: none">• Email a curator with questions• Create a slideshow of art grouped by different ideas, genres, subject matter, emotions (etc.) and have students discuss what they think the groupings were. Have students create their own slideshow "exhibitions"

Standard ART 5.7

The student will perceive and analyze artistic work. (RESPOND)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How do life experiences influence the way you relate to art?• How does learning about art impact how we perceive the world?• What can we learn from our responses to art?• What is an image?• Where and how do we encounter images in our world?• How do images influence our views of the world?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Compare one's own interpretation of a work of art with the interpretation of others• Identify and analyze cultural associations suggested by visual imagery• Identify the various types of images we engage with every day• Analyze Christian images and the impact they have on our spiritual lives	<ul style="list-style-type: none">• Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments• Visual imagery influences understanding of and responses to the world	<ul style="list-style-type: none">• Create a journal for inspiration• Have students find images they like in magazines. Discuss how we engage with those images and what purposes they serve• Have students find a Christian image they find powerful and describe why. How might that image serve to bolster their faith

Standard ART 5.8

The student will interpret intent and meaning in artistic work. (RESPOND)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• What is the value of engaging in the process of art criticism?• How can the viewer "read" a work of art as text?• How does knowing and using visual art vocabularies help us understand and interpret works of art?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed• Differentiate works of art by genre• Recognize meaning in Christian art	<ul style="list-style-type: none">• People gain insights into meanings of artworks by looking and talking about art	<ul style="list-style-type: none">• Compare and contrast works in different genres• Use art vocabulary to describe your own work and that of others

Standard ART 5.9

The student will apply criteria to evaluate artistic work. (RESPOND)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How does one determine criteria to evaluate a work of art?• How and why might criteria vary?• How is a personal preference different from an evaluation?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts• Use a rubric to evaluate art work• Communicate preferences among works of art• Apply the criticism process (describe, interpret, analyze, and judge) to describe works of art• Describe how art illustrates (or does not illustrate) Catholic teaching and respect for God's creation	<ul style="list-style-type: none">• People evaluate art based on personal choice	<ul style="list-style-type: none">• Use a rubric to evaluate different works of art• Use art vocabulary to describe why one might prefer one work over another• Compare art criticism from the past with current art criticism

Standard ART 5.10

The student will synthesize and relate knowledge and personal experiences to make art. (CONNECT)

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<ul style="list-style-type: none">• Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking• Communicate emotion and Christian beliefs through a work of art• Use personal experience as subject matter in works of art	<ul style="list-style-type: none">• Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences	<ul style="list-style-type: none">• Discuss how Christian identity changes the ways in which we make and perceive art• Have students write about a time they remember experiencing an intense emotion. Illustrate that writing• Create art while listening to music

Standard ART 5.11

The student will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (CONNECT)

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<ul style="list-style-type: none">• Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society• Discuss the effects of Catholic ideology on art across different cultures• Analyze the various characteristics of a culture• Compare and contrast art, architecture, symbols and artifacts of the past with that of the present and speculate about art of the future• Discuss how art is valued based on cultural perspectives• Defend a position regarding social issues in works of art• Discuss the potential conflict between individual style and societal expectations• Determine the role of the artist throughout history and their cultural contribution• Assess the possible social impact that can accompany the create the artist throughout history and their cultural contribution	<ul style="list-style-type: none">• People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art	<ul style="list-style-type: none">• Discuss propaganda. How has it been utilized in the past• Look at examples of the various uses of symbols in society and discuss what information they communicate• Discuss the Catholic identity in the work of Peter Paul Rubens and what it communicates• Read an auction catalog and discuss pricing. Are the prices logical? Do they reflect value? (Christie's and Sotheby's available online)

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| <ul style="list-style-type: none">• Assess the possible social impact that can accompany the creative process | | |
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Middle School Curriculum Framework

Standard ART MS.1

The student will generate and conceptualize artistic ideas and work. (CREATE)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How does knowing the contexts histories, and traditions of art forms help us create works of art and design? • Why do artists follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations? 		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none"> • Document early stages of the creative process visually and/or verbally in traditional or new media • Apply a contemporary practice of art and design to collaboratively shape an artistic investigation of an aspect of present day life • Collaborate effectively to create art with a focus on self-discipline, teamwork, and cooperation are crucial in the creative process • Research various artistic movements and styles as a basis for artistic ideas • Explore color theory as part of the creative process 	<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals 	<ul style="list-style-type: none"> • Have students maintain a visual journal • Allow time for and encourage verbal brainstorming amongst the class, small groups and partners • Inspired by our <u>local Street Art</u> students must collaborate to create a school mural based on the seven themes of Catholic social teaching • Examine the Caves of Lascaux and discuss the purpose of early cave painting, the motivation of the creators, and design a personal work of art incorporating a similar context • Use SCAMPER mnemonic device for brainstorming <ul style="list-style-type: none"> ○ Substitute ○ Combine ○ Adapt ○ Modify ○ Put to another use ○ Eliminate ○ Reverse

Standard ART MS.2

The student will organize and develop artistic ideas and work. (CREATE)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none"> • How do artists work? • How do artists and designers determine whether a particular direction in their work is effective? • How do artists and designers learn from trial and error? • How do artists and designers care for and maintain materials, tools, and equipment? • Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? • What responsibilities come with the freedom to create? • How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? • How do artists and designers create works of art or design that effectively communicate? 		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none"> • Experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing • Select, organize, and design a variety of subject matter to make visually clear and compelling presentations • Design or redesign objects, places, or systems that meet the identified needs of diverse users • Compare and arrange the art Elements (line, color, texture, value, shape, space & form) and Principles of Design (emphasis, balance, unity, variety, pattern, rhythm & proportions • Develop and apply skills using a variety of two-dimensional and three-dimensional media to create works • Use visual memory skills to produce a work of art 	<ul style="list-style-type: none"> • Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches • Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks • People create and interact with objects, places, and design that define, shape, enhance and empower their lives 	<ul style="list-style-type: none"> • <u>Teaching for Artistic Behavior</u> - allow students the time to experiment with media and subject matter of choice • Have students role play in partners - one as the designer, one as the client. The client asks his or her partner to design a specific chair. The designer creates and presents their chair designs to client. Guide student conversations with essential questions. Flip flop roles • Use computer graphics and computer-generated text to create original works of art • Inspired by the work of <u>Xu Bing</u>, Write out an idea or thought using only images • Study <u>Barbara Kruger</u> as an example of a contemporary artists using appropriation as a means of creating original works of art • Have students use a variety of media to create a series of stills lives from different perspectives

<ul style="list-style-type: none">• Identify the important ethical and moral standards to appropriation, fair use, copyright, open source, and creative commons as they apply to creating work of art and design• Identify the environmental responsibilities and care for God's creation as an artist by exploring various materials including recycled art• Create works that effectively communicate individual ideas through various forms of media and techniques• Demonstrate safe and proper use, care, and storage of media, materials, and equipment• Explore Catholic identity to develop artistic ideas through the study of scripture, Biblical narratives, historical narratives of saints, and art historical examples of works commissioned by the Catholic church		
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Standard ART MS.3

The student will refine and complete artistic work. (CREATE)

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• What role does persistence play in revising, refining, and developing work?• How do artists grow and become accomplished in art forms?• How does collaboratively reflecting on a work help us experience it more completely?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<ul style="list-style-type: none">• Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress• Document critical and artistic processes used to achieve final art solutions• Revise and refine work using problem solving and critical-thinking skills	<ul style="list-style-type: none">• Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time	<ul style="list-style-type: none">• Allow time for students to reflect on their work throughout the art making process. This could include both peer and individual reflections• Use visual journals throughout the art making process to take notes and problem solve

Standard ART MS.4**The student will select, analyze, and interpret artistic work for presentation. (PRESENT)**

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none"> • How are artworks cared for and by whom? • What criteria, methods and processes are used to select work for preservation or presentation? • Why do people value objects, artifacts, and artworks, and select them for presentation? 		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none"> • Develop and apply criteria for evaluating a collection of artwork for presentation • Recognize that artwork has different purposes and select artwork for an intended purpose or audience 	<ul style="list-style-type: none"> • Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation 	<ul style="list-style-type: none"> • Create a space within the school for students to display works of art • Display student work within the community • Have students display their work in a school Art Show • Give specific assignments with the purpose of being hung, as well as, allow students to select works of their choosing to be hung

Standard ART MS.5

The student will develop and refine artistic techniques and work for presentation. (PRESENT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• What methods and processes are considered when preparing artwork for presentation or preservation?• How does refining artwork affect its meaning to the viewer?• What criteria are considered when selecting work for presentation, a portfolio, or a collection?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Collaboratively prepare and present selected theme based artwork for display, and formulate exhibition narratives for the viewer• Identify and demonstrate how the presentation and display of artworks influence how they are interpreted• Utilize various techniques for displaying and preserving art• Analyze similarities and differences associated with preserving and presenting two dimensional, three dimensional, and digital artwork• Develop a visual plan, individually or collaboratively, for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit• Identify the environmental and safety implications of preservation and presentation	<ul style="list-style-type: none">• Artists, curators and other consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it	<ul style="list-style-type: none">• Have students design, create and display works of art for specific school events; for example: concerts, theater productions, dances, etc.• Have students maintain a portfolio throughout the duration of the class• Have students design a site for maintaining an online collection of their work• Compare and contrast works of art with the intent of defining exhibition quality• Visit a museum or gallery and pay attention to how art has been presented (lighting, framing, wall labels, etc.)

Standard ART MS.6

The student will convey meaning through the presentation of artistic work. (PRESENT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• What is an art museum?• How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?• How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences• Recognize the influence of art in the Catholic Church throughout history• Analyze the use of symbols in religious and secular art• Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community, specifically Catholic churches	<ul style="list-style-type: none">• Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding	<ul style="list-style-type: none">• Take a virtual tour of well known Art Museums through <u>Google Arts and Culture</u>• Visit a local museum in collaboration with the history department to connect students with a specific place and time of study

Standard ART MS.7

The student will perceive and analyze artistic work. (RESPOND)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How do life experiences influence the way you relate to art?• How does learning about art impact how we perceive the world?• What can we learn from our responses to art?• What is an image?• Where and how do we encounter images in our world?• How do images influence our views of the world?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others• Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions• Understand the impact that an individual's conscience has when responding to artwork• Analyze the impact of art on the the spread of Christianity• Recognize the connections between many art forms and their functions within the community• Analyze the effect of one's personal faith or belief system on their perception of a work of art	<ul style="list-style-type: none">• Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments• Visual imagery influences understanding of and responses to the world	<ul style="list-style-type: none">• The Artist Project - Learn how other artists see and responded to works of art• Art21- Hear the stories of 21st century artists from around the world.• How did the construction of the uniquely Christian Basilicas by Constantinople help in the spread of Christianity?• Study how the realistic paintings of Caravaggio helped in the Catholic counter reformation compared to the stylized Mannerist paintings of the time

Standard ART MS.8

The student will interpret intent and meaning in artistic work. (RESPOND)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• What is the value of engaging in the process of art criticism?• How can the viewer "read" a work of art as text?• How does knowing and using visual art vocabularies help us understand and interpret works of art?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Analyze how the interaction of subject matter, art components, and relevant contextual information contribute to understanding messages or ideas and mood conveyed• Analyze how art reflects changing times, traditions, resources and cultural uses• Evaluate the intended purpose of a work of art using visual art vocabularies• Recognize how the role of patron has affected the production and promotion of art within a cultural context• Evaluate the effectiveness of a work of art in meeting its intended purpose	<ul style="list-style-type: none">• People gain insights into meanings of artworks by looking and talking about art	<ul style="list-style-type: none">• End each lesson with class critiques• Use rubrics and self assessments to cover specific art vocabulary• Have students compose artist statements• Analyze common logos found in our culture. What are they literally and what are they figuratively• Introduce Salvador Dali, and discuss the many interpretations of and meanings expressed within his art

Standard ART MS.9

The student will apply criteria to evaluate artistic work. (RESPOND)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How does one determine criteria to evaluate a work of art?• How and why might criteria vary?• How is a personal preference different from an evaluation?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Develop and apply relevant criteria to evaluate a work of art• Create a convincing and logical argument to support an evaluation of art• Evaluate various criteria to use when analyzing art• Compare and contrast personal preference and objective evaluation• Discuss the potential conflict between individual style and societal expectations• Apply the criticism process (describe, interpret, analyze, and judge) to describe works of art	<ul style="list-style-type: none">• People evaluate art based on personal choice	<ul style="list-style-type: none">• Follow up each lesson with a self assessment that relates to the criteria found in the lesson rubric• Have students play the role of an art critic writing an article on one of their peers works of art

Standard ART MS.10

The student will synthesize and relate knowledge and personal experiences to make art. (CONNECT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How does engaging in creating art enrich people's lives?• How does making art attune people to their surroundings?• How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making• Make art collaboratively to reflect on and reinforce positive aspects of group identity• Recognize that their personal art experiences will develop and enhance self-esteem• Recognize art as a means to inspire change	<ul style="list-style-type: none">• Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences	<ul style="list-style-type: none">• Introduce the <u>World's Fair</u>. Have students compare and contrast the art used to advertise the fairs throughout the years. Ask students to design a poster for an imaginary World Fair being held in our hometown. What would you include in your design?• Study the propaganda art of <u>Shepard Fairey</u>

Standard ART MS.11

The student will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (CONNECT)

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How does art help us understand the lives of people of different times, places, and cultures?• How is art used to impact the views of a society?• How does art preserve aspects of life?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<ul style="list-style-type: none">• Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity• Evaluate diverse ethical, cultural, and religious beliefs through artistic study, communication, and expression• Identify major art movements in American culture as it relates to science and technology• Identify and interpret symbolism in Christian art• Identify the way art connects with the past, present, and future• Understand that an appreciation of art enables individuals to be receptive to life experiences and cultural diversity• Recognize the role of religion in art and how it has shaped and recorded events throughout history• Recognize how works of art are influenced by social, political, and economic factors• Identify the effects of current and future technologies on artists and their works	<ul style="list-style-type: none">• People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art	<ul style="list-style-type: none">• Use the MET's Heilbrunn Timeline to chronologically connect works of art with historic cultural periods across the globe• Study stained glass windows as a means of storytelling to reinforce Christians ideals• Study the different images of Christ from various cultures and time periods

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| <ul style="list-style-type: none">• Identify the significance of various influential artists and art movements | | |
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High School Art Foundations Curriculum Framework

Standard ART AF.1

The student will generate and conceptualize artistic ideas and work. (CREATE)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How does knowing the contexts histories, and traditions of art forms help us create works of art and design? • Why do artists follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations? 		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none"> • Use multiple approaches to begin creative endeavors. • Shape an artistic investigation of an aspect of present-day life using traditional and contemporary practices of art or design • Create art that involves a variety of strategies and philosophies • Utilize convergent and divergent thinking strategies to conceptualize a work of art • Analyze diverse ethical, cultural, and religious beliefs communicated in traditional and contemporary art for the purpose of generating ideas for original art • Create art in response to research of various artistic movements and styles, noting the many ways that artists influence another 	<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals 	<ul style="list-style-type: none"> • Have students maintain a visual journal as an aid in the conceptualization of ideas and for the purpose of experimentation • Provide opportunities and prompts for partner and group brainstorming sessions • Use SCAMPER mnemonic device for brainstorming <ul style="list-style-type: none"> ○ Substitute ○ Combine ○ Adapt ○ Modify ○ Put to another use ○ Eliminate ○ Reverse • Art 21 PBS • Contemporary artists discuss the conceptualization of their art, their resources, and the role of collaboration • VMFA https://vmfa.museum/exhibitions/exhibitions/jasper-johns-and-edvard-munch-love-loss-and-the-cycle-of-life/

<ul style="list-style-type: none">• Examine historical and contemporary works in terms of elements of art and the principles of design to generate ideas• Examine various approaches to representation including realism, expressionism, surrealism, and abstraction for the purpose of creating original art using these approaches		
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Standard ART AF.2

The student will organize and develop artistic ideas and work. (CREATE)

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How do artists work?
- How do artists and designers determine whether a particular direction in their work is effective?
- How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment?
- Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?
- What responsibilities come with the freedom to create?
- How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems?
- How do artists and designers create works of art or design that effectively communicate?

Benchmarks

Key knowledge and skills we want students to know and be able to do

- Create art or design without having a preconceived plan
- Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tool, and equipment
- Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place
- Apply knowledge of and manipulate elements of art and principles of design in the creation of original work
- Explore and demonstrate a variety of multimedia techniques to create two-dimensional and three-dimensional works that effectively communicate ideas
- Utilize various compositional techniques to effectively create the illusion of three-dimensional depth on a two-dimensional surface

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks
- People create and interact with objects, places, and design that define, shape, enhance and empower their lives

Suggested Resources/ Experiences

Information to help support instruction

- Explore Catholic identity through the study of traditional iconography related to saints. Using conventional symbols and a student-generated original symbol, have students create a collage or mixed media work based on a chosen saint while applying all of the principles of design. An extension of the project might include using a viewfinder to isolate a composition within the collage to scale-up and reproduce in an abstract painting representing their chosen saint
- Getty Museum lesson plan
- Still life painting
http://www.getty.edu/education/teachers/classroom_resources/curricula/arranging_nature/
- CD Mandala
<https://www.theartofed.com/content/uploads/2016/07/MS-CD-Mandalas.pdf>
- Photography or stained glass lesson plan relating to Gothic cathedrals

<ul style="list-style-type: none">• Utilize various approaches to representation including realism, expressionism, surrealism, and abstraction• Explore Catholic identity to develop artistic ideas through the study of scripture, Biblical narratives, historical narratives of saints, and art historical examples of works commissioned by the Catholic church		<p>http://www.therosewindow.com/pilot/search.htm</p> <ul style="list-style-type: none">• Elements of Design PDF https://www.getty.edu/education/teachers/building_lessons/elements_art.pdf• Principles of Design PDF http://www.getty.edu/education/teachers/building_lessons/principles_design.pdf
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Standard ART AF.3

The student will refine and complete artistic work. (CREATE)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• What role does persistence play in revising, refining, and developing work?• How do artists grow and become accomplished in art forms?• How does collaboratively reflecting on a work help us experience it more completely?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Apply relevant criteria from traditional and contemporary cultural and religious contexts to examine, reflect on, and plan revisions for works of art and design in progress	<ul style="list-style-type: none">• Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time	<ul style="list-style-type: none">• Students participate in self-evaluation and /or partner critiques mid-point during projects, utilizing prompts. Students then use critique results to revise and fine work• Evaluation Forms: http://www.teacherbeacon.com/CoopLearnEvalPacket.pdf• Have students experiment and annotate sketches in visual journal with the goal of developing and refining art work further

Standard ART AF.4

The student will select, analyze, and interpret artistic work for presentation. (PRESENT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How are artworks cared for and by whom?• What criteria, methods and processes are used to select work for preservation or presentation?• Why do people value objects, artifacts, and artworks, and select them for presentation?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Analyze, select, and curate artworks for presentation and digital and/or traditional portfolios	<ul style="list-style-type: none">• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation	<ul style="list-style-type: none">• Adobe Youth Voices Exhibition and Outreach- pgs 65-75 , create a plan to exhibit work, develop work with a specific audience in mind• http://www.ict-edu.nl/wp-content/uploads/2015/01/AYVProgramGuide_English_3.0.pdf• Have students install works in designated art spaces at school• Have students identify new opportunities and places at school for the presentation of art• Have students plan and implement a school-wide art show• Have students identify and secure community opportunities for art installation

Standard ART AF.5

The student will develop and refine artistic techniques and work for presentation. (PRESENT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• What methods and processes are considered when preparing artwork for presentation or preservation?• How does refining artwork affect its meaning to the viewer?• What criteria are considered when selecting work for presentation, a portfolio, or a collection?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Analyze and evaluate the reasons and ways an exhibition is presented• Apply knowledge of various techniques for displaying and preserving art• Design and install a collection of works with thoughtful consideration of the site and the intended audience• Identify the environmental and safety implications of preservation and presentation	<ul style="list-style-type: none">• Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it	<ul style="list-style-type: none">• Have students maintain a portfolio throughout the duration of the class• Have students maintain a digital portfolio/website presenting their work• Visit local museums and galleries to examine the presentation of artistic works

Standard ART AF.6

The student will convey meaning through the presentation of artistic work. (PRESENT)

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<ul style="list-style-type: none">Analyze and discuss the impact that an exhibition or collection has on personal awareness of social, cultural, ethical, political, and religious beliefs and understandings	<ul style="list-style-type: none">Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding	<ul style="list-style-type: none">Khan Academy videosArtistic analysis of global art history and contemporary artTake a virtual tour of art museums, focusing on Christian art and periods of flourishing Catholic patronage in art history (Romanesque, Gothic, Proto-Renaissance, Renaissance, and Baroque) through Google Arts and CultureVisit local museums to view special exhibits focusing on a particular theme and how the message of that theme is mediated

Standard ART AF.7

The student will perceive and analyze artistic work. (RESPOND)

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<ul style="list-style-type: none">• Hypothesize ways in which art influences perception and understanding of human experiences• Analyze how one's understanding of the world is affected by experiencing visual imagery• Analyze the effect of one's personal faith or belief system on their perception of a work of art• Analyze the influence of art and iconography in the history of Christianity and the Catholic Church	<ul style="list-style-type: none">• Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments• Visual imagery influences understanding of and responses to the world	<ul style="list-style-type: none">• The Artist Project - Artists respond to works of art that inspire them in the Metropolitan Museum collections• Visit a Catholic church or cathedral and examine how both the architecture and the decorative program reinforces Catholic doctrine and values• Art 21 PBS• Contemporary artists discuss inspiration and process

Standard ART AF.8**The student will interpret intent and meaning in artistic work. (RESPOND)**

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none"> • What is the value of engaging in the process of art criticism? • How can the viewer "read" a work of art as text? • How does knowing and using visual art vocabularies help us understand and interpret works of art? 		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none"> • Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts • Examine and discuss the diverse ethical, cultural, political, and religious messages communicated within a work of art 	<ul style="list-style-type: none"> • People gain insights into meanings of artworks by looking and talking about art 	<ul style="list-style-type: none"> • View works of art throughout history that depict the Last Supper. Learn about the role of Last Supper imagery in monastery and convent refectories. Analyze how the Last Supper reflects the influences of humanism and the Catholic Church's efforts to reconcile humanism with Christianity. Lastly, view modern interpretations of the Last Supper by Salvador Dali and Andy Warhol

Standard ART AF.9

The student will apply criteria to evaluate artistic work. (RESPOND)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How does one determine criteria to evaluate a work of art?• How and why might criteria vary?• How is a personal preference different from an evaluation?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Establish relevant criteria in order to evaluate a work of art or collection of works• Apply the criticism process (describe, interpret, analyze, and judge) to describe works of art	<ul style="list-style-type: none">• People may evaluate art based on different aesthetic theories and sets of criteria	<ul style="list-style-type: none">• Have students finish lessons with a self-assessment that relates to criteria found in lesson rubric• Have students participate in a group critique where the artist's intention for the work is stated and the communication of ideas and the formal characteristics of the work are examined• Aesthetic theories: www.hevelsclassroom.com

Standard ART AF.10

The student will synthesize and relate knowledge and personal experiences to make art. (CONNECT)

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How does engaging in creating art enrich people's lives?
- How does making art attune people to their surroundings?
- How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Benchmarks

Key knowledge and skills we want students to know and be able to do

- Document the process of developing ideas from early stages to fully elaborated ideas
- Describe the role of one's personal belief system and how it shapes artwork and communicates meaning
- Create art to communicate meaning, foster self-expression and inspire change

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences

Suggested Resources/ Experiences

Information to help support instruction

- [Art21](#)
- Contemporary artists' interviews related to process
- [TED Talks](#)
- Discover how religion and Michelangelo's personal narrative shaped the Sistine Chapel ceiling and altar wall
- *The Unheard Story of the Sistine Chapel*
- https://www.ted.com/speakers/elizabeth_lev
- Create a work of art to express a Bible verse
- Create a work of art that applies Catholic Social teachings

Standard ART AF.11

The student will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (CONNECT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How does art help us understand the lives of people of different times, places, and cultures?• How is art used to impact the views of a society?• How does art preserve aspects of life?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Describe how knowledge of culture, traditions, and history may influence personal response to art• Recognize the role of religion in art and how it has shaped and recorded events throughout history• Analyze diverse ethical, cultural, and religious beliefs communicated in traditional and contemporary art for the purpose of developing tolerance	<ul style="list-style-type: none">• People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art	<ul style="list-style-type: none">• Study the pilgrimage churches of the Romanesque period, particularly the sculptural programs. (Abbey Church of Sainte Foy in Conques, Cathedral of St. Lazare, Autun)• Examine the life of Pope Julius II and learn about his patronage of the arts during the High Renaissance in Italy• Examine the Catholic Church's response to the Protestant Reformation in the Counter Reformation art of Baroque Italy. Artists to explore Caravaggio, Bernini(<i>Ecstasy of St Teresa</i>, Cornaro Chapel, Church of Santa Maria della Vittoria), Gaulli (<i>Triumph in the Name of Jesus</i>, Gaulli)

High School Intermediate Art Curriculum Framework

Standard ART IA.1

The student will generate and conceptualize artistic ideas and work. (CREATE)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How does knowing the contexts histories, and traditions of art forms help us create works of art and design? • Why do artists follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations? 		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none"> • Individually or collaboratively formulate new creative problems based on student's existing artwork • Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design • Analyze diverse ethical, cultural, and religious beliefs communicated in traditional and contemporary art for the purpose of generating ideas for original art • Examine historical and contemporary works in terms of elements of art and the principles of design to generate ideas 	<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals 	<ul style="list-style-type: none"> • Have students maintain a visual journal as an aid in the conceptualization of ideas and for the purpose of experimentation • Provide opportunities and prompts for partner and group brainstorming sessions • Use SCAMPER mnemonic device for brainstorming <ul style="list-style-type: none"> ○ Substitute ○ Combine ○ Adapt ○ Modify ○ Put to another use ○ Eliminate ○ Reverse • <u>Art 21</u> PBS • Contemporary artists discuss the conceptualization of their art, their resources, and the role of collaboration • Getty Museum http://www.getty.edu/education/

Standard ART IA.2

The student will organize and develop artistic ideas and work. (CREATE)

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How do artists work?
- How do artists and designers determine whether a particular direction in their work is effective?
- How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment?
- Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?
- What responsibilities come with the freedom to create?
- How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems?
- How do artists and designers create works of art or design that effectively communicate?

Benchmarks

Key knowledge and skills we want students to know and be able to do

- Demonstrate acquisition of skills and knowledge in a chosen art form through experimentation, practice, and perseverance
- Demonstrate awareness of ethical implications of making and distributing creative work
- Redesign an object, system, place, or design in response to contemporary issues
- Explore Catholic identity to develop artistic ideas through the study of scripture, Biblical narratives, historical narratives of saints, and art historical examples of works commissioned by the Catholic church
- Demonstrate proficiency in the application of the principles of design through the creation of original work
- Demonstrate proficiency in the application of technical skill using a variety of multimedia techniques

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks
- People create and interact with objects, places, and design that define, shape, enhance and empower their lives

Suggested Resources/ Experiences

Information to help support instruction

- Design Process step, poster and worksheet <https://www.discoverdesign.org/handbook>
- Think Like an Artist Poster <https://goo.gl/images/eGwFVz>

Standard ART IA.3

The student will refine and complete artistic work. (CREATE)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• What role does persistence play in revising, refining, and developing work?• How do artists grow and become accomplished in art forms?• How does collaboratively reflecting on a work help us experience it more completely?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision, traditional and contemporary cultural and religious contexts	<ul style="list-style-type: none">• Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time	<ul style="list-style-type: none">• Students participate in group critique mid-point during projects, utilizing prompts. Students then use critique results to revise and fine work• Evaluation Forms: http://www.teacherbeacon.com/CoopLearnEvalPacket.pdf

Standard ART IA.4

The student will select, analyze, and interpret artistic work for presentation. (PRESENT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How are artworks cared for and by whom?• What criteria, methods and processes are used to select work for preservation or presentation?• Why do people value objects, artifacts, and artworks, and select them for presentation?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Analyze, select, and evaluate personal artwork for a collection or portfolio presentation	<ul style="list-style-type: none">• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation	<ul style="list-style-type: none">• Adobe Youth Voices Exhibition and Outreach- pgs 65-75 , create a plan to exhibit work, develop work with a specific audience in mind• http://www.ict-edu.nl/wp-content/uploads/2015/01/AYVProgramGuide_English_3.0.pdf

Standard ART IA.5

The student will develop and refine artistic techniques and work for presentation. (PRESENT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• What methods and processes are considered when preparing artwork for presentation or preservation?• How does refining artwork affect its meaning to the viewer?• What criteria are considered when selecting work for presentation, a portfolio, or a collection?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place• Apply knowledge of various techniques for displaying and preserving art• Design and install a collection of works with thoughtful consideration of the site and the intended audience• Identify the environmental and safety implications of preservation and presentation	<ul style="list-style-type: none">• Artists, curators and other consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it	<ul style="list-style-type: none">• Displaying artwork• http://www.bartelart.com/arted/exhibitdesign.html• Selecting work for a portfolio and presentation• http://www.aiga.org/4-easy-steps-to-create-a-beautiful-design-portfolio

Standard ART IA.6**The student will convey meaning through the presentation of artistic work. (PRESENT)**

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none"> • What is an art museum? • How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? • How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding? 		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none"> • Make, explain, and justify connections between artists or artwork and social, cultural, and political history 	<ul style="list-style-type: none"> • Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding 	<ul style="list-style-type: none"> • Google Arts & Culture https://www.google.com/culturalinstitute/beta/ • Khan Academy https://www.khanacademy.org/humanities/art-history • Art 21 http://www.pbs.org/program/art21/

Standard ART IA.7

The student will perceive and analyze artistic work. (RESPOND)

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How do life experiences influence the way you relate to art?
- How does learning about art impact how we perceive the world?
- What can we learn from our responses to art?
- What is an image?
- Where and how do we encounter images in our world?
- How do images influence our views of the world?

Benchmarks

Key knowledge and skills we want students to know and be able to do

- Recognize and describe personal aesthetic and empathic responses to the natural world and constructed environments
- Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences
- Analyze how one's understanding of the world and faith is affected by experiencing visual imagery
- Analyze the effect of one's personal faith or belief system on their perception of a work of art

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments
- Visual imagery influences understanding of and responses to the world

Suggested Resources/ Experiences

Information to help support instruction

- IB Visual Arts
- <http://www.thinkib.net/visualarts/page/19460/function-and-purpose>

Standard ART IA.8**The student will interpret intent and meaning in artistic work. (RESPOND)****Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is the value of engaging in the process of art criticism?
- How can the viewer "read" a work of art as text?
- How does knowing and using visual art vocabularies help us understand and interpret works of art?

Benchmarks

Key knowledge and skills we want students to know and be able to do

- Use contextual and visual information when interpreting works of art or collection of works
- Interpret and debate diverse ethical, cultural, political, and religious beliefs communicated through works of art

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

- People gain insights into meanings of artworks by looking and talking about art

Suggested Resources/ Experiences

Information to help support instruction

- Art Criticism Worksheet
http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/VisualArts/14TeacherResource4_Art_Criticism_Gr5.pdf
- Four Step Art Criticism Worksheet
<http://www.sbcusd.k12.ca.us/DocumentCenter/View/114320>

Standard ART IA.9**The student will apply criteria to evaluate artistic work. (RESPOND)**

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How does one determine criteria to evaluate a work of art?• How and why might criteria vary?• How is a personal preference different from an evaluation?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Determine the relevance of criteria used by others to evaluate a work of art or collection of works• Analyze the criticism process (describe, interpret, analyze, and judge) to describe works of art	<ul style="list-style-type: none">• People may evaluate art based on different aesthetic theories and sets of criteria	<ul style="list-style-type: none">• Aesthetic theories: www.hevelsclassroom.com

Standard ART IA.10**The student will synthesize and relate knowledge and personal experiences to make art. (CONNECT)**

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none"> • How does engaging in creating art enrich people's lives? • How does making art attune people to their surroundings? • How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? 		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none"> • Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making • Explain the role of religion and how it shapes artwork and communicates meaning • Create art to communicate meaning, foster self-expression and inspire change 	<ul style="list-style-type: none"> • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences 	<ul style="list-style-type: none"> • Art 21 http://www.pbs.org/program/art21/ • TED Talks https://www.ted.com/talks

Standard ART IA.11

The student will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (CONNECT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How does art help us understand the lives of people of different times, places, and cultures?• How is art used to impact the views of a society?• How does art preserve aspects of life?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts• Recognize the role of religion in art and how it has shaped and recorded events throughout history• Analyze diverse ethical, cultural, and religious beliefs communicated in traditional and contemporary art for the purpose of developing tolerance	<ul style="list-style-type: none">• People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art	<ul style="list-style-type: none">• Have students visit the VMFA/Chrysler Museum of Art (or other) in order to make connections between works in the 21st century gallery (including some local artists) with works the historical collections ranging from the ancient galleries to mid-to- late 20th century gallery. As an extension, students could visit a contemporary gallery/exhibition space such as the Page Bond gallery, Try-Me gallery, or VCU's Institute of Contemporary Art (scheduled to open in 2017) to discern contemporary art connections to works of art history• https://vmfa.museum/collections/• http://www.chrysler.org/• http://www.pagebondgallery.com/• https://ica.vcu.edu

High School Advanced Art Curriculum Framework

Standard ART AA.1

The student will generate and conceptualize artistic ideas and work. (CREATE)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none"> • What conditions, attitudes, and behaviors support creativity and innovative thinking? • What factors prevent or encourage people to take creative risks? • How does collaboration expand the creative process? • How does knowing the contexts histories, and traditions of art forms help us create works of art and design? • Why do artists follow or break from established traditions? • How do artists determine what resources and criteria are needed to formulate artistic investigations? 		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none"> • Visualize and hypothesize to generate plans for ideas and directions for creating art and design • Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept • Analyze diverse ethical, cultural, and religious beliefs communicated in traditional and contemporary art for the purpose of generating ideas for original art • Apply knowledge of various artistic movements and styles in the creation of original work • Examine historical and contemporary works in terms of elements of art and the principles of design to generate ideas 	<ul style="list-style-type: none"> • Creativity and innovative thinking are essential life skills that can be developed • Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals 	<ul style="list-style-type: none"> • Have students maintain a visual journal as an aid in the conceptualization of ideas and as a vehicle for experimentation • Provide opportunities and prompts for partner and group brainstorming sessions. • Use SCAMPER mnemonic device for brainstorming <ul style="list-style-type: none"> • Substitute • Combine • Adapt • Modify • Put to another use • Eliminate • Reverse • Art 21 PBS • Contemporary artists discuss the conceptualization of their art, their resources, and the role of collaboration. • AP Studio Art Teacher Community https://apcommunity.collegeboard.org/w eb/apstudioart

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| | | <ul style="list-style-type: none">• Getty http://www.getty.edu/education/
Slideshow http://www.slideshare.net/ |
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Standard ART AA.2

The student will organize and develop artistic ideas and work. (CREATE)

Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How do artists work?
- How do artists and designers determine whether a particular direction in their work is effective?
- How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment?
- Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?
- What responsibilities come with the freedom to create?
- How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems?
- How do artists and designers create works of art or design that effectively communicate?

Benchmarks

Key knowledge and skills we want students to know and be able to do

- Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept
- Explain the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work
- Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives
- Demonstrate proficiency of the elements of art and principles of design in the thoughtful creation of original work
- Demonstrate conceptual, perceptual, and expressive development while utilizing a range of approaches and developing a sustained investigation
- Explore Catholic identity to develop artistic ideas through the study of

Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks
- People create and interact with objects, places, and design that define, shape, enhance and empower their lives

Suggested Resources/ Experiences

Information to help support instruction

- AP Studio Art Teacher Community <https://apcommunity.collegeboard.org/web/apstudioart>
- Show examples of student concentrations from the AP Studio Art website. <http://studioartportfolios.collegeboard.org/category/2016-2d-concentration/>
- Creative Commons Corporation <https://creativecommons.org/>
- Pixabay <https://pixabay.com/>
- IB Visual Arts <http://www.thinkib.net/visualarts/sitemap>
- Plan a field trip to an artist's studio or invite a professional artist to come to the classroom and share how he/she finds inspiration and begins an artwork and/or series
- Perform Lectio Divina as a class and create individual work of arts based on the chosen scripture <http://www.beliefnet.com/faiths/catholic/>

scripture, Biblical narratives, historical narratives of saints, and art historical examples of works commissioned by the Catholic church		2000/08/how-to-practice-lectio-divina.aspx#2G7uClq6l9F6ygb3.99
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Standard ART AA.3

The student will refine and complete artistic work. (CREATE)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• What role does persistence play in revising, refining, and developing work?• How do artists grow and become accomplished in art forms?• How does collaboratively reflecting on a work help us experience it more completely?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision and religious contexts• Apply relevant criteria from traditional and contemporary cultural and religious contexts to examine, reflect on, and plan revisions for works of art and design in progress	<ul style="list-style-type: none">• Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time	<ul style="list-style-type: none">• Students participate in group critiques mid-point during projects, utilizing prompts. Students then use critique results to revise and fine work• Evaluation Forms: http://www.teacherbeacon.com/CoopLearnEvalPacket.pdf

Standard ART AA.4

The student will select, analyze, and interpret artistic work for presentation. (PRESENT)

Essential Questions Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How are artworks cared for and by whom?• What criteria, methods and processes are used to select work for preservation or presentation?• Why do people value objects, artifacts, and artworks, and select them for presentation?		
Benchmarks Key knowledge and skills we want students to know and be able to do	Essential Knowledge Key facts, concepts, and ideas needed to successfully meet benchmarks	Suggested Resources/ Experiences Information to help support instruction
<ul style="list-style-type: none">• Evaluate, justify, and present choices in the process of analyzing , selecting, curating, and presenting artwork for a specific exhibit or event	<ul style="list-style-type: none">• Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation	<ul style="list-style-type: none">• Adobe Youth Voices Exhibition and Outreach- pgs 65-75 , create a plan to exhibit work, develop work with a specific audience in mind• http://www.ict-edu.nl/wp-content/uploads/2015/01/AYVProgramGuide_English_3.0.pdf

Standard ART AA.5

The student will develop and refine artistic techniques and work for presentation. (PRESENT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• What methods and processes are considered when preparing artwork for presentation or preservation?• How does refining artwork affect its meaning to the viewer?• What criteria are considered when selecting work for presentation, a portfolio, or a collection?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Investigate, compare, and contrast methods for preserving and protecting art• Apply knowledge of various techniques for displaying and preserving art• Design and install a collection of works with thoughtful consideration of the site and the intended audience• Identify the environmental and safety implications of preservation and presentation	<ul style="list-style-type: none">• Artists, curators and other consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it	<ul style="list-style-type: none">• Curating/Google Arts• http://dailygenius.com/lesson-ideas-using-google-art-project/

Standard ART AA.6

The student will convey meaning through the presentation of artistic work. (PRESENT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• What is an art museum?• How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?• How do objects, artifacts, and artworks collected, preserved, or presented cultivate appreciation and understanding?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences• Design an installation for the purpose of communicating a message to a particular audience	<ul style="list-style-type: none">• Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding	<ul style="list-style-type: none">• Museum field trip• Google Arts & Culture• Khan Academy• Art 21

Standard ART AA.7

The student will perceive and analyze artistic work. (RESPOND)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How do life experiences influence the way you relate to art?• How does learning about art impact how we perceive the world?• What can we learn from our responses to art?• What is an image?• Where and how do we encounter images in our world?• How do images influence our views of the world?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Analyze how responses to art develop over time based on knowledge of and experience with art and life• Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture• Analyze how one's understanding of the world is affected by experiencing visual imagery• Analyze the effect of one's personal faith or belief system on their perception of a work of art	<ul style="list-style-type: none">• Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments• Visual imagery influences understanding of and responses to the world	<ul style="list-style-type: none">• Art of Ed: Artist statement worksheet https://www.theartofed.com/2015/09/25/use-this-flowchart-to-help-your-students-write-authentic-artist-statements/• Arts Edge https://artsedge.kennedy-center.org/~media/ArtsEdge/LessonPrintables/grade-6-8/analyzing_photos_writing_artist.ashx• Google Arts Project https://www.google.com/culturalinstitute/beta/project

Standard ART AA.8**The student will interpret intent and meaning in artistic work. (RESPOND)**

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none"> • What is the value of engaging in the process of art criticism? • How can the viewer "read" a work of art as text? • How does knowing and using visual art vocabularies help us understand and interpret works of art? 		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none"> • Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis • Interpret and determine the efficacy of ethical, cultural, political, and religious message communicated within an artwork or collection of works 	<ul style="list-style-type: none"> • People gain insights into meanings of artworks by looking and talking about art 	<ul style="list-style-type: none"> • Critical method • Visual Arts Vocabulary https://a.s.kqed.net/pdf/arts/programs/spark/visartvocab.pdf • How to Read a Portrait http://huntington.org/uploadedFiles/Files/PDFs/HSGreadportraits.pdf

Standard ART AA.9**The student will apply criteria to evaluate artistic work. (RESPOND)**

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none"> • How does one determine criteria to evaluate a work of art? • How and why might criteria vary? • How is a personal preference different from an evaluation? 		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none"> • Construct evaluations of a work of art or collection of works based on differing sets of criteria • Analyze the criticism process (describe, interpret, analyze, and judge) to describe works of art 	<ul style="list-style-type: none"> • People may evaluate art based on different aesthetic theories and sets of criteria 	<ul style="list-style-type: none"> • Aesthetic theories: www.hevelsclassroom.com • Discuss personal preferences:Cootie Catcher :http://art407.weebly.com/discussion-activities.html

Standard ART AA.10

The student will synthesize and relate knowledge and personal experiences to make art. (CONNECT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How does engaging in creating art enrich people's lives?• How does making art attune people to their surroundings?• How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design• Determine and discuss the role of religion and how it shapes artwork and communicates meaning• Create art to communicate meaning, foster self-expression and inspire change	<ul style="list-style-type: none">• Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences	<ul style="list-style-type: none">• Art 21 http://www.pbs.org/program/art21/• TED Talks https://www.ted.com/talks• Diversity Lesson Plans http://perspectives.tolerance.org/my-learning-plans?q=node/37#9-12• Art 21 Momentum• http://magazine.art21.org/2017/01/17/polyculturalist-visions-new-frameworks-of-representation-multiculturalism-and-the-american-culture-wars/#.WJe5BVMrKpo

Standard ART AA.11

The student will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (CONNECT)

Essential Questions		
Questions to guide student inquiry and focus instruction to uncover big ideas		
<ul style="list-style-type: none">• How does art help us understand the lives of people of different times, places, and cultures?• How is art used to impact the views of a society?• How does art preserve aspects of life?		
Benchmarks	Essential Knowledge	Suggested Resources/ Experiences
Key knowledge and skills we want students to know and be able to do	Key facts, concepts, and ideas needed to successfully meet benchmarks	Information to help support instruction
<ul style="list-style-type: none">• Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts• Recognize the role of religion in art and how it has shaped and recorded events throughout history• Analyze diverse ethical, cultural, and religious beliefs communicated in traditional and contemporary art for the purpose of developing tolerance	<ul style="list-style-type: none">• People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art	<ul style="list-style-type: none">• Have students visit the VMFA/Chrysler Museum of Art (or other) in order to make connections between works in the 21st century gallery (including some local artists) with works the historical collections ranging from the ancient galleries to mid-to- late 20th century gallery. As an extension, students could visit a contemporary gallery/exhibition space such as the Page Bond gallery, Try-Me gallery, or VCU's Institute of Contemporary Art (scheduled to open in 2017) to discern contemporary art connections to works of art history• https://vmfa.museum/collections/• http://www.chrysler.org/• http://www.pagebondgallery.com/• https://ica.vcu.edu