

K-12 ART CURRICULUM

February, 2009

OUTCOMES	GRADE LEVELS												
ART	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS</b>													
<p>To promote students' understanding and appreciation of artistic and cultural heritage and the role of an art in contemporary society.</p> <p><b>A. KNOWLEDGE</b></p> <p>1. ARTISTS AND THEIR WORLD – Students should know that:</p> <p>a. Humans have always created images in the past and in the present and the visual arts have played a role in the development of cultures throughout the world. (R.1, R.2, R.3, R.4)</p> <p>b. Artists generate and express ideas according to their own experience and visions and borrow ideas and receive inspiration from works of past artists. (R.1, R.2, R.3, R.4)</p> <p>c. Art reflects records and reacts to trends and events that influences history. (R.1, R.2, R.3, R.4)</p>	<p>I</p> <p>I</p> <p>I</p>	<p>I</p> <p>I</p> <p>I</p>	<p>I</p> <p>I</p> <p>R</p>	<p>R</p> <p>R</p> <p>R</p>	<p>R</p> <p>R</p> <p>R</p>	<p>R</p> <p>R</p> <p>R</p>	<p>R</p> <p>R</p> <p>R</p>	<p>R</p> <p>R</p> <p>R</p>	<p>R</p> <p>R</p> <p>R</p>	<p>R</p> <p>R</p> <p>R</p>	<p>R</p> <p>R</p> <p>R</p>	<p>R</p> <p>R</p> <p>R</p>	<p>R</p> <p>R</p> <p>R</p>

OUTCOMES	GRADE LEVELS												
<b>ART</b>	K	1	2	3	4	5	6	7	8	9	10	11	12
<p>2. THE CULTURAL HERITAGE – Students should know that:</p> <p>a. Works of art are often created to celebrate or commemorate important events. (R.1, R.3, R.4)</p> <p>b. Artisans have often relied upon the natural environment as a source of ideas and materials. (R.1, R.3)</p> <p>c. Many traditionally handcrafted art forms are now mass produced because of technological advancements. (R.3)</p>	I	I	I	R	R	R	R	R	R	R	R	R	R
-2-													

OUTCOMES	GRADE LEVELS												
<b>ART</b>	K	1	2	3	4	5	6	7	8	9	10	11	12
<p>2. CONTEMPORARY SOCIAL ROLES – Students should know that:</p> <p>a. Art works can be found in many places: museums, homes, public buildings, parks, films, books, etc. (R.1, R.2, R.3, R.4)</p> <p>b. Artistic people contribute and identify uses to our society through careers as artists, in advertising, the media, product design, architectural construction, environmental design, landscaping, and in numerous other professions. (R.1, R.4)</p> <p>c. Popular art forms (cartoons, films, record album covers, posters, etc.) attempt to appeal to a wide segment of society. (R.1, R.4)</p> <p>d. The visual arts are interrelated to other areas of the school curriculum. (R.1, R.2)</p> <p>e. Trademarks, brand names, color and shape coding, and other visual symbols are used to convey messages and communicate ideas. (R.1, R.3)</p>	I	I	I	R	R	R	R	R	R	R	R	R	R
	I	I	R	R	R	R	R	R	R	R			
	I	I	R	R	R	R	R	R	R	R			
	I	I	I	R	R	R	R	R	R	R	R	R	R

OUTCOMES	GRADE LEVELS												
<b>ART</b>	K	1	2	3	4	5	6	7	8	9	10	11	12
<p><b>B. PERCEPTUAL, INTELLECTUAL, AND PHYSICAL SKILLS</b></p> <p>1. ARTISTS AND THEIR WORLD – Students should be able to:</p> <p>a. Recognize works of individual artists. (R.1, R.3)</p> <p>b. Classify art work according to subjects (i.e. landscape, portrait, etc.) (R.1, R.4)</p> <p>c. Classify art works illustrating specific forms of expression through media (i.e., photography, graphics, painting, sculpture). (R.1, R.4)</p> <p>d. Describe the characteristics of a still life, a portrait, a self-portrait, a landscape, a cityscape. (R.1, R.3, R.4)</p> <p>e. Recognize that an artist’s work can reflect a transition or evolution of style or form over a period of time. (R.1, R.3, R.4)</p>													

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<b>ART</b>	K	1	2	3	4	5	6	7	8	9	10	11	12
2. THE CULTURAL HERITAGE – Students should be able to:													
a. Identify the purpose of an art object. (R.3, R.4)	I	I	I	R	R	R	R	M	M	E	E	E	E
b. Compare the media used in art works from different cultures. (R.1, R.3)	I	I	I	I	I	R	R	R	R	RM	RM	RM	RM
3. CONTEMPORARY SOCIAL ROLES – Students should be able to:													
a. Identify symbols, trademarks, emblems, insignia, and other visual motifs that are used to identify people’s occupations, authority, or interests. (R.3, R.4)	I	I	R	R	R	R	R	R	R	R			
b. Recognize “sculptural” art forms created for functional purposes, such as bridges, playgrounds, drinking fountains, etc. (R.1, R.2, R.3, R.4)	I	I	I	R	R	R	R	R	R	R	R	R	R

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<b>ART</b>	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>C. AFFECTIVE EXPERIENCES: ATTITUDES AND VALUES</b>													
<p>1. ARTISTS AND THEIR WORLD – Students should develop:</p> <p>a. An awareness that artists generate and/or express ideas according to their own personalities and experiences. (R.1, R.4)</p> <p>b. A sensitivity and response to the sensory and expressive qualities in an artist’s work. (R.1, R.4)</p> <p>c. The ability to appreciate a wide variety of different artists’ works. (R.1, R.4)</p> <p>d. The ability to define personal preferences in artists’ works, recognizing the influence of personal beliefs, attitudes, and ideas. (R.1, R.4)</p>	I	I	I	R	R	R	R	R	R	R	R	R	R

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<b>ART</b>	K	1	2	3	4	5	6	7	8	9	10	11	12
2. CONTEMPORARY SOCIAL ROLES – Students should develop:													
a. An awareness that learning about the visual arts is an integral part of the educational process. (R.2, R.3)	I	I	I	R	R	R	R	R	R	R	R	R	R
b. An awareness of how the values of society are expressed in the art forms created. (R.3)	I	I	R	R	R	R	R	R	R	R			
c. The ability to analyze the psychological appeal of advertising. (R.3, R.4)	I	I	I	R	R	R	R	R	R	R	R	R	R
d. The perception that social trends influence our emotional reactions while observing art works. (R.1, R.2, R.3)	I	I	R	R	R	R	R	R	R	R			

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<b>CREATING ART AND THE ART PRODUCTION PROCESS</b>													
<p>To provide expressive and creative opportunities for experiences with art tools and materials in a sequential process acknowledging the schematic development of the student.</p> <p>A. KNOWLEDGE</p> <p>1. VOCABULARY – Students should know:</p> <p>a. Vocabulary related to technical processes. (P.2,C.3)</p> <p>b. Vocabulary related to medium/media. (P.2, C.3)</p> <p>c. Vocabulary related to design elements and principles of art. (P.2, C.3)</p>													
	I	I	I	R	R	R	R	R	R	M	M	M	M
	I	I	I	R	R	R	R	R	R	M	M	M	M
	I	I	I	R	R	R	R	R	R	RM	RM	RM	RM



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<b>ART</b>	K	1	2	3	4	5	6	7	8	9	10	11	12
2. MEDIA AND MATERIALS - Students should experience:													
a. Painting. (P.1, C.1, C.4)	I	I	I	R	R	R	R	R	R	R	R	R	R
b. Drawing. (P.1, C.1, C.4)	I	I	I	R	R	R	R	R	R	R	R	R	R
c. Print making. (P.1, C.1, C.4)	I	I	I	R	R	R	R	R	R	R	R	R	R
d. Mixed media and fibers. (P.1, C.1, C.4)	I	I	I	R	R	R	R	R	R	R	R	R	R
e. Ceramics. (P.1, C1, C.4)					I	R	R	R	R				
f. Sculpture. (P.1, C.1, C.4)	I	I	I	R	R	R	R	R	R	R	R	R	R
g. Computers and electronic media. (P.1, C.1, C.4)	I	I	I	R	R	R	R	R	R	R	R	R	R
h. Jewelry/metal work. (P.1, C.1. C.4)						I	R						
i. Photography and video. (P.1, C.1, C.4)	I	I	R	R	R	R	R	R	R				
j. Lettering and calligraphy. (P.1, C.1, C.4)					I	R	R	R	R	R			

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2. CONCEPTUAL STRATEGIES – Students should know that:													
a. Composition is an orderly and planned arrangement of the elements and principles of art. (P.1, P.2)	I	I	I	R	R	R	R	R	R	R	R	R	R
b. The process artists use to make art by conceiving an idea, elaborating and refining, and finally giving form with art materials and mediums. (C.1, C.2, C.5)	I	I	I	R	R	R	R	R	R	R	R	R	R
c. The creation of art forms can stem from spontaneous expression based on prior knowledge and experience. (C.1)	I	I	I	R	R	R	R	R	R	R	R	R	R
d. The art medium can serve as a source of inspiration for creative expression. (C.3, R. 1, R.4)	I	I	I	R	R	R	R	R	R	R	R	R	R
e. Ideas can be developed from imagination, dreams and fantasies. (C.2, R. 4)	I	I	I	R	R	R	R	M	M	E	E	E	E
f. The use of natural and artificial light has an effect on composition. (C.3, P.1)	I	I	I	R	R	R	R	M	M	E	E	E	E
g. Concepts and ideas can be developed by creative processes such as brainstorming, thumbnail sketches, etc. (C1, C.2)	I	I	R	R	R	R	R	R	R	R	R	R	R

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<b>B. PERCEPTUAL, INTELLECTUAL AND PHYSICAL SKILLS</b>													
1. IMAGINATIVE AND CREATIVE SKILLS – Students should be able to:													
a. Conceive, elaborate and refine new ideas. (C.1, C.2)	I	I	I	R	R	R	R	M	R	R	R	R	R
b. Develop ideas from imagination and other visual inspiration. (C.1, C.2)	I	I	I	R	R	R	R	R	M	E	E	E	E
c. Be aware of differences between looking at something and truly seeing it. (R.1, R.4)	I	I	I	R	R	R	R	R	R	R	R	R	R
d. Commit time and effort to fully develop an idea. (C.1, C.2)	I	I	R	R	R	R	R	R	R	R	R	R	R
e. Use a variety of processes to stimulate creative ideas, i.e. creative problem solving techniques. (C.4, P.1)	I	R	R	R	R	R	R	R	R				
f. Utilize current events and the environment for inspiration. (C.4)	I	R	R	R	R	R	R	R	R				
g. Manipulate the media, format, light, and subject to convey varied personal interpretations. (C.4)					I	R	R	R	R				
h. Do not pre-judge the work of others. (C.5)	I	I	R	R	R	R	R	R	R				
i. Recognize and articulate the interrelationships between the elements and principles of design. (C3, C5, R.1)						I	R	R					
j. Apply the elements and principles of design in creative and unique ways to solve or resolve visual problems. (C.2, C3., C5, P1)	I	I	R	R	R	R	R	R	R				

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<p>1. USE AND CARE OF EQUIPMENT – Students should be able to:</p> <p>a. Clean and care for basic art tools and materials. (C.4, P.2)</p> <p>b. Demonstrate the ability to use a variety of basic art tools in a safe and appropriate manner. (C.4, P.2)</p> <p>c. Demonstrate the ability to safely use a variety of general hand tools: i.e. pliers, file, wire cutter. (C.4, P.2)</p> <p>d. Demonstrate skill with sharpened tools: i.e., linoleum cutter, stencil knife, x-acto, matte knife. (C.4, P.2)</p>	I	I	R	R	R	R	R	R	R	R	R	R	R
	I	I	R	R	R	R	R	R	R	R	R	R	R
						I	R	R	R				
								I	I	R	R	R	R

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2. APPLICATION OF TECHNICAL SKILLS – Students should be able to:													
a. Demonstrate painting skills by:													
1. Using and mixing colors: primary, secondary, warm/cool, light/dark, etc. (C.3, P.1, P.2)	I	I	I	R	R	R	R	R	R	R	R	R	R
2. Using a variety of tools, i.e., sponges, brushes. (C.3, P.1, P.2)	I	I	I	R	R	R	R	R	R	R	R	R	R
3. Using a variety of media, i.e., finger paint, tempera, watercolor. (C.3, P.1, P.2)	I	I	I	R	R	R	R	R	R	R	R	R	R
4. Developing painting techniques, i.e., wet brush, dry brush. (C3, P.1, P.2)	I	I	I	R	R	R	R	R	R	R	R	R	R
5. Varying color applications, i.e., tint, tone, shade. (C.3, P.1, P.2)	I	I	R	R	R	R	R	R	R	R			
6. Using advanced color schemes, i.e., complimentary, monochromatic, analogous, neutrals. (C3, P.1, P.2)	I	I	R	R	R	R	R	R	R				
7. Using framing practices, i.e., matting and mounting. (C.3, P.1, P.2)	IR	IR	IR	IR									
8. Using acrylics. (C.3, P.1, P.2)						I	R	R	R				

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<b>ART</b>	K	1	2	3	4	5	6	7	8	9	10	11	12
b. Demonstrate drawing skills by:													
1. Using basic shapes and illusion of form in art work. (C.3, P.1, P.2)	I	I	R	R	R	R	R	R	R	R	R	R	R
2. Making a variety of shapes “abstract and representational”. (C.3, P.1, P.2)	I	I	R	R	R	R	R	R	R	R	R		
3. Drawing from direct observation. (C.3, P.1, P.2)	I	I	R	R	R	R	R	R	R	R	R	R	R
4. Composing art work using a variety of lines, i.e., thick, thin, broken, curved, slanted, etc. (C.3, P.1, P.2)	I	I	R	R	R	R	R	R	R	R	R	R	R
5. Creating tactile and illusion of textures. (C.3, P.1, P.2)	I	I	R	R	R	R	R	R	R	R	R	R	R
6. The use of spatial relationships, i.e., depth, area, size relationship, overlap foreground, middle ground, background. (C.3, P.1, P.2)	I	I	R	R	R	R	R	R	R	R	R	R	R
7. Utilizing both positive and negative space in composition. (C.3, P.1, P.2)	I	I	R	R	R	R	R	R	R	R			
8. Creating patterns with lines, shapes, and textures. (C.3, P.1, P.2)	I	I	I	R	R	R	R	R	R	R	R	R	R

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9. Exhibiting understanding of physical proportions. (C.3, P.1, P.2)	I	I	I	R	R	R	R	R	R	R	R	R	R
10. Drawing in one- and two- point perspectives. (C.3, P.1, P.2)						I	R	R	R	R			
11. Creating symmetrically/asymmetrically balanced composition. (C.3, P.1, P.2)	I	I	R	R	R	R	R	R					
12. Using concepts of composition, i.e., center of interest, point of view, eye path. (C.3, P.1, P.2)	I	I	R	R	R	R	R	R					
13. Creating contour and gesture drawings. (C.3, P.1, P.2)	I	I	R	R	R	R	R	R					
14. Using techniques as varied line, texture, and shading to show implied light and value, i.e., cross hatching or stippling.	I	I	I	R	R	R	R	R	R				

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c. Demonstrate printmaking skills by:													
1. Learning basic relief printmaking techniques. (C.3, P.1, P.2)	I	I	I	R	R	R	R	R	R	R	R	R	R
d. Demonstrate skills in mixed media and fibers by:													
1. Creating 3-D objects from paper, i.e., folding, tearing. (C.3, P.1, P.2)	I	I	I	R	R	R	R	R	R	R	R	R	R
2. Composing an art product using mixed media or found objects. (C.3, P.1, P.2)	I	I	I	R	R	R	R	R	R	R	R	R	R
e. Demonstrate ceramic skills by:													
1. The pinch/pull method of construction. (C.3, P.1, P.2)									I	R	R	R	R
2. The coil/slab method of construction. (C.3, P.1, P.2)									I	R	R	R	R
3. Using a potters wheel and clay. (C.3, P.1, P.2)										I	R	R	R
4. The safe uses of glazes, using stains and colorants. (C.3, P.1, P.2)	I	I	R	R	R	R	R	R	R	R	R	R	R



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f. Demonstrate sculptural skills by:													
1. Creating sculpture out of a variety of materials. (C.3, P.1, P.2)	I	I	R	R	R	R	R	R	R	R	R	R	R
g. Demonstrate skills using computers and electronic media by:													
1. Recognizing that art work can be created using computers and other electronic media. (C.3, P.1, P.2)	I	I	I	R	R	R	R	R	R	R	R	R	R
2. Reproducing and manipulating images using electronic media. (C.3, P.1, P.2)	I	I	I	R	R	R	R	R	R	R	R	R	R
h. Demonstrate skill in jewelry/metal work by:													
1. Create jewelry using a variety of techniques and materials. (C.3, P.1, P.2)	I	I	R	R									
i. Demonstrate photographic/video skills by:													
1. Using simple photography techniques, i.e., sun prints, drawing on slides, pinhole cameras, experimental. (C.3, P.1, P.2)						I	R	R					

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2. Using simple animation, i.e. flip book. (C.3, P.1, P.2)	I	I	R	R									
3. Using camera to frame and record an image. (C.3, P.1, P.2)	I	I	R	R									
4. Utilizing video equipment to create an art form. (C.3, P.1, P.2)						I	R	R					
j. Demonstrate lettering/calligraphy skills by:					I	R	R	R					
1. Developing creative lettering designs. (C.3, P.1, P.2)	I	I	R	R	R	R							

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<p><b>C. AFFECTIVE EXPERIENCE: ATTITUDES AND VALUES</b> - Students should:</p> <p>1. Demonstrate confidence and satisfaction in his/her achievements. (P.4)</p> <p>2. Develop a respect and appreciation for the ideas and creation of others. (P.3, R.1)</p> <p>3. Demonstrate a willingness to improve art skills. (C.1)</p> <p>4. Consider the cause and effect of medium/material choices. (C4, R.1)</p>	I	I	R	R	R	R	R	R	R	R	R	R	R
	I	I	R	R	R	R	R	R	R	R	R	R	R
	I	I	I	R	R	R	R	R	R	R	R	R	R
	I	R	R	R	R	R							

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<p><b>III. ART ANALYSIS/CRITICISM</b>            Through talking and writing about art in structured ways that are developmentally appropriate for the student, the learner will gain the ability to observe, describe, analyze, interpret, and make critical judgments about the form and content of art.</p> <p><b>A. KNOWLEDGE</b>            Students should know:</p> <p>1. <b>VOCABULARY:</b>            Students should learn and use words whose meanings relate to or describe a process, characteristics or traits intrinsic to works of art. (C.5, P.2)</p> <p>2. <b>STRATEGIES:</b>            Students should gather information in order to recognize, identify, and classify works of art. (C.3, R.1, R.4)</p>													

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<b>B. PERCEPTUAL, INTELLECTUAL, AND PHYSICAL SKILLS</b> Students should know how to:													
1. DESCRIBE A WORK OF ART: Students should be able to:													
a. Identify objects represented in a work of art. (R.1, R.2)	I	I	R	R	R	R	R	R	R	R	R	R	R
b. Identify parts, forms, shapes, colors, lines, textures in a work of art. (C.3, R.1, R.2)	I	I	R	R	R	R	R	R	R	R	R	R	R
2. ANALYZE A WORK OF ART: Students should be able to:													
a. Use vocabulary to identify or describe an art work. (C.3, P.2)	I	I	I	R	R	R	R	R	R	R	R	R	R
b. Discern how and where the formal elements are used by the artist. (C.3, P.2, R.1)	I	I	I	R	R	R	R	R	R	R	R	R	R

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C. AFFECTIVE EXPERIENCE: ATTITUDES AND VALUES:													
1. INTERPRETATION OF AN ART WORK:													
Students should be able to:													
a. Discuss visual perceptions about works of art. (R.1, R.4)	I	I	I	R	R	R	R	R	R	R	R	R	R
b. Discuss feelings expressed in a work of art. (R.1, R.4)	I	I	I	R	R	R	R	R	R	R	R	R	R
c. Discuss the artists use of media, subject matter or theme in expressing intent. (R.1, R.4)	I	I	R	R	R	R	R	R	R	R	R	R	R
d. Interpret the use of symbols in works of art. (C.3, R.1, R.4)	I	I	R	R	R	R	R	R	R	R	R	R	R