



Kearney Public Schools

Excellence In Education

Art Curriculum

Kearney Public Mission Statement

Create an environment that fosters mutual respect

Inspire the love of learning

Expect Excellence from all

Kearney Public Schools Art Purpose Statement

It is the mission of the Kearney Public Schools' Art Program:

- To foster the growth of self confidence and a willingness to take risks with new experiences
- To build a foundation of artistic skills that will allow students to successfully create works of art
- To provide instruction in the art disciplines of aesthetics, production, criticism and history
- Develop visual perception, problem solving skills and an appreciation and understanding of our diverse aesthetic heritage

- To develop an understanding and respect for the different ways that art occurs and connects with the world of the student and / or the human condition

KINDERGARTEN ART

Students will explore, discover and begin to make connections upon which to establish further learning and meaning. The focus of the curriculum at this level will be to introduce, investigate, identify and develop basic art concepts and vocabulary that are a part of the child's everyday life already, and give them a new purpose as tools to create and express.

AR.00.01 Students will explore, develop and value the creative process through problem solving and artistic expression.

- Students will create works of art based on individual expression.
- Students will apply problem-solving skills during the production of a work of art.

AR.00.02 Students will understand the visual arts in relation to history and culture.

- Students will recognize differences between cultures as they relate to artists and are expressed through the artists work.

AR.00.03 Students will choose, evaluate and/or apply a range of subject matter, symbols and ideas that communicate.

- Students will critique the use of the elements shape, color, and line.

AR.00.04 Students will use knowledge of art elements and design principles. (structures)

- Students will create a work of art using the element of shape.
- Students will create a work of art using the element of color.
- Students will create a work of art using the element of line.
- Students will create a work of art using the principle of repetition.
- Students will create a work of art using primary colors.

AR.00.05 Students will understand and apply processes, media (art materials), and techniques.

- Students will create a collage using a variety of mediums.
- Students will create a work of art using technology. (suggest: tux paint, apple works)
- Students will create a work of art using clay.
- Students will create a work of art using a printmaking technique.
- Students will create a work of art using tempera paint.
- Students will create works of art using crayon and marker as they develop drawing techniques.

AR.00.06 Students will make connections among visual arts, other disciplines, and between the arts and their own environments.

AR.00.07 Students will reflect upon and assess the characteristics and merits of their own work and the work of other, while recognizing diverse perspectives in creation, performance, and interpretation.

- Students will recognize three major artists.
- Students will express the merits of their work and the work of others.

FIRST GRADE ART

Students will explore, discover and begin to make connections upon which to establish further learning and meaning. The focus of the curriculum at this level will be to introduce, investigate, identify and develop basic art concepts and vocabulary that are part of the child's everyday life already, and give them a new purpose as tools to create and express.

AR.01.01 Students will explore, develop and value the creative process through problem solving and artistic expression.

- Students will identify various reasons for creating a work of art.
 - Aesthetics
 - Self-expression
 - Story telling
 - Problem solving

AR.01.02 Students will understand the visual arts in relation to history and culture.

- Students assess differences between cultures as they relate to genres.

AR.01.03 Students will choose, evaluate and/or apply a range of subject matter, symbols and ideas that communicate.

- Students investigate three major art genres. (suggest: landscape, portrait, and still life)
- Students will critique the use of the elements shape, color, line, and texture.
- Students will critique the use of the principles repetition, balance, and unity.

AR.01.04 Students will use knowledge of art elements and design principles. (structures)

- Students will create works of art using the elements of shape, color, and line.
- Students will create a work of art using the element of texture.
- Students will create a work of art using the principle of repetition.
- Students will create a work of art using principle of balance.
- Students will create a work of art using principle of unity.
- Students will create a work of art using secondary colors.

AR.01.05 Students will understand and apply processes, media (art materials), and techniques.

- Students will create a collage using a variety of mediums.
- Students will create a work of art using technology. (suggest: tux paint, apple works)
- Students will create a work of art using clay.
- Students will create a mono-print.
- Students will create works of art using tempera paint and watercolor.
- Students will create works of art using crayon and marker as they develop drawing techniques.
- Students will create works of art using chalk pastel and oil pastel.

AR.01.06 Students will make connections among visual arts, other disciplines, and between the arts and their own environments.

- Students will create a work of art (print) that incorporates nature or natural elements (apple, potato, vegetable leaf)

AR.01.07 Students will reflect upon and assess the characteristics and merits of their own work and the work of other, while recognizing diverse perspectives in creation, performance, and interpretation.

- Students will express the merits of their work and the work of others.

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SECOND GRADE ART

Students will explore, discover and begin to make further connections upon which to re-establish learning and meaning. The focus of the curriculum at this level will be to create expressive art and begin to develop a personal aesthetic through the study and interpretation of works of art.

AR.02.01 Students will explore, develop and value the creative process through problem solving and artistic expression.

- Students will identify various reasons for creating a work of art.
 - Aesthetics
 - Self-expression
 - Story telling
 - Problem solving

AR.02.02 Students will understand the visual arts in relation to history and culture.

- Students will investigate how cultures impact aesthetics in art.
- Students will investigate how cultures influence art.
- Students will observe cultures and history through a museum experience.

AR.02.03 Students will choose, evaluate and/or apply a range of subject matter, symbols and ideas that communicate.

- Students will critique the use of the elements shape, color, line, texture, and space.
- Students will critique the use of the principles repetition, balance, unity and contrast.

AR.02.04 Students will use knowledge of art elements and design principles. (structures)

- Students will create works of art using the elements of shape, color, line, and texture.
- Students will create a work of art using the element of space.
- Students will create works of art using the principles of repetition, balance, and unity.
- Students will create a work of art using principle of contrast.
- Students will create a work of art using warm colors.
- Students will create a work of art using cool colors.

AR.02.05 Students will understand and apply processes, media (art materials), and techniques.

- Students will create a collage using a variety of mediums.
- Students will create a work of art using technology. (suggest: tux paint, apple works)
- Students will create a work of art using clay.
- Students will create a work of art using printmaking.
- Students will create works of art using tempera paint and watercolor.
- Students will create works of art using crayon, marker, chalk pastel and oil pastel as they develop drawing techniques.
- Students will create a work of art using a weaving technique.

AR.02.06 Students will make connections among visual arts, other disciplines, and between the arts and their own environments.

- Students will create a work of art that incorporates mathematical, historical, or scientific elements.

AR.02.07 **Students will reflect upon and assess the characteristics and merits of their own work and the work of other, while recognizing diverse perspectives in creation, performance, and interpretation.**

- Students will express the merits of their work and the work of others.

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THIRD GRADE ART

Students will utilize the investigative process to become more familiar with cultural impacts in art history. They will recognize and celebrate these impacts on their lives and present while making our community a better place to live.

AR.03.01 Students will explore, develop and value the creative process through problem solving and artistic expression.

- Students will evaluate various reasons for creating a work of art.
 - Aesthetics
 - Self-expression
 - Story telling
 - Problem solving
 - Historical reference
 - Cultural significance

AR.03.02 Students will understand the visual arts in relation to history and culture.

- Students will investigate how cultures impact aesthetics in art.
- Students will examine the artwork of the non-western world.
- Students will compare the cultural differences in art throughout history.

AR.03.03 Students will choose, evaluate and/or apply a range of subject matter, symbols and ideas that communicate.

- Students will critique the use of the elements shape, color, line, texture, space, and value.
- Students will critique the use of the principles repetition, balance, unity, contrast and variety.

AR.03.04 Students will use knowledge of art elements and design principles. (structures)

- Students will create works of art using the elements of shape, color, line, texture and space.
- Students will create a work of art using the element of value.
- Students will create a work of art using the element of form.
- Students will create works of art using the principles of repetition, balance, unity and contrast.
- Students will create a work of art using principle of variety.
- Students will create a work of art using complementary colors.

AR.03.05 Students will understand and apply processes, media (art materials), and techniques.

- Students will create a collage using a variety of mediums.
- Students will create a work of art using technology. (suggest: tux paint, apple works)
- Students will create a work of art using clay.
- Students will create a work of art using printmaking.
- Students will create works of art using tempera paint and watercolor.
- Students will create works of art using crayon, marker, chalk pastel and oil pastel as they develop drawing techniques.
- Students will create a work of art using a weaving technique.
- Students will create a work of art using colored pencils.

AR.03.06 Students will make connections among visual arts, other disciplines, and between the arts and their own environments.

- Students will create a work of art that incorporates the mathematical, historical, scientific, or sociological significance of other cultures (Non-western art)

AR.03.07 **Students will reflect upon and assess the characteristics and merits of their own work and the work of other, while recognizing diverse perspectives in creation, performance, and interpretation.**

- Students will express the merits of their work and the work of others.

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FOURTH GRADE ART

Students will begin making personal connections to their local world by studying artwork from the Midwest region and how native cultures helped in the development of our state.

AR.04.01 Students will explore, develop and value the creative process through problem solving and artistic expression.

- Students will evaluate various reasons for creating a work of art.
 - Aesthetics
 - Self-expression
 - Story telling
 - Problem solving
 - Historical reference
 - Cultural significance

AR.04.02 Students will understand the visual arts in relation to history and culture.

- Students will investigate how cultures impact aesthetics in art.
- Students will examine the artwork of the Midwest.
- Students will examine the artwork of the Native American cultures.
- Students will compare the cultural differences in art throughout history.
- Students will observe cultures and history through a museum experience.

AR.04.03 Students will choose, evaluate and/or apply a range of subject matter, symbols and ideas that communicate.

- Students will critique the use of the elements shape, color, line, texture, space, and value.
- Students will critique the use of the principles repetition, balance, unity, contrast and variety.

AR.04.04 Students will use knowledge of art elements and design principles. (structures)

- Students will create works of art using the elements of shape, color, line, texture, space, form, and value.
- Students will create works of art using the principles of repetition, balance, unity, contrast, and variety.
- Students will create a work of art using principle of emphasis.
- Students will apply the colors from the color wheel in an art activity.
- Students will create a work of art utilizing one-point perspective.

AR.04.05 Students will understand and apply processes, media (art materials), and techniques.

- Students will create a collage using a variety of mediums.
- Students will create a work of art using technology. (suggest: tux paint, apple works)
- Students will create a work of art using clay.
- Students will create a work of art using printmaking.
- Students will create works of art using tempera paint and watercolor.
- Students will create works of art using crayon, marker, chalk pastel, oil pastel, and colored pencil as they develop drawing techniques.
- Students will create a work of art using a mixed media.

AR.04.06 Students will make connections among visual arts, other disciplines, and between the arts and their own environments.

- Students will create a work of art that incorporates the mathematical, historical, scientific, or sociological significance of other cultures (Native American art, regional artists)

AR.04.07 **Students will reflect upon and assess the characteristics and merits of their own work and the work of other, while recognizing diverse perspectives in creation, performance, and interpretation.**

- Students will express the merits of their work and the work of others.

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FIFTH GRADE ART

Students will study the events, the people, and the products of our global society from a more contemporary perspective. They will continue to explore, evaluate, and create art of varied media and styles as we look at our work with questions and begin to offer solutions.

AR.05.01 Students will explore, develop and value the creative process through problem solving and artistic expression.

- Students will evaluate various reasons for creating a work of art.
 - Aesthetics
 - Self-expression
 - Story telling
 - Problem solving
 - Historical reference
 - Cultural significance

AR.05.02 Students will understand the visual arts in relation to history and culture.

- Students will investigate how cultures impact aesthetics in art.
- Students will examine the artwork of Modern Art.
- Students will examine the artwork of Contemporary Art.
- Students will examine the artwork of American Art.
- Students will compare the cultural differences in art throughout history.

AR.05.03 Students will choose, evaluate and/or apply a range of subject matter, symbols and ideas that communicate.

- Students will critique the use of the elements shape, color, line, texture, space, and value.
- Students will critique the use of the principles repetition, balance, unity, contrast and variety.

AR.05.04 Students will use knowledge of art elements and design principles. (structures)

- Students will create works of art using the elements of shape, color, line, texture, space, form, and value.
- Students will create a work of art using the principles of repetition, balance, unity, contrast, variety, and emphasis.
- Students will create a work of art using principle of movement.
- Students will apply one color scheme to a work of art.
- Students will create a work of art utilizing two-point perspective.

AR.05.05 Students will understand and apply processes, media (art materials), and techniques.

- Students will create a collage using a variety of mediums.
- Students will create a work of art using technology. (suggest: tux paint, apple works)
- Students will create a work of art using clay.
- Students will create a work of art using printmaking.
- Students will create works of art using tempera paint and watercolor.
- Students will create works of art using crayon, marker, chalk pastel, oil pastel, and colored pencil as they develop drawing techniques.
- Students will create a work of art using a mixed media.
- Students will create a work of art using textiles techniques.

AR.05.06 Students will make connections among visual arts, other disciplines, and between the arts and their own environments.

- Students will create a work of art that incorporates the mathematical, historical, scientific, or sociological significance of other cultures (Modern and contemporary artists and their work)

AR.05.07 Students will reflect upon and assess the characteristics and merits of their own work and the work of other, while recognizing diverse perspectives in creation, performance, and interpretation.

- Students will express the merits of their work and the work of others.

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6TH GRADE ART

Theme: Discovering Your Personal Aesthetic

As newcomers to the middle school, sixth grade students are beginning a journey that involves new friends, new experiences and new expectations. Even though they are identifying with groups they belong to, they are also becoming more independent as individuals and learners. They have a need to solidify their base knowledge and to establish a foundation on which they can build upon. A critical part of the process is for the novice art student to consider their own style, and expressive response to what they are observing as they “Discover their Personal Aesthetic”.

AR.06.01 Students will explore, develop and value the creative process through problem solving and artistic expression.

- Students will identify the sources of their own work and analyze the art problem.
- Students will express and analyze personal and social statements when generating options for creative solutions in their art.
- Students will select and transform an idea into a tangible form.

AR.06.02 Students will understand the visual arts in relation to history and culture.

- Students will interpret visual images in their cultural/historical contexts.
 - Investigate a work of art or possible social statements that would describe the society in the time and place in history.
- Students will recognize the purpose of the arts to record, plan, express and adorn.
 - describes cultures and lifestyles
 - to make social statements
 - to record concepts and events
- Students will identify “what is art” within cultural arts.

AR.06.03 Students will choose, evaluate and/or use a range of subject matter, symbols and ideas that communicate.

- Students will define and identify the use of subject, form and content in their artwork.
 - define subject as “what is present in the art”
 - define form as “how the art is made” (process or media)
 - define content as “what the art is about” (message or meaning)
- Student will relate the use of subjects, themes and symbols to the communication of cultural contexts, values and aesthetics.
- Students will understand the difference between low art and high art.
 - cultural or “low arts” such as crafts and folk art to graffiti and forms of technology, as compared to the “high arts” of drawing painting and sculpture.

AR.06.04 Students will use knowledge of art elements and design principles.

- Student will identify the properties of color as being hue, intensity and value.
- Students will be able to alter properties when applying the use of tints, tones and shades.
- Students will be able to identify and demonstrate the use of primary, secondary, intermediate colors, warm and cool colors, and additional color schemes such as triadic, monochromatic, complimentary and analogous.
- Students will demonstrate a technical knowledge and creative use of the formal elements of art (form, shape, space, line, value, color and texture) and be able to recognize its use in a work of art.

- students will be introduced to form and shape with
- lessons that define them as geometric, organic or accidental/random
- students will be introduced to space with use of positive and negative space to create the illusion of depth
- students will be introduced to space with lessons that
- define types as being flat, actual and illusion of space
- students will be introduced to line with comparisons of various line types such as vertical, horizontal, diagonal, zigzag, curved and broken
- students will be introduced to line with lessons in gesture line, capturing the characteristics of mass, movement, position, perspective and proportion, especially as it pertains to figure-drawing
- Students will be introduced to line with lessons in contour line with the purpose being to train the mind and eye to observe and record details of all edges.
- students will be introduced to various ways of creating value such as using shading, cross-hatching, parallel lines, pointillism, different pencil types or how they apply pressure
- students will be introduced to texture with reference to actual, simulated or natural, man-made and imitated
- Students will analyze the effect of art elements to communicate an idea or solve a problem.

AR.06.05 Students will understand and apply processes, media (materials), and techniques.

- Students will demonstrate a technical knowledge and creative use of the formal elements of art in a variety of media, and be able to recognize its use in the work of others.
- Students will demonstrate the understanding of compositional techniques that lead to a successful work of art.
 - consider the arrangement of objects or design in terms of size, detail and triangular, radial or linear placement
 - The arrangement of objects in a suggested visual image makes the viewer's eye flow across a designated area by using qualities such as balance, overlapping, cropping and direction.
- Students will apply knowledge of clay terms, clay conditions, and methods of clay construction.
 - terms: score, kiln, fire, glaze
 - conditions: slip, plastic, leather hard or bone dry
 - methods of construction: pinch, slab or coil
 - stages of pottery: green ware, bisque ware, glaze ware
- Students will demonstrate, understanding and be able to apply the use of technology in their own works of art.
 - Computer and software applications, photography, or any other form of technology as it becomes available.

AR.06.06 Students will make connections among visual arts, other disciplines, and between the arts and their own environments

- Students will compare and contrast images in works of art to their own life experiences.
- Students will identify ways in which the subject matter of other content areas are interrelated with the visual arts.
 - identify three other subject areas where the creative process or the problem solving processes are used
- Students will make connections with professional art contemporaries and develop a personal connection that is reflected in their own artistic lives.

AR.06.07 Students will Reflect upon and assess the characteristics and merits of their work and the work of others, while recognizing diverse perspectives in creation, performance and interpretation.

- Students will recognize and identify examples and explain how works of art provide a variety of perspectives on a common topic.
 - Mona Lisa has been reproduced several items in many different interpretations
 - opposing sides may interpret a battle scene from completely different attitudes
- Students will develop criteria for evaluating their own and others' creative expressions, based on their personal knowledge and experience.
 - "I will use two methods of construction to build a clay container that reflects the structural characteristics and shape of a Greek amphora.
 - All surfaces must be free of crumbs or cracks!"
- Students will make personal connections with a variety of cultures, both similar and different to their own

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7TH GRADE ART

Theme: Visual Symbols have the Power to Persuade

As middle school students develop their thinking skills, it is important for them to realize that a work of art can be more than a visually pleasing experience; it is also an effective means of communicating ideas. Students will explore how they, as artists, use their visual senses to interpret what they see and manipulate materials to symbolically express a message. This artistic awakening will distinguish differences between fine art and graphic design as both occur in the environment.

AR.07.01 Students will explore, develop and value the creative process through problem solving and artistic expression.

- Students will identify the sources of their own work (and the work of others) and analyze the art problem.
 - define a theme or an experience that influenced a given artist's approach to solving an art problem
- Students will express and analyze personal and universal feelings when generating options for creative solutions in their art.
 - create a self portrait without using a recognizable face, by using a self-selected color scheme to exemplify personality
- Students will select and transform an idea into a tangible form.
 - use either a two-dimensional or three-dimensional approach to visually describe a "style" of music

AR.07.02 Students will understand the visual arts in relation to history and culture.

- Students will categorize and interpret visual images in their cultural/historical contexts.
 - investigate a work of art for possible social statements that would describe the society at its place and time in history
- Students recognize the purpose of the arts to record, plan, express and adorn.
 - describes cultures and lifestyles
 - to make social statements
 - to record concepts and events
- Students identify and compare "what is art" within cultural art, graphic art or fine art terms.
 - discuss why a broken piece of pottery or an international business logo would be considered valuable art
- Student will determine how time, place and resources influence visual characteristics and contribute meaning and value to works of art.
 - describe the resources of a society by the materials use in a work of art and explain what value they represent for that culture

AR.07.03 Students will choose, evaluate and/or apply a range of subject matter, symbols and ideas that communicate.

- Students will define and identify the use of subject, form and content in their artwork and the works of others.
 - define subject as "what is present in the art"
 - define form as "how the art is made" (process or media)
 - define content as "what the art is about" (message or meaning)
- Student will relate the use o subjects, themes and symbols to the communication of cultural contexts, values and aesthetics.
- Students will understand the difference between cultural art, fine art and graphic art.

- cultural art = that which reflects a time, place and images of a given society
- fine art = cultural or “low arts” such as crafts and folk art to graffiti and forms of technology, as compared to the “high arts” of drawing painting and sculpture.
- graphic art = more of an artistic statement and is often produced by mechanical means
- commercial art = images that promote a concept or product and can be produced via mechanical means

AR.07.04 Students will use knowledge of art elements and design principles.

- Students will identify and demonstrate an understanding of basic color theory.
 - using color to interpret meaning
 - missing colors
 - selection and apply various color schemes
 - understanding advancing and receding colors
- Students will demonstrate a technical knowledge and creative use of the formal art elements and design principles and will be able to recognize its use in their own and others’ work.
- Student will critique the effectiveness of art elements and design principles in works of art.
- Students will analyze the effect of art elements and design principles to communicate an idea or solve a problem. (art elements: form, shape, space, line, value, color and texture)
 - as implemented in 6.4.4 (principles of design are: balance, variety, contrast, movement, unity, Repetition, rhythm and emphasis)
 - as defined in district vocabulary

AR.07.05 Students will understand and apply processes, media (art materials), and techniques.

- Students will demonstrate a technical knowledge and creative use of the formal elements of art or principles of design in a variety of media and be able to recognize its use in the work of others.
 - compare the use of balance found in a mobile with the balance use in a given painting by Picasso)
- Students will demonstrate the understanding of composition techniques that lead to a successful work of art.
 - The arrangement of objects in a suggested visual image makes the viewer’s eye flow across a designated are by using qualities such as balance, overlapping, cropping and direction, PLUS emphasis, variety and movement
- Students will demonstrate knowledge and skill in the application of processes, media and techniques; analyze and reflect upon what makes their choices effective in communicating ideas.
 - select and use either a contour or gesture line to visually communicate movement of the viewer's eye upon a given object
- Students will manipulate technology to generate a graphic design using more advance and creative processes within program functions.
- Students use art materials and tools in a safe and responsible manner.
 - demonstrate the proper way to clean and store paint brushes
- Students will be a part of the visual presentation process.
 - make choices about mounting and installation

AR.07.06 Students will make connections among visual arts, other disciplines, and between the arts and their won environments

- Students will compare and contrast images in works of art to their own life experiences.
 - compare television advertisements from the 1950’s to that of 2001
- Students will describe ways in which the subject matter of other

- Content areas are interrelated with the visual arts.
- Students will identify, examine and discuss universal ideas expressed in art.
 - Such as Boyer's Universal themes: Life Cycle, Symbolism, Aesthetic Response, Time and Place, Social Bonding, Celebration and Play, Nature, Work, Search for a Larger Purpose and Identity
- Students will communicate with professional art contemporaries and develop a personal connection that is reflected in their own artistic lives.

AR.07.07 Students will reflect upon and assess the characteristics and merits of their own work and the work of others, while recognizing diverse perspectives in creation, performance and interpretation.

- Students will discuss and interpret examples and explain how works of art provide a variety of perspectives on a common topic.
 - Mona Lisa has been reproduced several items in many different interpretations; create a new use of her image in an advertisement
- Students will develop criteria for evaluating their own and others' creative expressions, base on their personal knowledge and experience. Compare a variety of individual responses.
- Students will be challenged to ask questions that lead to effective critical thinking skills and problem solving.
 - "What do I need to know about the influences on a given society at a certain point in time to understand the meaning of its art?"

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8TH GRADE ART

Theme: Identity

The eighth grade year is an important one in lives of middle school students as they emerge from their dependency to a more independent, self-reliant individual personality. During the semester, they will explore the theme of “Identity” by examining and creating works of art that exemplify personal qualities about their own life as the subject matter, while at the same time implementing a wide variety of media and methodology to express themselves.

AR.08.01 Students will explore, develop and value the creative process through problem solving and artistic expression.

- Students will identify the sources of their own work, (and the work of others) and analyze the art problem.
 - define a theme or an experience that influenced a given artist’s approach to solving an art problem
- Students will express and analyze personal and universal feelings when generating options for creative solutions in their art.
 - create a self portrait using layers of color to represent different layers of personality
- Students will select and transform an idea into a tangible form, while consciously applying the creative process to their art making.
 - 1) define a problem 2) research and generate possibilities 3) allow for incubation 4) select best options 5) evaluate choices

AR.08.02 Students will understand the visual arts in relation to history and culture.

- Students will categorize and interpret visual images in their cultural / historical contexts.
 - investigate a work of art for possible social statements that would describe the society in its place and time in history
- Students recognize the purpose of the arts to record, plan, express and adorn.
 - describes cultures and lifestyles
 - to make social statements
 - to record concepts and events
 - create a container that is formed and decorated with symbols that record events, traditions and statements about the student’s life
- Students identify and compare “what is art” within cultural art, graphic art or fine art terms.
 - discuss if a family heirloom or special possession could or should be considered valuable art
- Student will determine how time, place, and resources influence visual characteristics and contribute meaning and value to works of art.
 - describe the resources of a society by the materials use in a work of art and explain what value they represent for that culture
- Students will incorporate knowledge of history and culture into art production.
 - create a visual commentary about a given event in history from the perspective of a descendant from another generation

AR.08.03 Students will choose, evaluate and/or apply a range of subject matter, symbols and ideas that communicate.

- Students will define and identify the use of subject, form and content in their artwork and the works of other.

- define subject as “what is present in the art”
- define form as “how the art is made” [process and media]
- define content as “what the art is about” [message or meaning]
- Student will apply the use of subjects, themes, and symbols to communicate cultural contexts, values, and aesthetics.
 - contrast the diversity of symbols to communicate meaning in art
- Students will understand the difference between cultural art and fine art and graphic art
 - cultural art = that which reflects a time, place and images of a given society
 - fine art = cultural or “low arts” such as crafts and folk art to graffiti and forms of technology, as compared to the “high arts” of drawing painting and sculpture.
 - graphic art = more of an artistic statement and is often produced by mechanical means
 - commercial art = images that promote a concept or product and can be produced via mechanical means

AR.08.04 Students will use knowledge of art elements and design principles.

- Students will identify and demonstrate an understanding of basic color theory.
- Students will demonstrate proficient technical knowledge and creative use of the formal art elements and design principles, and be able to recognize its use in their own and others’ work.
- Students will critique the effectiveness of art elements and design principles in works of art.
- Students will analyze the effect of all elements and design principles to communicate an idea or solve a problem. (art elements are: form, shape, space, line, value, color and texture)
 - as implemented in 6.4.4 (principles of design are: balance, variety, contrast, movement, unity, repetition, rhythm and emphasis)
 - as defined in district vocabulary

AR.08.05 Students will understand and apply processes, media (art materials), and techniques.

- Students will demonstrate a technical knowledge and creative use of the formal elements of art or principles of design in a variety of media, and be able to recognize its use in the work of others.
- Students will demonstrate the understanding of composition techniques that lead to a successful work of art.
 - The arrangement of objects in a suggested visual image makes the viewer’s eye flow across a designated area by using qualities such as balance, overlapping, cropping an directions, PLUS emphasis, variety and movement
- Students will demonstrate proficient knowledge and skill in the application of processes, media, and technique; analyze and reflect upon what makes their choices effective in communicating ideas.
- Students will manipulate technology to develop artistic work that is personal and expressive, yet demonstrates a series of processes that uses innovative materials and techniques.
- Students use art materials and tools in a safe and responsible manner.
- Students will be a part of the visual presentation process.
 - select and frame work with materials that aesthetically enhance

AR.08.06 Students will make connections among visual arts, other disciplines, and between the arts and their own environments

- Students will compare and contrast images in works of art to their own life experiences.
- Students will describe ways in which the subject matter of other content areas are interrelated with the visual arts.
- Students will identify, examine and discuss universal ideas expressed in art.
 - Such as Boyer's Universal themes: Life Cycle, Symbolism, Aesthetic Response, Time and Place, Social Bonding, Celebration and Play, Nature, Work, Search for a Larger Purpose and Identity
- Students will communicate with professional art contemporaries, and develop a personal connection that is reflected in their own artistic lives.
- Student will investigate art career opportunities.

AR.08.07 Students will reflect upon and assess the characteristics and merits of their own work and the work of others, while recognizing diverse perspectives in creation, performance and interpretation.

- Students will evaluate examples and explain how works of art provide a variety of perspectives on a common topic.
- Students will develop criteria for evaluating their own and others' creative expressions, based on their personal knowledge and experience. Compare a variety of individual responses.
- Student will identify intentions of those creating artwork; explore the implications of various purposes in particular works.

DRAFT

ART I

This course provides an introduction to the structure of art through multi-media opportunities. The elements of art and principles of design is the core of all instruction. Emphasis on composition is stressed on all 2 – D production studio projects of drawing and painting. Finished compositions will include the styles of realism, abstraction, and non-objective. All lessons will introduce art criticism, aesthetics and art history.

AR.A1.01 Students will identify numerical values and produce a realistic rendering in pen and ink demonstrating accurate techniques for texture.

- Students will model graphite value scale.
- Students will produce pen and ink techniques value scale.
- Students will utilize the grid technique to complete a replication of the subject matter to correct proportions.
- Students will construct a full finished rendering indicating accurate texture and value.
- Students will emphasize the elements and principles of value, texture, emphasis, space, and contrast in their project.
- Students will verbally appraise their own artwork as well as that of their peers.
- Students will analyze the works of Georgia O’Keeffe

AR.A1.02 Students will illustrate the art of contour line, designing a composition in mixed media using the style of limited abstraction.

- Students will be introduced to the concept of right brain/left brain learning and how it applies to their own art.
- Students will describe the qualities of contour line.
- Students will demonstrate knowledge of compositional rules of design.
- Students will create a contour line drawing from life using mixed media skills and design knowledge.
- Students will appraise the works of contemporary artists and their use of line.
- Students will verbally appraise their own artwork as well as that of their peers.
- Students will emphasize the elements and principles of line, form, shape, unity, and pattern in their project.

AR.A1.03 Students will define color theory through composing an abstracted composition utilizing illustrated paint techniques.

- Students will restate knowledge of color theory.
- Students will demonstrate mixing colors into arbitrary color schemes.
- Students will model the following paint techniques: hatching, cross-hatching, scumbling, flat, and blended.
- Students will produce a finished rendering in a selected color scheme using tempera.
- Students will identify the works of the Impressionist artists.
- Students will appraise their own artwork as well as that of their peers.
- Students will emphasize color, pattern, shape, and movement in their compositions.

AR.A1.04 Students will demonstrate the use of perspective as it applies to linear and atmospheric compositions through mixed media technique.

- Students will model comprehension of one and two-point perspective as it relates to geometric shapes.

- Students will utilize a full range of graphite values to give shapes their form.
- Students will arrange shapes to show understanding of atmospheric perspective.
- Students will illustrate perspective in a finished rendering.
- Students will examine the works of Renaissance artists in reference to perspective.
- Students will appraise their own artwork as well as that of their peers.
- The following elements and principles are emphasized: value, form, balance, and rhythm.

DRAFT

ART II

Students will function as designers in learning to use a visual vocabulary. Through the creation of drawings and paintings, students develop visual thinking skills. Instruction will include realistic renderings of the portrait, and figure. The painting media of watercolor and acrylic and all their technique properties will be introduced. All lessons will encompass aesthetics, art criticism, and art history.

AR.A2.01 Students will construct a realistic self-portrait rendering by interpreting accurate proportions and characteristics.

- Students will construct accurate proportions for the human portrait.
- Students will execute exacting characteristics of their own face.
- Students will demonstrate features with a full range of values.
- Students will create a finished graphite realistic self-portrait rendering.
- Students will be introduced to the history of portraiture in art through the ages.
- Students will self-critique their own portrait.

AR.A2.02 Students will develop accurate proportions according to the human figure, illustrating realism through the use of charcoal media.

- Students will demonstrate the proportion of the figure through gesture and line of action drawings using peers as models.
- Students will produce a finished charcoal drawing using a photograph as the point of departure.
- Students will evaluate the work of Edgar Degas as a charcoal figure artist.
- Students will self-critique their own work.

AR.A2.03 Students will create a watercolor painting in a limited abstracted style demonstrating accurate technique.

- Students will model the techniques of watercolor.
- Students will create an organic painting using objects from life.
- Students will identify contemporary watercolor artists and their painting techniques.
- Students will critique their own work.

AR.A2.04 Students will describe a landscape composition through atmospheric perspective utilizing accurate acrylic painting application.

- Students will model painting techniques typical of acrylic paint.
- Students will arrange a composition using atmospheric perspective of a Nebraska landscape.
- Students will demonstrate their knowledge of color theory in a chosen arbitrary or optical color scheme.
- Students will be introduced to Nebraska landscape artists found in the Nebraska collection.
- Students will critique their own work.

ART III

Advanced drawing and painting techniques are studied to strengthen the student's ability to express ideas in multiple media. Composition is emphasized. An extensive survey of art history is introduced and applied to their projects. It is expected that students draw accurately and be developing their own personal style. Art criticism and aesthetics will be utilized throughout the course.

AR.A3.01 Students will assemble a non-objective acrylic painting utilizing modern art theory.

- Students will be introduced to the history of art from pre-historic to the modern era.
- Students will identify modern art movements and the artist who executed them.
- Students will experiment with acrylic painting techniques to create their own modern art painting.
- Students will complete a written artist's statement in reference to their work.

AR.A3.02 Students will arrange a still-life study in realism illustrating pastel media.

- Students will demonstrate knowledge of linear and atmospheric perspective as it relates to still-life forms.
- Students will organize a composition from a still-life setting using design components.
- Students will illustrate knowledge of pastel techniques in the creation of their finished rendering.
- Students will appraise still-life subject matter throughout history.
- Students will self-critique.

AR.A3.03 Students will apply perspective knowledge by composing a limited abstraction architectural watercolor painting.

- Students will construct an architecture-themed drawing using accurate perspective.
- Students will demonstrate knowledge of watercolor techniques.
- Students will complete an architectural watercolor painting illustrating arbitrary colors.
- Students will evaluate the work of Edward Hopper.
- Students will self-critique.

AR.A3.04 Students will illustrate photorealism in paint by producing accurate textural techniques of a chosen animal.

- Students will utilize the grid method of drawing to illustrate accurate proportions of an animal.
- Students will model tempera techniques to create texture.
- Students will complete a finished photo-realism painting of the animal of their choice.
- Students will appraise the work of the Wyeth family dynasty.
- Students will self-critique.

ART IV

Originality in expressing ideas is emphasized by exploring various approaches to composition. The most current drawing styles, techniques, tools, and materials are used as well Expression of mood and content is taught through advanced color theory study in multiple media applications. Developing of individual style is promoted. Aesthetics, art history, criticism, accompany each assignment.

AR.A4.01 Students will formulate a self-portrait in prismamarker/pencil using a fantasy concept, and illustrating accurate proportions.

- Students will compose a self-portrait using exacting characteristics and proportion.
- Students will transform themselves into a fantasy concept.
- Students will utilize a prismapencil/marker overlay for media technique in their finished portrait.
- Students will examine the work of contemporary portrait artists.
- Students will compose an artist's statement in reference to their composition.

AR.A4.02 Students will create a scratchboard illustration in realism using a full range of values, describing texture through technique.

- Students will demonstrate the creation of values through line technique.
- Students will illustrate a photograph as subject matter.
- Students will complete a finished realistic rendering on scratchboard.
- Students will evaluate the works of printmakers.
- Students will self-critique.

AR.A4.03 Students will compare and contrast the subject of one master artist, modifying it into the style of another master artist by use of technique and media.

- Students will reproduce the subject of a master artist.
- Students will describe the style and media of a second artist within the subject of the first selected artist.
- Students will compare and contrast the works of each master artist through a written essay.
- Students will self-critique.

AR.A4.04 Students will compose a still-life painting in the media application of glazing.

- Students will arrange objects from life to create their own still-life.
- Students will be introduced to the technique of glazing through acrylic paint and gel medium.
- Students will compose a finished acrylic glazed painting.
- Students will investigate the works of Baroque artists.
- Students will self-critique.

3-D DESIGN

Students will translate 2-dimensional drawings into 3-dimensional sculptural forms through a variety of media and technique.

AR.3D.01 Plaster Figure

- Students will apply knowledge of the figure to gesture drawings developed by drawing from their peers..
- Students will produce a subtractive abstract figure from a poured plaster mould.
- Students will examine contemporary figure sculptors.
- Students will self-critique.

AR.3D.02 Clay Gargoyle

- Students will create a gargoyle utilizing a combination of both animal and human characteristics.
- Students will demonstrate both additive and subtractive sculptural techniques in clay.
- Students will appraise medieval cathedrals and the importance of gargoyles to that time period.
- Students will self-critique.

AR.3D.03 Paper Bas Relief

- Students will create an organic composition of their choice.
- Students will construct their design with layered cut paper in additive technique.
- Students will evaluate the bas reliefs of the Greek culture.
- Students will self-critique.

AR.3D.04 Masks

- Students will utilize a plethora of mixed media to create a fantasy or ethnic mask.
- Students will create a modeling clay mold covered with paper mache
- Students will appraise the ethnic masks of a variety of cultures.
- Students will formulate an artist's statement on the design decisions utilized within their own mask.

PRINTMAKING

**Students will produce basic planographic, intaglio, and relief printmaking techniques.
Students will illustrate printmaking in its role as a fine art medium**

AR.PM.01 Xerox Lithography

- Students will apply knowledge of the figure to a preliminary charcoal rendering.
- Students will produce a Xerox lithography print from the figure rendering.
- Students will examine the work of Henri Toulouse-Lautrec.
- Students will self-critique.

AR.PM.02 Monoprint

- Students will arrange a design through use of found organic matter.
- Students will illustrate the monoprint process through developing a multi-layered composition incorporating various monoprint techniques with the found organic matter.
- Students will appraise the works of Nebraska artist Nancy Childs.
- Students will self-critique.

AR.PM.03 Linocut

- Students will demonstrate composition through a personalized still-life design.
- Students will identify the relief process through a linocut print.
- Students will evaluate the work of Northern Renaissance artist Albrecht Durer.
- Students will self-critique.

AR.PM.04 Drypoint Etching

- Students will create an architectural rendering through the grid process and incorporating proper perspective techniques.
- Students will utilize the intaglio process of drypoint etching.
- Students will compare and contrast the works of various etching artists throughout art history.
- Students will self-critique.

GRAPHIC DESIGN

Students will learn to apply their art skill in creating commercial illustrations in all styles of art. Students will illustrate messages in a wide range of media applications currently used in the graphic design field.

AR.GD.01 Styles of Art in Graphic Design

- Students will analyze the techniques of realism, stylized, and graphic as they apply to Graphic Design.
- Students will apply the styles of art to a completed design incorporating type to sell their concept.
- Students will present information on master graphic design artists.
- Students will self-critique.

AR.GD.02 Typography

- Students will examine the components of type as it relates to graphic design.
- Students will illustrate the use of type as a design component through the creation of a typography poster.
- Students will critique various typography artists.
- Students will self-critique.

AR.GD.03 Logo

- Students will assess the parts of a logo.
- Students will utilize type and image in composing a logo for a client.
- Students will appraise existing logos in the community.
- Students will self-critique.

AR.GD.04 Sports Program

- Students will identify the parts of a poster/flyer and their importance in the arena as advertising.
- Students will demonstrate use of poster components in creation of a sports program cover.
- Students will examine the works of Henri Toulouse-Lautrec.
- Students will self-critique.

AR.GD.05 Publication Design

- Students will formulate the aspects of a publication design layout.
- Students will construct a magazine two-page layout through use of cut paper and printed typography.
- Students will critique magazine layouts from 1900 to present.
- Students will self-critique.

AP ART HISTORY

- AR.AH.01** Students will learn to identify, criticize, analyze, and view aesthetically, the artwork of major art periods from cave art to modern art in a variety of cultures.
- AR.AH.02** Students will qualify the role of art in a culture as it relates to religion, geography, politics, economics, and societal views.
- AR.AH.03** Students will define and memorize vocabulary terms of the given movement through a variety of learning techniques.
- AR.AH.04** Students will compile like art products of their making of the studied art period.
- AR.AH.05** Students will examine all related cultural avenues as it pertains to the making of art with written products as a summation.
- AR.AH.06** Students will be presented the opportunity at conclusion to take the AP College Exam.

DRAFT

CERAMICS I

AR.CI.01 Students will produce three pinch pots, demonstrating a different surface texture on each.

- Students will demonstrate the wedging process
- Students will show uniform wall thickness
- Students will illustrate three different surface designs
- Students will show understanding of dipping and pouring glazing

AR.CI.02 Students will create a coil pot, illustrating repetition, surface design, with an emphasis on the contour shape.

- Students will demonstrate the wedging process
- Students will show uniform wall thickness
- Students will produce coil pots demonstrating two different surface designs
 - coils visible on the outside to produce rhythm and pattern
 - Coils smoothed to produce a smooth surface.
- Students will model glazing techniques

AR.CI.03 Students will create three slab pots. Demonstrating a different method of construction for each pot.

- Students will demonstrate the wedging process
- Students will show knowledge wall thickness
- Students will produce three slab pots
 - slab drape
 - slab tube
 - slab pocket
- Students will model glazing techniques

AR.CI.04 Students will apply their knowledge of hand built construction techniques, by combining at least two in a combination pot.

- Students will demonstrate the wedging process
- Students will show knowledge wall thickness
- Students will produce a pot using coil and slab construction
- Students will model glazing techniques

AR.CI.05 Students will create two pieces of pottery on the potter's wheel.

- Students will demonstrate the wedging process
- Students will show knowledge wall thickness
- Students will produce two wheel pots
- Students will model glazing techniques

AR.CI.06 Students will assemble three clay whistles.

- Students will demonstrate the wedging process
- Students will show knowledge wall thickness
- Students will produce three clay whistles
 - Two common whistles
 - one elaborate whistle
- Students will model glazing techniques

CERAMICS II

AR.CII.01 Students will create three bowls on the potter's wheel.

- Students will model uniform wall thickness
- Students will illustrate their understanding of trimming a foot.
- Students will show demonstrate an understanding of glazing

AR.CII.02 Students will demonstrate coil tube construction with a wheel top attached.

- Students will develop rhythm and movement using coils
- Students will show model uniform wall thickness
- Students will produce a wheel thrown top and connect it
- Students will model glazing techniques

AR.CII.03 Students will produce two wheel thrown cups

- Students will attach pulled handles to the cups
- Students will show knowledge wall thickness
- Students will model glazing techniques

AR.CII.04 Students will create a coil/slab box pot with a wheel top

- Students will demonstrate rhythm and movement with coils and or slabs
- Students will produce a wheel thrown top and connect it
- Students will show knowledge wall thickness
- Students will model glazing techniques

AR.CII.05 Students will assemble an extruder pot with a wheel top

- Students will show knowledge wall thickness
- Students will produce a wheel thrown top and connect it
- Students will model glazing techniques

AR.CII.06 Students will create a slap drape bowl with a wheel base

- Students will a create slab drape bowl on a plaster mold
- Students will show knowledge wall thickness
- Students will produce a wheel thrown base and connect it
- Students will model glazing techniques

COMPUTER GRAPHICS I

AR.CGI.01 Students will create a drawing of the human face using the pen tool

- Students will model the use of the pen tools handles
- Students will illustrate their understanding of edition the pen tool.
- Students will demonstrate an understanding of stroke widths.

AR.CGI.02 Students will create a landscape demonstrating the use of layered and closed shapes

- Students will develop and understanding of filled gradient areas
- Students will analyze the use of warm and cool colors
- Students will create depth by over lapping areas
- Students will demonstrate an understanding of atmospheric effects

AR.CGI.03 Students will illustrate how to manipulate fonts in adobe illustrator

- Students will demonstrate knowledge of adobe Illustrator font related tools.

AR.CGI.04 Students will produce one, two and three point perspectives

- Students will demonstrate knowledge of adobe Illustrator tools.
 - pen tool, snap to the point, guide lines, and duplicate function
- Students will illustrate an understanding of the perspective illustration

AR.CGI.05 Students will produce two portraits, one of self and one of a famous person

- Students will demonstrate knowledge of adobe Illustrator tools.
 - Pen and pencil tools, placing an image in the document, connecting lines, copying and area, and butt registering fitting areas.

AR.CGI.06 Students will produce an i-Movie to portfolio their projects

- Students will display a titles, transitions, and effects in their production
- Students will produce a underlying sound track using Garage Band
- Students will summarize the i-Movie in a web ready QuickTime format
- Students will then self critique their portfolio in the schooltube web site

COMPUTER GRAPHICS II

AR.CGII.01 Students will alter the human face using adobe Photoshop

- Students will demonstrate knowledge of the selection and rubber stamp tools.
 - feathering the selected areas, soft edges

AR.CGII.02 Students will select half of another person's face and using Photoshop, make it fit their face

- Students will alter the human face using adobe Photoshop
- Students will demonstrate knowledge of the selection tool
 - feathering, scaling, cut, copy, paste

AR.CGII.03 Students will select the mouth and nose of an animal with Photoshop make it look real on their face

- Students will alter the human face using adobe Photoshop
- Students will demonstrate knowledge of the selection tool
 - feathering, scaling, cut, copy, paste

AR.CGII.04 Students will illustrate how to manipulate fonts in adobe Photoshop

- Students will demonstrate knowledge of adobe Photoshop tools.
 - scaling, filling a font with a photo, beveling, embossed

AR.CGII.05 Students will produce altered self portraits using liquid filters

- Students will demonstrate knowledge of adobe Photoshop filters package
- Students will illustrate an understanding of the filters in an altered self portrait

AR.CGII.06 Students will produce two portraits, using the airbrush tool in Photoshop

- Students will demonstrate knowledge of the airbrush tool.
 - air brush, soft and hard edges, transparent and opacity, flow pressure,

AR.CGII.07 Students will produce an i-Movie to portfolio their projects

- Students will display a titles, transitions, and effects in their production
- Students will produce an underlying sound track using Garage Band
- Students will summarize the i-Movie in a web ready QuickTime format
- Students will then self critique their portfolio in the schooltube web site