

**CURRICULUM FRAMEWORK**

**CONTENT AREA: VISUAL ARTS**

**GRADE LEVEL/COURSE: ART III**

What is to be taught/ measured	TIME PERIOD 1	TIME PERIOD 2	TIME PERIOD 3	TIME PERIOD 4
<p><b>STANDARDS/BENCHMARKS</b></p> <p><i>(What should students know or do by the end of a unit(s) in this time period? How could they be grouped into units of instruction?)</i></p> <ol style="list-style-type: none"> <li>Students recognize and use visual arts as a form of communication</li> <li>Students know and apply elements of art, principles of design and expressive features of visual arts.</li> <li>Students know and apply visual arts materials, tools, techniques and processes</li> <li>Students relate the visual arts to various historical and cultural traditions</li> <li>Students analyze and evaluate the characteristics, merits, and meaning of works of art.</li> </ol>	<p><b>I. Unit 1 Drawing and direct observation</b></p> <ul style="list-style-type: none"> <li>Students will produce sketches and drawings that illustrate their development in at least three different medias.</li> </ul> <p>Standard 3: Students know and apply visual arts materials, tools, techniques and processes            Standard 4: Students relate the visual arts to various historical and cultural traditions            Standard 5: Students analyze and evaluate the characteristics, merits, and meaning of works of art.</p>	<p><b>II. Unit 2 Exploration of painting and landscapes</b></p> <ul style="list-style-type: none"> <li>Students will explore various painting media emphasizing landscapes, color and design involving principles of art.</li> </ul> <p>Standard 1: Students recognize and use visual arts as a form of communication            Standard 2: Students know and apply elements of art, principles of design and expressive features of visual arts.            Standard 3: Students know and apply visual arts materials, tools, techniques and processes            Standard 5: Students analyze and evaluate the characteristics, merits, and meaning of works of art.</p>	<p><b>III. Unit 3 Investigation of 3-dimensional medias</b></p> <ul style="list-style-type: none"> <li>Students will investigate 3-dimensional medias with an emphasis on principles of art and self-expression.</li> </ul> <p>Standard 1: Students recognize and use visual arts as a form of communication            Standard 3: Students know and apply visual arts materials, tools, techniques and processes            Standard 4: Students relate the visual arts to various historical and cultural traditions            Standard 5: Students analyze and evaluate the characteristics, merits, and meaning of works of art.</p>	<p><b>IV. Production of art work in area(s) of concentration</b></p> <ul style="list-style-type: none"> <li>Students will produce art work in an area(s) of concentration with an emphasis on self-critique and evaluation.</li> </ul> <p>Standard 1: Students recognize and use visual arts as a form of communication            Standard 2: Students know and apply elements of art, principles of design and expressive features of visual arts.            Standard 3: Students know and apply visual arts materials, tools, techniques and processes            Standard 4: Students relate the visual arts to various historical and cultural traditions            Standard 5: Students analyze and evaluate the characteristics, merits, and meaning of works of art.</p>

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<p><b>PERFORMANCE ASSESSMENT</b>  <i>(How do we know students have mastered the benchmarks- what forms of assessment meet the requirements of the benchmark?)</i>                  Criteria for assessment</p> <ul style="list-style-type: none"> <li>-Impact of performance</li> <li>-Work quality and craftsmanship</li> <li>-Adequacy of methods and behaviors</li> <li>-Validity of content</li> <li>-Degree of expertise</li> </ul> <p><b>VALIDATION</b>                  Isolated skill performances, tests, quizzes etc.</p>	<ol style="list-style-type: none"> <li>1. Specific projects in medium</li> <li>2. Self-critiques</li> <li>3. Teacher critiques</li> <li>4. Production rubric</li> <li>5. Quizzes and tests</li> <li>6. Portfolio development</li> <li>7. Sketchbook assignments</li> </ol>	<ol style="list-style-type: none"> <li>1. Specific projects in medium</li> <li>2. Self-critiques</li> <li>3. Teacher critiques</li> <li>4. Production rubric</li> <li>5. Quizzes and tests</li> <li>6. Portfolio development</li> <li>7. Sketchbook assignments</li> </ol>	<ol style="list-style-type: none"> <li>1. Specific projects in medium (minimum of 3, 3-dimensional works with critiques)</li> <li>2. Self-critiques</li> <li>3. Teacher critiques</li> <li>4. Production rubric</li> <li>5. Quizzes and tests</li> <li>6. Portfolio development</li> <li>7. Sketchbook assignments</li> </ol>	<ol style="list-style-type: none"> <li>1. Specific projects in medium ( minimum of 4 work sin area of concentration with critiques and sketchbook)</li> <li>2. Self-critiques</li> <li>3. Teacher critiques</li> <li>4. Production rubric</li> <li>5. Quizzes and tests</li> <li>6. Portfolio development</li> <li>7. Sketchbook assignments</li> </ol>
<p><b>TOPICAL or CURRICULUM ALIGNMENT</b></p> <p>Ex: Genres and materials  <i>(What learning experiences will help students master the benchmarks in this time period?)</i></p>	<p><b><i>I. Unit 1 Drawing and direct observation</i></b></p> <ol style="list-style-type: none"> <li>A. Direct observation</li> <li>B. Still life</li> <li>C. Figurative</li> <li>D. Landscape</li> <li>E. Portraiture</li> </ol>	<p><b><i>II. Unit 2 Exploration of painting and landscapes</i></b></p> <ol style="list-style-type: none"> <li>A. Landscape</li> <li>B. Abstraction</li> <li>C. Narrative</li> <li>D. Student choice</li> </ol>	<p><b><i>III. Unit 3 Investigation of 3-dimensional medias</i></b></p> <ol style="list-style-type: none"> <li>A. Realism</li> <li>B. Non-objective</li> <li>C. Abstraction</li> <li>D. Expressionism</li> <li>E. Surrealism</li> </ol>	<p><b><i>IV. Production of art work in area(s) of concentration</i></b></p> <ol style="list-style-type: none"> <li>A. Presentation</li> <li>B. Exhibition</li> <li>C. Career display investigation</li> </ol>
<p><b>COMPETENCIES</b>  <i>(What lifelong competencies can be integrated to help develop these? Problem solving, communication, technology)</i></p>	<ol style="list-style-type: none"> <li>1. Visual communication</li> <li>2. Research</li> <li>3. Individual and group critiques</li> <li>4. Technology</li> <li>5. Goal setting</li> </ol>			
<p><b>INSTRUCTIONAL STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Exemplars</li> <li>2. Creative analysis/critique</li> <li>3. Demonstration</li> </ol> <p>Suggested Media</p> <ol style="list-style-type: none"> <li>1. Pencil</li> <li>2. Ink/ scratchboard</li> </ol>	<ol style="list-style-type: none"> <li>1. Exemplars</li> <li>2. Creative analysis/critique</li> <li>3. Demonstration</li> </ol> <p>Suggested Media</p> <ol style="list-style-type: none"> <li>1. Watercolor</li> <li>2. Acrylics- oils</li> </ol>	<ol style="list-style-type: none"> <li>1. Exemplars</li> <li>2. Creative analysis/critique</li> <li>3. Demonstration</li> </ol> <p>Suggested Media</p> <ol style="list-style-type: none"> <li>1. Clay</li> <li>2. Wire</li> </ol>	

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	3. Conte 4. Charcoal 5. Pastels		3. Plaster 4. Found objects 5. Printmaking	
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