

SPRINGFIELD PUBLIC SCHOOLS

VISUAL ARTS GRADE 6 2006-07

COURSE DESCRIPTION

Sixth Grade Art provides an introduction to a sequential, cumulative program of art concepts and skills. It begins the study of the four components of art education: production, criticism, aesthetics and history. Students will manipulate art media, learn problem-solving procedures and begin a study of art history and aesthetics.

COURSE RATIONALE

The study of Sixth Grade Art is designed to promote art experiences that help students integrate ideas, concepts and processes. It enhances the student's knowledge of the humanities and increases appreciation of aesthetics. It engages students in higher level thinking skills, provides the opportunity to be creative and promotes understanding of the diverse cultures in society.

MAJOR INSTRUCTIONAL GOALS

- 1. Students will select and apply two-dimensional media techniques and processes to communicate ideas and solve challenging visual art problems.**
 - a. Students will use pencil or marker to draw a continuous line that describes an object from observation. (2.5; FA1)
 - b. Students will use opaque paint and overlap brush strokes to create a smooth and even area of color. (2.5; FA1)
 - c. Students will demonstrate a printmaking process (e.g., monoprint, collagraph, string print). (2.5; FA1)
 - d. Students will create different types of lines using general software. (2.5; FA1)
 - e. Students will manipulate fibers (e.g., threading needles, tying simple knots, sewing, wrapping, weaving, beading). (2.5; FA1)

- 2. Students will apply three-dimensional media and techniques and processes to communicate ideas and solve challenging visual art problems.**
 - a. Students will create a relief artwork by joining two or more surfaces (e.g., natural or manufactured clays, paper pulp, cardboard, found materials). (2.5; FA1)

- 3. Students will communicate ideas about subject matter and themes in artworks created for various purposes.**
 - a. Students will create original artwork using the following subjects: portrait (real versus abstract) and narrative. (2.5; FA1)
 - b. Students will create an original artwork that communicates ideas about the following themes: functions of art in culture (e.g., celebrate rites of passage, teach history and/or religion, decorate useful objects) and personal identity. (2.5; FA1)

- 4. Students will select and use elements of art and principles of art for their effect in communicating ideas through artwork.**
 - a. Students will identify and use converging lines. (1.9; FA2)
 - b. Students will identify and use contour lines to define a complex form. (1.9; FA2)
 - c. Students will identify and use complex shapes. (1.9; FA2)
 - d. Students will identify and use real texture. (1.9; FA2)
 - e. Students will identify and use monochromatic colors. (1.9; FA2)
 - f. Students will identify and demonstrate color value (tints and shades). (1.9; FA2)
 - g. Students will identify and demonstrate a value scale. (1.9; FA2)
 - h. Students will identify and use positive and negative shapes in two-dimensional work. (1.9; FA2)
 - i. Students will identify and use symmetrical (formal) balance. (1.9; FA2)
 - j. Students will identify and use shape, line and size contrast. (1.9; FA2)

- 5. Students will discuss the nature of art and personal and group responses to artworks.**
 - a. Students will discuss how different cultures have different concepts of beauty. (1.9; FA3)
 - b. Students will explain how responses (feelings or ideas) to artworks from various cultures are based on both personal experience and group beliefs. (1.9; FA3)

- 6. Students will analyze and evaluate art using art vocabulary.**
 - a. Students will identify types of artwork (e.g., painting, drawing, print, sculpture). (1.9; FA3)
 - b. Students will identify and explain symbolism or messages communicated in an artwork. (1.9; FA3)

- 7. Students will explain connections between the visual arts and other disciplines.**
 - a. Students will compare and contrast music and art from the same culture. (2.4; FA4)
 - b. Students will explain cultural beliefs through exploration of artworks. (1.9; FA4)
 - c. Students will investigate Japanese and African artwork. (1.9; FA4)

8. Students will compare and contrast artworks from different historical time periods and/or cultures.

- a. Students will identify works of art from: Ancient Greece, Rome, Egypt, Pre-Columbian Americas (Aztec, Inca, Maya), Africa and Asia. (1.9; FA5)
- b. Students will compare and contrast two artworks on: time, place, subject matter, theme, characteristics and cultural context. (1.9; FA5)

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VISUAL ARTS GRADE 7 2006-07

COURSE DESCRIPTION

Seventh Grade Art is a continuation of the study of the four components of art education: production, criticism, aesthetics and history. The emphasis on fundamentals continues in this course. Students will manipulate art media, learn problem-solving procedures and continue a study of art history and aesthetics.

COURSE RATIONALE

The study of Seventh Grade Art is designed to promote art experiences that help students integrate ideas, concepts and processes. It enhances the student's knowledge of the humanities and increases appreciation of aesthetics. It engages students in higher level thinking skills, provides the opportunity to be creative and promotes understanding of the diverse cultures in society.

MAJOR INSTRUCTIONAL GOALS

- 1. Students will select and apply two-dimensional media techniques and processes to communicate ideas and solve challenging visual art problems.**
 - a. Students will use a variety of media such as pencil, pastels, color sticks, and/or markers to create simulated/implied texture. (2.5; FA1)
 - b. Students will use a variety of brush strokes to create various textures. (2.5; FA1)
 - c. Students will demonstrate a type of relief block printmaking. (2.5; FA1)
 - d. Students will create different types of shapes using general software. (2.5; FA1)
 - e. Students will demonstrate the process used in one type of fiber arts (e.g., weaving, jewelry-making, knotting, paper-making, batik, quilt, appliqué, book arts). (2.5; FA1)
- 2. Students will apply three-dimensional media and techniques and processes to communicate ideas and solve challenging visual art problems.**
 - a. Students will create an in-the-round artwork by joining two or more surfaces using a layering material (e.g., papier maché, paper, plastercraft, cardboard fibers). (2.5; FA1)
- 3. Students will communicate ideas about subject matter and themes in artworks created for various purposes.**
 - a. Students will create original artwork using the following subjects: the human figure and still life from observation. (2.5; FA1)
 - b. Students will create an original artwork that communicates ideas about the following themes: group identity and nature. (2.5; FA1)

- 4. Students will select and use elements of art and principles of art for their effect in communicating ideas through artwork.**
 - a. Students will identify and use rhythmic lines. (1.9; FA2)
 - b. Students will identify and use rhythmic shapes. (1.9; FA2)
 - c. Students will differentiate between and demonstrate high and low relief. (1.9; FA2)
 - d. Students will identify and use implied/simulated texture. (1.9; FA2)
 - e. Students will identify and use analogous colors. (1.9; FA2)
 - f. Students will identify and use positive and negative forms in three-dimensional work. (1.9; FA2)
 - g. Students will identify and use radial balance. (1.9; FA2)
 - h. Students will identify and use center of interest (focal point). (1.9; FA2)
 - i. Students will identify and use texture contrast. (1.9; FA2)
 - j. Students will identify and use regular rhythm. (1.9; FA2)

- 5. Students will discuss the nature of art and personal and group responses to artworks.**
 - a. Students will discuss and develop answers to questions about art. What is art? Should art look real? (2.4; FA3)
 - b. Students will compare and contrast responses of class members to realistic, abstract and non-objective artworks. (2.4; FA3)

- 6. Students will analyze and evaluate art using art vocabulary.**
 - a. Students will describe the artwork and subject matter. (1.9; FA3)
 - b. Students will describe the elements and principles used in artworks. (1.9; FA3)
 - c. Students will interpret the subject and theme, supporting them with the artist's use of elements and principles. (1.9; FA3)
 - d. Students will select an aesthetic theory and explain why it best fits the artwork. (1.9; FA3)

- 7. Students will explain connections between the visual arts and other disciplines.**
 - a. Students will employ theatre techniques (e.g., acting, costumes, props) to interpret visual artworks. (2.4; FA4)
 - b. Students will illustrate and write about personal experiences using metaphors, analogies and symbols. (2.4; FA4)
 - c. Students will write about personal experiences and revise by adding details and literary devices such as metaphors, analogies and symbols. (2.4; FA4)

- 8. Students will compare and contrast artworks from different historical time periods and/or cultures.**
 - a. Students will identify works of art from: Europe and the United States (real, abstract, non-objective). (1.9; FA5)
 - b. Students will compare and contrast two artworks on: time, place, subject matter, theme, characteristics and cultural context. (1.9; FA5)

SPRINGFIELD PUBLIC SCHOOLS

VISUAL ARTS GRADE 8

2006-07

COURSE DESCRIPTION

Eighth Grade/Studio Art is an application of the four components of art education: production, criticism, aesthetics and history. The study of fundamentals continues in this course with an emphasis on production. Students will use creative problem solving and critical thinking to complete projects that are designed to develop self-awareness, self-motivation, self-expression and self-esteem.

COURSE RATIONALE

The study of Eighth Grade/Studio Art is designed to promote art experiences that help students integrate ideas, concepts and processes. It enhances the student's knowledge of the humanities and increases appreciation of aesthetics. It provides an opportunity for aspiring young artists to expand their knowledge and skills.

MAJOR INSTRUCTIONAL GOALS

- 1. Students will select and apply two-dimensional media techniques and processes to communicate ideas and solve challenging visual art problems.**
 - a. Students will create even, continuous and graduated tones using pencil or colored pencil. (2.5; FA1)
 - b. Students will create a variety of colors, tints and shades by mixing pigments. (2.5; FA1)
 - c. Students will use a variety of ink colors, tints and shades by mixing pigments. (2.5; FA1)
 - d. Students will create a composition of lines and shapes using general software. (2.5; FA1)
 - e. Students will create a simple fiber artwork (e.g., weaving, jewelry-making, knotting, paper-making, batik, quilt, appliqué, book arts). (2.5; FA1)

- 2. Students will apply three-dimensional media and techniques and processes to communicate ideas and solve challenging visual art problems.**
 - a. Students will create a three-dimensional artwork demonstrating appropriate joining using a modeling material. (2.5; FA1)
 - b. Students will create a three-dimensional artwork using carving techniques. Possible media choices could include, but are not limited to: clay, wax, soap, plaster, wood, styrofoam and commercially produced carving blocks. (2.5; FA1)

- 3. Students will communicate ideas about subject matter and themes in artworks created for various purposes.**
 - a. Students will create original artwork using the following subject: landscape. (2.5; FA1)
 - b. Students will create an original functional object. (2.5; FA1)
 - c. Students will create an original artwork that communicates ideas about the following themes: the environment and time (e.g., past, present, future). (2.5; FA1)

- 4. Students will select and use elements of art and principles of art for their effect in communicating ideas through artwork.**
 - a. Students will identify and use varied line quality. (1.9; FA2)
 - b. Students will identify and use varied shapes. (1.9; FA2)
 - c. Students will identify and use a range of values to create the illusion of form. (1.9; FA2)
 - d. Students will identify and use invented texture. (1.9; FA2)
 - e. Students will identify and use complimentary colors. (1.9; FA2)
 - f. Students will identify and use a range of values. (1.9; FA2)
 - g. Students will identify and use one-point linear perspective to create the illusion of space. (1.9; FA2)
 - h. Students will identify and use asymmetrical (informal) balance. (1.9; FA2)
 - i. Students will identify and use color and value contrast. (1.9; FA2)
 - j. Students will identify and use progressive rhythm. (1.9; FA2)
 - k. Students will identify and use appropriate scale relationship. (1.9; FA2)

- 5. Students will discuss the nature of art and personal and group responses to artworks.**
 - a. Students will discuss how people might respond differently to specific American artworks based upon their sub group (e.g., race, gender, attitude toward the environment, business, immigrant group, age, religion, economic status or level of education. (1.9; FA3)

- 6. Students will analyze and evaluate art using art vocabulary.**
 - a. Students will describe artwork in detail. (1.9; FA3)
 - b. Students will analyze the use of elements and principles used in artworks. (1.9; FA3)
 - c. Students will interpret the meaning of work and judge the work from each aesthetic theory showing a real or idealized image of life. (1.9; FA3)

- 7. Students will explain connections between the visual arts and other disciplines.**
 - a. Students will compare and contrast examples of American art and music. (1.9; FA4)
 - b. Students will explain events and issues in United States history through exploration of its artworks and architecture. (1.9; FA4)

- 8. Students will compare and contrast artworks from different historical time periods and/or cultures.**
- a. Students will identify works of art from the United States (Native American, painting, sculpture and architecture). (1.9; FA5)
 - b. Students will compare and contrast two artworks on: time, place, subject matter, theme, characteristics, material/technology, ideas and beliefs of culture and function of art in culture